

ASHEBORO CITY BOARD OF EDUCATION
September 13, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

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

II. Special Recognition and Presentations

- A. Board Spotlight – Early Childhood Development Center

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – August 9, 2012
- B. Personnel
- C. Budget Amendments – S-01, S-02, and F-01
- D. Asheboro High School Chorus Field Trip

V. Information, Reports and Recommendations

- A. Nova Academy Update
- B. Policies
 - Policy 2400 – Board Policies
 - Policy 2410 – Policy Development
 - Policy 2420 – Adoption of Policies
 - Policy 2430 – Dissemination and Preservation of Policies
 - Policy 2440 – Policy Review and Evaluation
 - Policy 2450 – Suspension of Board Policies
 - Policy 2451 – Waiver of Board Policy
 - Policy 2460 – Administration in Policy Absence
 - Policy 2470 – Administrative Procedures
 - Policy 2475 – School Rules
 - Policy 2500 – Hearings Before the Board
 - Policy 2600 – Consultants to the Board
 - Policy 2610 – Board Attorney
 - Policy 2650 – Liaison with School Boards Associations

VI. Action Items

***A. Policies**

- Policy 2210 – Duties of Officers
- Policy 2220 – Official School Spokesperson
- Policy 2230 – Board Committees
- Policy 2300 – Board Meetings
- Policy 2310 – Public Participation at Board Meetings
- Policy 2320 – Compliance With the Open Meetings Law
- Policy 2321 – Closed Sessions
- Policy 2325 – Board Meeting News Coverage
- Policy 2330 – Board Meeting Agenda
- Policy 2335 – Advance Delivery of Meeting Materials
- Policy 2340 – Parliamentary Procedures
- Policy 2341 – Quorum
- Policy 2342 – Voting Methods

***B. ECDC Bids**

***C. Elementary Report Cards**

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Membership and Class Sizes
- C. 2012-2013 Board Goals, September Update

VIII. Board Operations

A. NCSBA Awards

B. Important Dates to Remember:

- Hall of Fame Night at AHS – September 14, 2012 (Concession Stand)
- NCSBA District V Meeting – September 19, 2012, Orange County
- NCSBA Fall Law Conference – October 17-19, 2012, Renaissance, Asheville
- NCSBA Annual Conference – November 12-14, 2012, Sheraton, Greensboro
- NSBA Annual Conference – April 13-15, 2013, San Diego, CA (Reg. opens October 17, 2012)

IX. Executive Session

- A. Superintendent's Annual Performance Evaluation

X. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
September 13, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. Opening

IV. *Consent Agenda

B. Personnel

VI. Action Items

***B. ECDC**

*Decline MARAND Bid (withdrawn)

*Accept LOMAX Bid

*Approve Project Budget of \$2,460,700 to Include Base Bid
and All Alternates Except Metal Roof

*Approve Lease and Administrative Agreement with County of Randolph

***C. Elementary Report Cards (Updated)**

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.**

September 13, 2012



Community Partner Spotlight:

Board Spotlight:

Adriana Paschal and Vivian Saunders, our parent educators, will be speaking about Parents as Teachers. Parents as Teachers (PAT) is a national program with a mission to provide information, support, and encouragement to parents so they can help their children develop optimally during the crucial early years of life. Parents as Teacher's core value is that Parents are their children's first and most important teachers.

The Early Childhood Development Center has provided Parents as Teachers in our community since the mid 1990's. Our parent educator's complete home visits at least once a month with each family to provide parent education on a variety of topics related to child development, children's health, discipline, and more.

Minutes of the Asheboro City Board of Education

August 9, 2012

Policy Committee

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

Jane Redding
Steve Jones

Gustavo Agudelo
Phillip Cheek

Archie Priest, Jr.

Committee member absent was Chris Yow.

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Jennifer Smith, and Dr. Drew Maerz.

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

- The following policies were reviewed with the committee with no revisions needed:
 - Policy 2400 – Board Policies
 - Policy 2410 – Policy Development
 - Policy 2420 – Adoption of Policies
 - Policy 2430 – Dissemination and Preservation of Policies
 - Policy 2440 – Policy Review and Evaluation
 - Policy 2450 – Suspension of Board Policies
 - Policy 2460 – Administration in Policy Absence
 - Policy 2470 – Administrative Procedures
 - Policy 2475 – School Rules
 - Policy 2600 – Consultants to the Board
- Policy 2451 – Waiver of Board Policies
 - NCSBA no longer has this policy. Recommend removal from ACS Board policies.
- Policy 2500 – Hearings Before the Board
 - Minor and technical revisions based on SBA updates.
- Policy 2610 – Board Attorney
 - Addition made to policy regarding board member communication with board attorney. All information communicated will be shared with all board members.
- Policy 2650 – Liaison with School Boards Associations
 - Minor addition made to include “All board members are encouraged to attend meetings, conferences, and seminars of the state and national organizations.”

All policies will go to the Board in September for 30-day review. This completes the review of the 2000 series. Updates from the School Board’s Association are expected at some point in the future.

With no further business, the meeting was adjourned at 6:25 PM.

Finance Committee

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

Linda Cranford
Joyce Harrington
Gidget Kidd

Kyle Lamb
Archie Priest
Jane Redding

Committee member absent: Dr. Kelly Harris

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

Mr. Blair presented the Sodexo agreement revision for 2012-2013 including the increase in reimbursement to Sodexo equal to the State approved increase in the Consumer Price Index (CPI). He then discussed the 2012-2013 Budget to be presented to the board including information on the State budget, salary increases and loss of federal funding.

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

Board of Education

Opening

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

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

Gustavo Agudelo
Linda Cranford
Steve Jones
Kyle Lamb

Archie Smith, Jr., Attorney

Board member absent was Chris Yow. Board member Dr. Kelly Harris arrived at 7:48 p.m.

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

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

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

Special Recognition and Presentations

Assistant Principal Jeff Moss and Guidance Counselor Leslie Smith-Moore presented the Board with invitations to attend the 50th anniversary celebration for South Asheboro Middle School on August 27, 2012, at 5:00 p.m.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – July 12, 2012*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Allgood, Timothy	CO/Assist. Supt. of Human Resources	12/31/12
Brown, Tiffany	DLL/Instructional Assistant	7/25/12
Card, Victoria	NAMS/Science	7/24/12
Dykstra, Heather	SAMS/Special Education	7/30/12
Federhart, Stacey	ECDC/Pre-Kindergarten	7/16/12
Fenech, Ilona	LP/Instructional Assistant	7/31/12
Fitch, Cameron	AHS/Special Education	7/18/12
Hayes, Krystle Michelle	AHS/English	7/17/12
Hynes, Brenda	CWM/Custodian – CO/Bus Dr.	7/24/12
Isley, Phillip	BAL/4 th Grade	7/18/12
Kilby, Kelly	BAL/1 st Grade	7/19/12
Patterson, Matthew	AHS/Special Education	7/18/12
Sedgwick, Kathryn	CWM/4 th Grade	7/19/12
Spangler, Elizabeth	GBT/3 rd Grade	7/31/12
Summey, Carolyn	GBT/Child Nutrition	12/31/12
Taylor, Marian	CWM/4 th Grade	7/19/12
Tolbert, Susan	LP/2 nd Grade	7/25/12
Watkins, Donnie	AHS/Graduation Coach	7/30/12
Wyatt, Kimberly	CWM/Art	7/12/12
Yungeberg, Alison	NAMS/Language Arts	7/27/12
Baird, Lauren	GBT/1 st Grade	8/2/12
McCoy, Brenda	CO/Secretary	11/30/12
Smith, Chameeka	AHS/Business Education	8/6/12

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Allmon, Terry	AHS/Special Education	8/15/12
Barnhouse, Wesley	CWM/Art	8/15/12
Brown, Jessica	LP/Instructional Assistant (PT to FT)	8/15/12
Cammareri, Kathryn	NAMS/Language Arts	8/15/12

Clapp, Laura	LP/Instructional Assistant (PT to FT)	8/15/12
Costas, Zachary	SAMS/Language Arts	8/15/12
Davin, Misty	GBT/Technology Facilitator	8/15/12
Elliott, Margaret	LP/Instructional Assistant (PT to FT)	8/15/12
Gold, Jennifer	NAMS/Language Arts – SS	8/15/12
Groseclose, Graham	NAMS/Instructional Assistant	8/15/12
Hayes, Robin	BAL/Instructional Assistant (PT to FT)	8/15/12
Hedrick, Jennifer	DLL/Instructional Assistant	8/15/12
Hughes, Jamie	BAL/Instructional Assistant	8/15/12
Ivan, Joyce	ECDC/Pre-Kindergarten	8/15/12
Lautzenheiser, Joy	SAMS/Mathematics	8/15/12
McDonald, Melanie	BAL/1 st Grade	8/15/12
Miller, Suzette	BAL/4 th Grade	8/15/12
Neal, Jaron	NAMS/Instructional Assistant	8/15/12
Parson, Krystal	CO/Bus Driver	8/22/12
Pickett, Allison	SAMS/Special Education	8/15/12
Rodriguez, Claudia	NAMS/Mathematics	8/15/12
Ross, Samantha	LP/2 nd Grade	8/15/12
Scotton, Rebecca	LP/Kindergarten	8/15/12
Smith, Laura	CWM/4 th Grade	8/15/12
Weaver, Colton	AHS/English	8/15/12
Willett, Ruth	LP/Instructional Assistant (PT)	8/15/12
Workman, Cindy	SAMS/Mathematics	8/15/12
Adams, Tammy	AHS/Instructional Assistant	8/15/12
Gonzalez, Shandra	DLL/Instructional Assistant	8/15/12
Graves, Margie	CWM/Custodian (Part-Time)	8/13/12
Martin, Jessica	GBT/Instructional Assistant	8/15/12
Mitchell, Rachael	GBT/1 st Grade	8/15/12
Ralph, Amy	GBT/Technology	8/15/12
Sandt, Celes	CWM/4 th Grade	8/15/12
Speedling, Shannon	CWM/Instructional Assistant	8/15/12
Trotter, Lorraine	GBT/Instructional Assistant (PT)	8/15/12
Worcester, Kyle	DLL/Custodian (Part-Time)	7/30/12

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Foscue, Tracey	CWM/5 th Grade to DLL/AIG	8/15/12
Hoffman, Kim	GBT/IA to SAMS/IA	8/15/12
Manning, Chandra	AHS/English to CO/Lead Teacher for Secondary Literacy	7/30/12
Myers, Cynthia	LP/2 nd Grade to SAMS/Math	8/15/12

Nichols, Nancy	AHS/IA to SAMS/IA	8/15/12
Price, Cynthia	ECDC/IA to BAL/IA	8/15/12
Craven, Kevin	GBT/IA to CWM/IA	8/15/12

**Executive Summary for Title I Application 2012-2013 (A copy of the application will become a part of these minutes.)*

**2012-2013 Sodexo Contract (A copy of the contract will become a part of these minutes.)*

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

Information, Reports and Recommendations

Jennifer Smith reviewed the ABC/Annual Measurable Objectives (AMO) Accountability Report for 2011-2012. Six out of eight schools made expected growth. Asheboro High School made high growth meeting 21 of 23 AMOs. We are very proud of the increase in graduation rate to 85.1%.

Julie Pack reported on the number of Asheboro City Schools' students who took Advanced Placement exams in 2012. A total of 154 students took the exams and the total number of exams taken 231. A breakdown of the scores on the AP tests was presented as well. Our test scores for 2011-2012 were much better than 2010-2011 scores. Asheboro High School had ten AP Scholars which is up from seven from last school year.

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

Along with the ACT report, the WorkKeys results were given as well. WorkKeys is a job skills assessment system measuring "real-world" skills that employers believe are critical to job success.

Dr. Tim Allgood gave the Teacher Turnover Report. The teacher turnover rate for the period of March 1, 2011 to March 1, 2012 was 13.3%. Sixteen of those teachers were retirees; eight teachers resigned due to family relocation; five teachers resigned due to non-renewal; five teachers moved to non-teaching positions with ACS; four teachers to teach in another LEA; three educational leaves; two moved to non-teaching positions in other agencies; one resigned due to family responsibility/child care; and one to teach in higher education.

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

- Policy 2210-Duties of Officers
- Policy 2220-Official School Spokesperson
- Policy 2230-Board Committees
- Policy 2300-Board Meetings
- Policy 2310-Public Participation at Board Meetings
- Policy 2320-Compliance with the Open Meetings Law
- Policy 2321-Closed Session
- Policy 2325-Board Meeting News Coverage
- Policy 2330-Board Meeting Agenda
- Policy 2335-Advance Delivery of Meeting Materials
- Policy 2340-Parliamentary Procedures
- Policy 2341-Quorum
- Policy 2342-Voting Methods

Action Items

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

- Policy 2000 – Operational Goals of the Board
- Policy 2010 – Board and Superintendent Relations
- Policy 2100 – Board Member Legal Status
- Policy 2110 – Board Member Elections
- Policy 2113 – Board Member Resignation
- Policy 2115 – Unexpired Term Fulfillment
- Policy 2116 – Removal from Office
- Policy 2120 – Code of Ethics for School Board Members
- Policy 2121 – Board Member Conflict of Interest
- Policy 2122 – Role of Board members in Handling Complaints
- Policy 2123 – Board Members Opportunities for Development
- Policy 2125/7315 – Confidential Information
- Policy 2126/4705/7825 – Confidentiality of Personal Identifying Information
- Policy 2130 – Board Member Compensation and Expenses
- Policy 2200 – Election of Officers/Organization of Board

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

Carla Freemyer presented a Resolution for Strategic Planning for Asheboro City Schools. A motion was made by Ms. Cranford, seconded by Ms. Kidd, and unanimously approved by the board members to approve the resolution. Chairman Redding and Beth and Cranford Knott will serve as co-chairs, and Phillip Cheek will be the board representative for the Strategic Plan Steering Committee. (A copy of the Resolution will become a part of these minutes.)

Harold Blair provided an overview of the 2012-2013 Budget Resolution totaling \$50,329,353.55. A motion was made by Mr. Lamb and seconded by Ms. Harrington to approve the Budget Resolution as presented. Motion passed unanimously. (A copy of the 2012-2013 Budget Resolution will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates: Convocation, August 17, 2012; open house dates for the schools; SAMS 50th Anniversary Reception, August 27, 2012; new employee reception, August 29, 2012; and PTO presentations beginning on September 18, 2012, with the first presentation at SAMS.

Dr. Frost thanked the Cabinet for all the hard work that has occurred in the summer in curriculum, professional development, summer programs, facilities and maintenance, technology, budget, summer feeding, and human resources. Much has been accomplished over the summer and we are ready to welcome students.

Board Operations

Chairman Redding provided board members with school assignments for the 2012-2013 school year and urged them to attend events at their designated schools as well as other schools throughout the school year.

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

- Convocation-August 17, 2012, Asheboro High School

- Board of Commissioners Meeting-September 4, 2012
- Hall of Fame Night at AHS-September 14, 2012
- NCSBA District V Meeting-September 19, 2012
- NCSBA Fall Law Conference-October 17-19, 2012
- NCSBA Annual Conference-November 12-14, 2012

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

Executive Session

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

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 9:55 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
September 13, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Adams, Tammy	AHS/Instructional Assistant	8/21/12
Belpasso, Ashley	BAL/Special Education	8/10/12
Brown, Tracey	DLL/Instructional Assistant	8/10/12
Hildreth, Misty	SAMS/Science	8/8/12
Lautzenheiser, Joy	SAMS/Mathematics	8/17/12
Lewis, Kimberly	AHS/Health Science	9/20/12
Smith, Elise	AHS/Instructional Assistant	8/10/12
Stutts, Juula	SAMS/Nurse	8/7/12
Weaver, Colton	AHS/English	8/31/12
Workman, Cindy	SAMS/Mathematics	8/16/12
York, Brian	NAMS/Custodian	8/17/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bump, Luke	AHS/English	8/31/12
Dunn, Derek	AHS/Instructional Assistant	8/21/12
Faircloth, Nicole	GBT/4 th Grade	8/15/12
Lane, Miranda	AHS/Graduation Coach	8/31/12
Lennon, Barbara	SAMS/Mathematics	8/22/12
Rodriguez, Claudia	NAMS/Mathematics	8/28/12
Shriver, Lauren	SAMS/Mathematics	8/22/12
Surratt, Cheryl	LP/Instructional Assistant	8/15/12
Williams, Brian	GBT/Instructional Assistant	8/15/12
Woodard, Daniel	NAMS/Custodian	9/3/12
Wright, Lee	SAMS/Science	8/15/12

**Asheboro City Schools
Personnel Transactions - Addendum
September 13, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Covington, Crystal	CO/Bus Driver	9/26/12
Jarrett, Sandra	CO/Bus Driver	9/12/12
Tysinger, Mary	CO/Bus Driver	9/12/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Smith, Charlene	Substitute Teacher - \$91.00 day	9/7/12

**Asheboro City Schools
Certified Appointments
September 13, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bump, Luke	University of North Carolina – Greensboro B: English and Secondary Education	English

Luke Bump is recommended to teach English at Asheboro High School. Mr. Bump is a resident of Greensboro who graduated from UNC-G in May. Last spring he completed his student teaching internship at Ben L. Smith High School in Guilford County Schools. In addition to teaching, Mr. Bump is a musician who is employed by First Lutheran Church in Greensboro.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Faircloth, Nicole	North Carolina State University B: Psychology	Elementary Education

A “Blue Comet” graduate of Asheboro High School, Nicole Faircloth is recommended to teach fourth grade at Guy B. Teachey School. For the past two school years, Ms. Faircloth has worked as an Instructional Assistant at Teachey. She is enrolled in a Master’s degree program in Elementary Education at Greensboro College. Welcome home, Nicole Faircloth!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lennon, Barbara	University of North Carolina – Chapel Hill B: Biology East Carolina University D: Medicine	MG Mathematics

An Asheboro resident since 1998, Barbara Lennon is recommended to teach mathematics at South Asheboro Middle School. Teaching is a second career for Dr. Lennon, who was a pediatrician before home schooling her own children until they enrolled in and graduated from Asheboro High School. That experience led her to teach at Agape Christian Academy and Randolph Community College.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Shriver, Lauren	Bloomsburg (PA) University B: Elementary Education Kutztown (PA) University M: Elementary Education	MG Math Elementary Education

Recommended to teach mathematics at South Asheboro Middle School is Lauren Shriver. Ms. Shriver is a native of Pennsylvania who relocated recently to Lexington. She has three years of teaching experience in elementary and middle grades in Schwenksville and Laureldale, Pennsylvania, small towns northwest of Philadelphia.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wright, Lee	University of North Carolina – Greensboro B: Elementary Education M: Elementary Education	MG Science MG Math Academically Gifted

Lee Wright is recommended to teach science at South Asheboro Middle School. A resident of Troy, Ms. Wright is a veteran teacher with over twenty years experience in Stanly County and Montgomery County Schools. She is certified by the National Board of Professional Teaching Standards and is licensed to teach gifted education.

**Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund**

The Asheboro City Board of Education at a regular meeting on the 13th day of September, 2012, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

REVENUE

1.3100.000	State Allocation	\$ (1,169,252.00)
		<u>\$ (1,169,252.00)</u>

EXPENDITURE

1.5110.001	Regular Instruction - Classroom Teacher	\$ (973,797.00)
1.5810.007	School Based Support - Instructional Personnel	(127,386.00)
1.5120.013	CTE - Career Technical Education	(64,550.00)
1.5110.061	Regular Instruction - Classroom Materials	<u>(3,519.00)</u>
		<u>\$ (1,169,252.00)</u>

Total Appropriation in Current Budget	\$ 28,477,000.00
Total Increase/Decrease of above amendment	<u>(1,169,252.00)</u>
Total Appropriation in Current Amended Budget	<u>\$ 27,307,748.00</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of September, 2012.

Chairman, Board of Education

Secretary

**Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund**

The Asheboro City Board of Education at a regular meeting on the 13th day of September, 2012, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

REVENUE

1.3100.000	State Allocation	\$	74,920.00
		\$	74,920.00

EXPENDITURE

1.6400.015	Technology Support - School Technology Fund	\$	58,428.00
1.5400.066	School Leadership - Assistant Principal Intern/Principal Fellows		16,492.00
		\$	74,920.00

Total Appropriation in Current Budget	\$	27,307,748.00
Total Increase/Decrease of above amendment		74,920.00
Total Appropriation in Current Amended Budget	\$	27,382,668.00

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of September, 2012.

Chairman, Board of Education

Secretary

**Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds**

The Asheboro City Board of Education at a regular meeting on the 13th day of September, 2012, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

Revenue

3.3600.048	Drug Free Schools and Communities	\$	1,341.20
3.3600.082	IDEA-VI-B State Improvement	\$	20,000.00
3.3600.107	Educational Technology	\$	164.98
3.3600.118	IDEA-Part B Targeted Assistance	\$	40,000.00
3.3600.119	IDEA-Preschool Part B Targeted Assistance	\$	10,000.00
			\$ 71,506.18

Expenditure

3.5850.048	Safety and Security Support Services	\$	1,341.20
3.5210.082	Children w/ Disabilities Curricular Services	\$	20,000.00
3.5860.107	Instructional Technology Services	\$	164.98
3.5210.118	Children w/ Disabilities Curricular Services	\$	40,000.00
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	\$	10,000.00
			\$ 71,506.18

Total Appropriation in Current Budget	\$ 5,491,952.55
Total Increase/Decrease of above amendment	71,506.18
Total Appropriation in Current Amended Budget	\$ 5,563,458.73

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of September, 2012.

Chairman, Board of Education

Secretary

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

Group Making Request: AHS Chorus } Concert Chorus
Park St. Ensemble School: Asheboro High School

Destination: New York City, NY Date of Trip: March 22-26, 2013

Number of Students Involved: 95 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: Holiday 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: March 22, 2013 2:00 pm Return Time: March 26, 2013 8:00 pm Round Trip Miles (estimated): 930 miles

Estimated Cost to the Student: \$ 725.00

Purpose(s) of the Field Trip: Students will attend Broadway productions, participate in a Broadway workshop, perform at St. Paul the Apostle during and/or following Mass, and tour various NY landmarks.

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.

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. Crutchfield Sponsor 8-7-2012 Date

Approved: [Signature] Principal 8-5-12 Date

Approved: Brad Rice Superintendent or Designee 8/29/12 Date

Transportation Scheduled: [Signature] Transportation Supervisor 8-29-12 Date

Special Comments/ Response: _____

To: Dr. Brian Toth, 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 2012-2013

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 March, 2013.

Proposal:

The students will travel to New York City via motor coaches secured through the ACS Board-approved company Holiday Tours. The length of stay will be four nights and four days. Students will depart on Friday, March 22, at 2:00 P.M. and return by 8:00 P.M. on Tuesday, March 26, 2013.

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 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 rather than New York City provides an economical and more affordable trip, which in turn provides opportunity for more students to participate.

While in New York City, students will visit the 9/11 Memorial and attend two 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 American Museum of Natural History or other museum, a tour of the NBC Studios, and a step-on guide for a 4-hour tour of Manhattan. Trip participants will also enjoy a dinner and dance cruise with a view of the Statue of Liberty and Manhattan skyline aboard the Spirit Cruises.

The AHS Park Street Ensemble has been invited to perform as the featured choir for a Mass at St. Paul the Apostle 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 Considerations:

The total cost of the trip is expected to be approximately \$725.00 per person. The cost of the trip includes all show and tour tickets, participation in a 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, 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 two fund-raisers 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 a popular Broadway show such as "Wicked". The remaining trip cost of approximately \$600.00 will be paid in installments.

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

Proposed Itinerary

Asheboro High School Choir
March 21 – 25, 2013
New York, NY

Itinerary

- **Friday, March 22nd**
 - 1:30 pm – Buses arrive at AHS
 - 2 pm – Depart for New York
 - 10 pm - Overnight accommodations en route in Maryland
- **Saturday, March 23rd**
 - 7 am – Breakfast at the hotel
 - 8:30 am – Depart for New York
 - Lunch en route to NY
 - 2 pm – Admission to the American Museum of Natural History (or similarly priced tour)
 - 4 pm – Free time for shopping or exploring New York on your own
 - 6 pm – Dinner at Mama Sbarro's Italian restaurant
 - 8 pm – Orchestra seating to *Matilda*
 - 11 pm – To hotel; check in
- **Sunday, March 24th**
 - 7 am – Breakfast at the hotel
 - 8:15 am - Depart for Manhattan
 - 9 am – Arrive at The Church of St. Paul the Apostle; prepare for performance
 - 10 am - Perform for Mass (featured Choir)
 - 11:30 am – Concert after Mass
 - Lunch on your own with chaperone group
 - 2 pm – Step-on guide for 4 hour tour of Manhattan
 - 6 pm – End tour at pier for dinner cruise
 - 6:30 pm – Boarding for dinner cruise
 - 7 pm – Dinner cruise with DJ aboard Spirit Cruises
 - 10 pm – To hotel

- **Monday, March 25th**

- 7 am – Breakfast at the hotel
- 8:15 am - Depart for Manhattan
- 10 am – Broadway workshop
- Lunch on your own with chaperone group; afternoon free
- 2 pm – Free time
- 5:30 pm – Dinner at Planet Hollywood or Hard Rock Café or similar
- 8 pm – Rear Mezzanine seating to *Newsies*
- 11 pm – To hotel

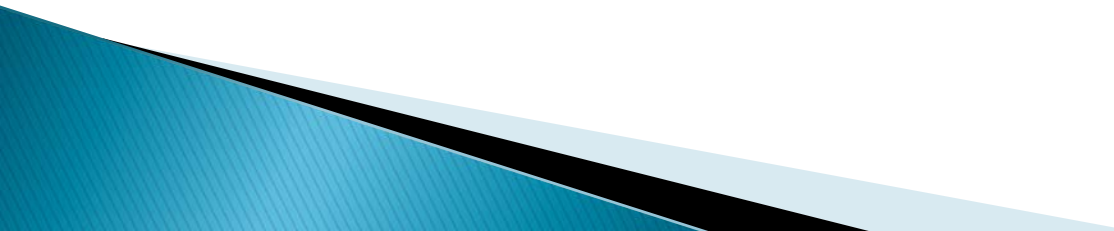
- **Tuesday, March 26th**

- 7 am – Breakfast at the hotel
- 8 am – Depart for home



Building Supports for Students to Burn Brighter

Characteristics of Drop-Out Students at Asheboro High School

- ▶ Socio-Economic Background
 - ▶ Lack of Parental Involvement
 - ▶ Pregnancy
 - ▶ Discipline issues/Suspensions, LTIP, STIP
 - ▶ Learning Disabilities/EC Classifications
 - ▶ School Change
- 

A stone staircase leading up a hillside, symbolizing an alternative pathway.

What is the Nova Academy?

Alternative to Diploma Center Pathway within the Comprehensive High School Environment

- Individual Student Plans
 - Reduced
- Flexible Scheduling
 - Online curriculum delivery
 - Extended Hours

Goals of the Nova Academy

- ▶ High School Completion
 - Focus—students in their 5th year of HS, 4th year not classified as a junior, have dropped out, or have demonstrated hardship
- ▶ Connect Students to the Community—
Knowledge Meets Action



Components of the Nova Academy

Guest Speakers

Home Visits

FIELD TRIPS

Ownership of Success

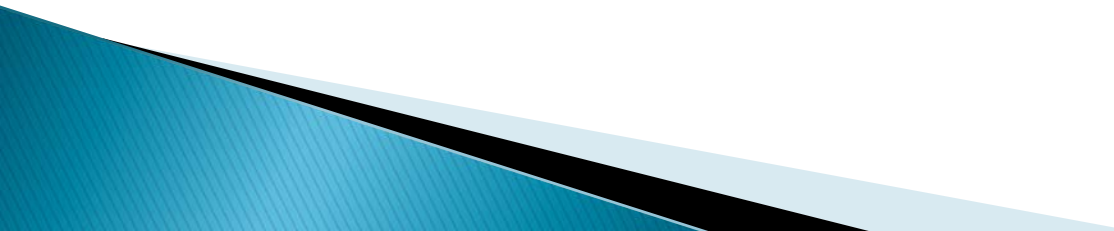
SERVICE LEARNING PROJECTS

Graduation Projects

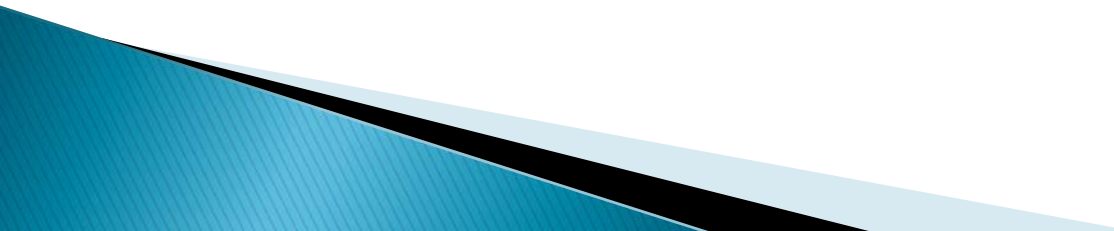
Online Classes

Graduation Requirements

Eligible Students:

- ▶ May graduate with fewer than 28 credits
 - ▶ Must meet all state graduation requirements
 - ▶ Must successfully complete a graduation project
 - ▶ Will complete an individualized plan based on their transcript and educational goals
 - ▶ Service Learning Project
- 

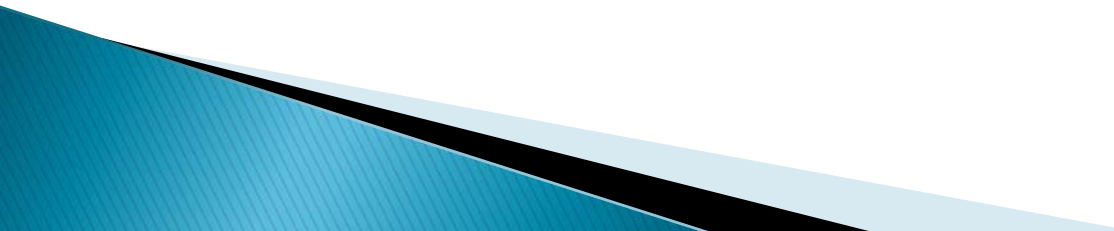
Student Ownership of Success

- ▶ Weekly Student Progress reports
 - ▶ Weekly Pacing guides for courses
 - ▶ Service Learning Projects
 - ▶ Literacy Initiative
 - ▶ Student Expectation Contracts
- 

Success Stories

- ▶ Class of 2009– 8 graduates
 - ▶ Class of 2010– 9 graduates
 - ▶ Class of 2011– 18 graduates
 - ▶ Class of 2012– 27 graduates
- 

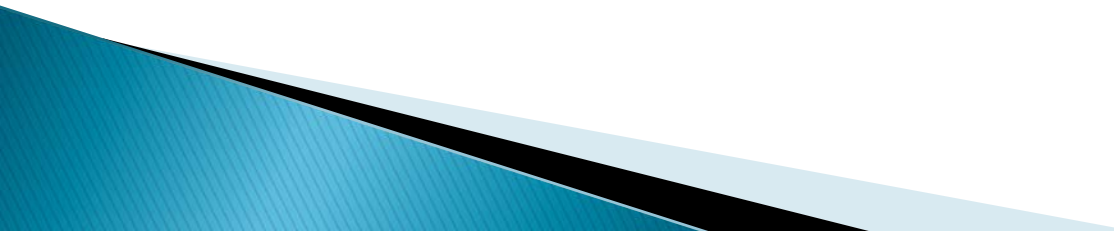
Samuel Class of 2012

- ▶ Graduated 75th with 3.96 GPA
 - ▶ Lived for 1 year in India
 - ▶ Homeschooled for 1 year
 - ▶ Completed 3 courses in the Academy
 - ▶ Accepted to UNC–Pembroke; Enrolled in August
- 

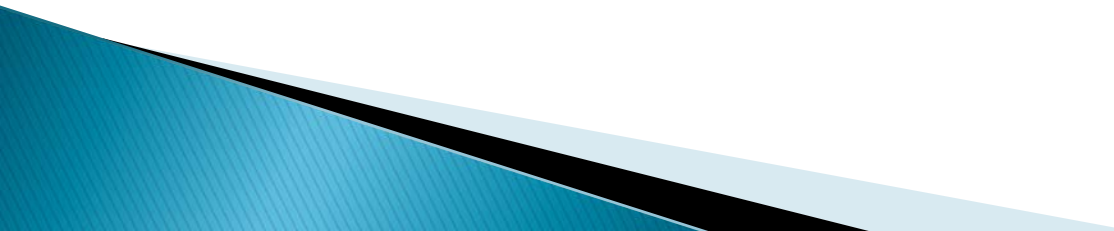
Matthew Class of 2012

- ▶ Completed 4 courses in Nova Academy
 - ▶ Enlisted in the United States Marine Corps
 - ▶ Shipped off to USMCRD Parris Island, Aug 29th
- 

Riley Class of 2012

- ▶ 5 years at Asheboro High School
 - ▶ Repeated Freshmen year 3 times
 - ▶ 19 years old in September; Classified as a Sophomore
 - ▶ Completed 6 courses, including English 10, 11 and 12
 - ▶ Wrote Junior paper and Completed Senior Project in the Academy
 - ▶ Employed full time as laborer
- 

Wrap-up

- ▶ Changing the expectations
 - ▶ Holding students accountable
 - ▶ Providing an alternative
 - ▶ Supporting and Motivating
- 

The board of education reserves to itself the functions of developing and revising policies for the school district. The formation and adoption of policies will constitute the primary method through which the board exercises its leadership in the operation of the school district.

The superintendent is responsible for implementing the policies established by the board of education. He/she is empowered to issue administrative regulations necessary for the implementation of board policies with such regulations subject to review by the board.

The superintendent will interpret to the board the reactions of school personnel and the public to the board's policies.

All staff members will be responsible for abiding by the policies of the board and the administrative regulations of the superintendent.

Legal References: G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

Any board member, individual or group of citizens, students or employees may initiate proposals for new policies, or changes to existing policies. The initiator will refer the suggestions to the superintendent for study prior to public discussion of the proposal and board action.

The board encourages input from the board attorney, other professionals, school district personnel, parents, students and citizens, as appropriate in the development of proposed policies.

Legal References G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

Policies may be proposed for adoption, amendment or repeal at any board meeting by any member of the board or by the superintendent. A request to place the proposed policy on the agenda must be made in accordance with board policy.

Policies introduced and recommended to the board will not be adopted until a subsequent meeting. Thus, time will be given to permit further study and also to give an opportunity for interested parties to react. However, temporary approval may be granted by the board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

During discussion of a policy proposal, the views of the public, parents, students and staff will be considered. Amendments may be proposed by board members. An amendment will not require that the policy go through an additional reading except as the board determines that the amendment needs further study and that an additional reading would be desirable. The board must adopt by majority vote and the superintendent must record the policy in the minutes of the board meeting in order for the policy to be considered official board policy.

Unless otherwise specified by the board, a policy is effective as of the date it is adopted by the board.

No policy formally adopted by the board of education may be revised or rescinded except by majority vote in accordance with policy 2342, Voting Methods.

Legal References: G.S. 115C-36

Cross References: Board Meetings Agenda (policy 2330), Voting Methods (policy 2342), Policy Review and Evaluation (policy 2440)

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

Reviewed by Policy Committee on August 9, 2012

DISSEMINATION AND PRESERVATION OF POLICIES

Policy Code: **2430**

The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the board and any accompanying administrative procedures or memoranda.

All policies adopted by the board of education will be maintained in a policy manual which will constitute a public record and which will be open for inspection at the board of education offices during regular office hours. In addition, the superintendent will ensure that all board members and employees have convenient access to copies of the policy manual.

All policy manuals distributed remain the property of the board and will be deemed to be "on loan" to any person or organization and are subject to recall at any time deemed necessary for purposes of amendment, rescission, or recodification.

Legal References G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

The board assigns to the superintendent the responsibility of continued review and evaluation of the policies adopted by the board and of bringing to the board's attention the need for adopting, amending, updating, or rescinding any particular policy.

The superintendent has the authority to make technical and conforming changes to any existing policies necessitated by changes in state and federal law. Such changes are effective immediately subject to ratification by the board at its next regular meeting.

The superintendent is responsible for dissemination of updated, revised and newly adopted policies to all holders of policy manuals and for recalling all manuals if necessary for updating or recodification.

Legal References: G.S. 115C-36

Cross References: Adoption of Policies (policy 2420)

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

Reviewed by Policy Committee on August 9, 2012

The operation of any section or sections of board policies not established by law or contract may be suspended temporarily by a majority vote of board members present at a board meeting held in compliance with law and board policy.

Legal References: G.S. 115C-36

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

Reviewed by Policy Committee on August 9, 2012

Remove from ACS Policy

WAIVER OF BOARD POLICIES

Policy Code:

2451

The board of education supports the efforts of individual schools to meet the unique needs of their particular student populations by designing innovative programs. To facilitate such innovation, the superintendent, on behalf of individual schools, may request waivers of all or parts of specific policies of this board.

Before a waiver of all or parts of a particular board policy will be granted, the following must occur:

The principal will notify the superintendent in writing of the policy (parts or whole) to be waived and the educational rationale supporting that waiver. That rationale will reflect how the waiver will assist in the implementation of a school improvement plan linked to student outcomes.

Before the next board meeting, if the waiver request is received at least two weeks prior to that date, the superintendent will ask the policy committee of the board of education to consider the request. If the notification is received by the superintendent with fewer than two weeks remaining until the next board meeting, the superintendent may postpone consideration of the request one month.

The policy committee will consider the request and make recommendations to the full board at the next meeting. Waivers may be granted by a majority vote of the board.

If the board passes the waiver request, it will take effect for the remainder of the school year or for the upcoming school year if the request is for the upcoming school year. If the school desires for the waiver to be continued beyond that time, an annual request must be made by following steps 1-5 outlined above.

The superintendent will notify the principal of the school seeking a waiver of the action of the board.

Legal References: G.S. 115C-36

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

The board of education delegates to the superintendent of the schools the power to act in cases where the board has not provided policy statements to guide administrative action. The superintendent will inform the board promptly of such action and of the need for policy.

Legal References: G.S. 115C-36, -47, -276

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

Reviewed by Policy Committee on August 9, 2012

The superintendent is responsible for developing administrative procedures necessary to implement board policies.

In developing procedures, the superintendent should consult, as appropriate, with principals and other school district personnel, parents, students, the board attorney and other professionals and citizens. The superintendent may establish formal administrative procedures or use less formal documents, such as memoranda, so long as the documents are preserved and disseminated in accordance with board policy. The board may review an administrative procedure at any time and direct the superintendent to modify, expand or omit the procedure.

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

Cross References: Dissemination and Preservation of Policies (policy 2430)

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

Reviewed by Policy Committee on August 9, 2012

All principals and school personnel are encouraged to initiate improvements to the educational program and services for students through school rules, standards and procedures. Unless specifically addressed by the board, the superintendent may determine what matters will be addressed through administrative procedures developed in accordance with policy 2470, Administrative Procedures and what matters may be addressed through school rules, standards or procedures established by the principal.

Principals are responsible for school rules, standards and procedures and are encouraged to involve staff, parents, students, professionals and citizens as appropriate to the issue.

At any time, the board or superintendent may review and direct the principal to modify, expand or omit a school rule, standard or procedure. All rules, standards or procedures must be consistent with applicable policies of the board, the administrative procedures of the superintendent, and any other applicable laws and regulations.

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

Cross References: Dissemination and Preservation of Policies (policy 2430), Administrative Procedures (policy 2470)

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

Reviewed by Policy Committee on August 9, 2012

The board is guided by generally accepted standards of fairness in establishing processes for hearings before the board. Given the board's considerable responsibilities for overseeing the educational program and operations of the schools, the board also strives to be efficient in carrying out its various functions, including conducting hearings.

Unless other hearing processes are required by law or board policy, the following procedures will apply in board hearings. The board reserves the right to modify the procedures described in this policy as necessary in any particular hearing in order to be fair, efficient, meet legal requirements or for any other reason the board deems sufficient.

1. A hearing will be open to the public unless a closed session is permitted by law.

It is the express policy of the State and this board to make hearings open to the public except for certain purposes specified in the Open Meetings Law.

Grievance appeals pursuant to board policies 1740/4010 (Student and Parent Grievance Procedures) and 1750/7220 (Grievance Procedure for Employees) typically will be heard in closed sessions in order to present the disclosure of confidential information. Closed sessions will be conducted in accordance with board policy 2320, Compliance with the Open Meetings Law.

The board will consider requests made by a parent, student or employee to conduct a hearing in open session that is permitted by law to be held in closed session. However, the board will make the final determination of whether a hearing will be held in open or closed session.

2. The superintendent is responsible for providing sufficient notice of the time and place a hearing will be held and the nature of the hearing that will be available.

In order to resolve complaints expeditiously, board hearings will be scheduled as promptly as possible and notice given to the parties. The superintendent should provide as much notice as is feasible given the particular circumstances. The superintendent will provide a copy of this policy and, when possible, specify time limitations on the oral presentation if different from what is provided in section five of this policy.

3. Individual hearings will be held unless the board determines that a group hearing would be a more effective process for hearing and addressing the matter.

Where two or more individuals share the same or similar concern or are involved in the same matter to be heard by the board, the board may consider whether to conduct a group hearing. The board may consider factors such as generally accepted standards of fairness, the need for efficiency and the ability to prevent the disclosure of confidential information. The board will consider requests for group or individual hearings and will make the final determination.

4. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.

The superintendent will confer with the chairperson of the board to determine whether the full board or a panel of the board will conduct a hearing. The board also may establish a panel to hear certain types of appeals, such as student grievances.

5. All parties involved in the hearing may submit written position statements and will be given the opportunity for a limited oral presentation.

Written statements may be submitted at the hearing or in advance of the hearing unless otherwise specified. All parties will be given the opportunity to orally address the board as well. The board may establish time limitations for oral presentations for different types of hearings or may set the time limitation for a particular hearing. Unless a different time frame is established in the notice, applicable board policies or at the hearing, each party will be offered 15 minutes to present his or her position to the board.

6. The board may limit oral presentation to be made by the parties themselves: other witnesses may be excluded. ~~Any individual intending to be represented by legal counsel must notify the superintendent at least 3 days in advance of the hearing that they will be represented by legal counsel.~~

The board believes that in most instances, the position of the parties can be presented fairly by permitting the parties to speak before the board. The board may designate types of hearings in which parties may or may not be represented by legal counsel. Any individual intending to be represented by legal counsel must notify the superintendent ~~at least 3 days~~ in advance of the hearing so that there will be an opportunity to clarify whether legal counsel may be used and to provide the superintendent and board with the opportunity to be represented by legal counsel. If necessary, the meeting may be rescheduled so that the board and/or superintendent can secure legal counsel for the hearing.

7. Legal evidentiary rules do not apply to information considered by the board.

The board may consider any information that a reasonably prudent person would consider in conducting the serious affairs of a business.

8. In reviewing any appeal of a decision of school personnel, the board will determine whether the administrative record as a whole provides sufficient evidence to justify the decision of the superintendent: new evidence will only be permitted as necessary to ~~ensure~~ fairness prevent a threat of substantial unfairness.

The board will review the administrative record, including any administrative proceedings, and will provide an opportunity for the superintendent and the party contesting the decision to a limited oral presentation of their positions. The submission of documentary evidence and presentation of additional witnesses will be allowed at the discretion of the board.

9. The superintendent is responsible for making a record of the hearing.

The superintendent will make any record required by law. At a minimum, the board record will incorporate the administrative record provided to the board for review and any written documents submitted by the parties. The record also will provide the decision of the board and the basis for the decision when such information is required or specified in law or board policy.

Legal References: G.S. 115C-45(c); 143-318.11

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Sexual Harassment Complaint Procedure for Students (policy 1745), Grievance Procedure for Employees (policy 1750/7220), Sexual Harassment Complaint Procedure for Employees (policy 1755)

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

Updated:

Reviewed by Policy Committee on August 9, 2012

The board may utilize consultants from various fields as situations demand, including architects, personal consultants and instructional/educational consultants. In each case, the board will request proposals as required by law or as deemed necessary by the board and will enter into a written contract with the consultant selected outlining the tasks to be performed, the dates for completion, evaluation procedures and any other relevant terms.

Legal References: G.S. 115C-47

Cross References: Planning for Facility Needs (policy 9000), Site Selection (policy 9010), Facility Design (policy 9020), Supervision of Construction Contracts (policy 9130), Sale and Disposal of Board-Owned Real Property (policy 9400)

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

Reviewed by Policy Committee on August 9, 2012

The board will enter into contracts for legal service to the school district including both legal advice and representation in litigation, as needed. Any attorney retained by the board or the superintendent through school district funds represents the legal entity of the school district and not any individual board member or administrator.

The superintendent may consult with the board attorney as needed to carry out administrative operations and to protect the board and school district from liability. Other staff may consult with the board attorney following procedures established by the superintendent.

The chairperson of the board normally will decide for board members when to seek legal advice or assistance on school matters. If an individual member of the board desires to consult directly with the attorney, the board member shall notify the chairperson of the legal information to be sought. If it is determined that legal assistance is necessary and has not been sought previously for this matter, the board member will be directed to consult individually with the attorney. Questions raised by members of the board and the attorney's replies will be reported to all board members. The chairperson of a board committee may consult with the board attorney on issues that arise out of and in connection with the committee's work. The inquiry and response will be reported to all board members.

Legal References: G.S. 115C-36

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

Updated:

Reviewed by Policy Committee on August 9, 2012

**LIAISON
WITH SCHOOL BOARDS ASSOCIATIONS**

Policy Code:

2650

The board instructs the superintendent to keep it fully informed of the affairs of the State and National School Boards Association and to keep those organizations informed as directed regarding the board's concerns and official positions on matters of common concern. The superintendent will include in the budget each year the cost of this membership.

All board members are encouraged to attend meetings, conferences and seminars of the state and national organizations ~~this organization~~ in order to familiarize themselves with the latest developments in school affairs.

The board also will attempt to be officially represented in association affairs through the election of delegates and/or observers to the governing assemblies of those organizations.

Legal References: G.S. 115C-36

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

Updated:

Reviewed by Policy Committee on August 9, 2012

The designated officers of the board will be chairperson, vice-chairperson, chairperson pro tempore and secretary.

The officers of the board will perform all duties and exercise the authority imposed or conferred upon them by the statutes of the State of North Carolina and by the State Board of Education.

A. DUTIES OF THE CHAIRPERSON

1. The chairperson has the following duties:

- a. preside at all meetings of the board;
- b. preserve order at all times;
- c. appoint committee members and chairpersons;
- d. serve as ex-officio member of all committees;
- e. call special meetings; and
- f. sign official district documents.

The chairperson will perform all duties required of the office by law and execute all documents on behalf of the board.

2. In order to address the board, a member must be recognized by the chairperson. The chairperson will have the following powers:

- a. to rule motions in or out of order, including the right to rule out of order any motions patently offered for obstructive or dilatory purposes;
- b. to determine whether a speaker has gone beyond reasonable standards of courtesy in his/her remarks;
- c. to entertain and rule on questions of parliamentary procedure;
- d. to call a brief recess at any time; and
- e. to adjourn in an emergency.

The chairperson may vote on all matters for which a motion is made and will serve as spokesperson of the board for communicating the board's position to the public.

B. DUTIES OF THE VICE-CHAIRPERSON

In the absence of the chairperson, the vice-chairperson of the board will assume all the rights and responsibilities of the chairperson and will perform other duties assigned by the chairperson.

C. DUTIES OF THE CHAIRPERSON PRO TEMPORE

In the absence of both the chairperson and vice-chairperson, the board may elect a chairperson pro tempore for that meeting only and the appointment of such temporary officer will be noted in the minutes. While so serving, a chairperson pro tempore performs the regular duties of the chairperson.

D. DUTIES OF BOARD SECRETARY

The superintendent will serve as ex-officio secretary to the board. The superintendent will keep the minutes of the meetings of the board but will have no vote. In the event of a vacancy in the superintendency, or if the superintendent is excluded for a closed-session, the board may designate one of its members to serve temporarily as secretary to the board.

As secretary to the board, the superintendent will:

- record all proceedings of the board;
- issue all notices and orders that may be made by the board;
- ensure that the minutes of the meetings of the board are promptly and accurately recorded in the minutes book which will be kept in the office of the superintendent and be open to public inspection during regular business hours;
- manage all correspondence on behalf of the board, unless the board directs otherwise;
- prepare and distribute copies of the agenda as required by law and board policy;
- maintain board members' manuals of policies and administrative regulations in current status;
- advise the board of policies previously adopted which affect items on the agenda requiring policy consideration;
- in the absence of the chairperson and vice-chairperson, call the board meeting to order and conduct the election of a chairperson pro tempore; and
- perform other duties as required by state law or board policy.

Legal References: G.S. 115C-41(a), -276(b)

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

Reviewed by Policy Committee on July 12, 2012

The official spokespersons of the school district will be the chairperson of the board or designee and the superintendent and the superintendent's designees. Any person speaking in an official capacity will conduct his or her assignment from the standpoint of the best interests of the board, the school district and the community, not as a representative of his or her own personal ideas or feelings.

Legal References: G.S. 115C-36, -276

Cross References: Board Authority and Duties (policy 1010), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on July 12, 2012

A. STANDING COMMITTEES

The board will organize standing committees for the purpose of conducting thorough deliberations and investigations of issues and informing and recommending action to the board as appropriate.

Standing committees of the board are Finance and Policies.

The chairperson of each standing committee and the members of that committee will be named by the chairperson of the board on an annual basis. The assignment of individual board members to these committees will be published each year.

The committee chairperson will preside at all committee meetings and be responsible for reporting to the board on the activities of the committee. The committee chairperson will call meetings and establish an agenda for each committee meeting that will include any item suggested by the superintendent, committee member or board member.

The board chairperson will be an ex-officio member of each committee. The superintendent or his/her designee will assist the chairperson of each standing committee in the preparation of the agenda and in ensuring that information is available to the committee during its deliberation of issues.

A standing committee may only make recommendations to the board and has no authority to act on behalf of the board unless specifically authorized by law, board policy or the board.

B. AD HOC COMMITTEES

As time and situations demand, ad hoc committees may be appointed by the chairperson with the approval of the board. Ad hoc committees have no final authority and are subordinate and advisory to the board.

C. OPEN MEETINGS LAW

All committees of the board are public bodies within the meaning of the North Carolina Open Meetings Law and are subject to all requirements of that law pertaining to notice, closed sessions, minutes, voting and penalties.

Legal References: G.S. 115C-36; 143-318.9 *et seq.*

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

Reviewed by Policy Committee on July 12, 2012

The board, as a corporate body, may transact business only at official meetings of the board. An individual board member has no authority to act absent the delegation of authority by the board at an official meeting.

As defined by law, an official meeting of the board includes any meeting, assembly or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the members of a public body for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the public business of the public body. However, a social meeting or other informal assembly or gathering together of the members of a public body does not constitute an official meeting unless called or held to evade the spirit and purposes of the open meetings law.

A. TYPES OF MEETINGS

While the board is determined to operate efficiently, it also is mindful of the importance of thoughtful planning and discussion prior to taking formal action. Regular meetings will be held at a predetermined time and place to conduct the business of the board. In addition, the board may hold emergency meetings, work sessions, retreats, public hearings, or other special meetings as it deems necessary to act in a timely manner and provide its members and executive staff with the opportunity to have an exchange of ideas and receive input from other staff, parents, students and the community.

B. REGULAR MEETINGS

The superintendent will keep on file the schedule of regular meetings with the predetermined time and place. The schedule will be revised only in accordance with legal requirements for notice.

C. EMERGENCY MEETINGS

An emergency meeting may be called in order to address generally unexpected circumstances that require immediate consideration by the board. The chairperson, or the vice-chairperson, if the chairperson is unable or unwilling to act, will call an emergency meeting when (a) two members so request; or (b) the chairperson determines the meeting is necessary.

D. SPECIAL MEETINGS

1. Retreats and Workshops

Retreats and workshops are special meetings that may be scheduled in order to give the board more time to deliberate or evaluate issues. The chairperson, or the vice-

chairperson, if the chairperson is unable or unwilling, will call a retreat or workshop upon a majority vote of the board.

2. Public Hearings

Public hearings required by law or deemed advisable by the board will be organized by a special order, adopted by a majority vote, setting forth the subject, date, place and time of the hearing as well as any rules regarding participation, such as the length of time for each speaker. The purpose of the meeting is to gather information and hear opinions from the community. Generally, board members will respond only to seek clarification. At the appointed time, the chairperson or designee will call the hearing to order and preside over it. When the allotted time expires or when no one wishes to speak, the chairperson or designee will declare the hearing ended.

3. Other Special Meetings

Other special meetings may be scheduled in between regular meetings. The chairperson, or the vice-chairperson, if the chairperson is unable or unwilling to act, will call a special meeting to address a particular item or topic when (a) two members so request; or (b) the chairperson determines one is necessary.

E. OPEN MEETINGS LAW COMPLIANCE

The board will comply with the open meeting law, including notice of meetings.

Legal References: G.S. 143-318.9, -318.14

Cross References: Compliance with the Open Meetings Law (policy 2320)

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

Updated: February 12, 2009

Reviewed by Policy Committee on July 12, 2012

Board meetings are conducted for the purpose of carrying on the official business of the school district. The public is cordially invited to attend board meetings to observe the board as it conducts its official business.

The board of education, as an elected representative body of the school district, also wishes to provide a forum for citizens to express interests and concerns related to the school district. To provide an opportunity for input while conducting an orderly meeting, individuals or groups may be heard by the board in accordance with this policy or policy 2300, Board Meetings, section D, paragraph 2, which addresses public hearings.

A. REQUESTS TO PLACE ITEM ON THE AGENDA

In order that the board may fairly and adequately discharge its overall responsibility, citizens desiring an item to be placed on the agenda for a specific board meeting should direct written requests to the superintendent at least six working days prior to the meeting.

The request should include:

- the name and address of the person or persons making the request;
- the organization or group, if any, represented; and
- a brief explanation of the nature of the item. Questions and/or materials to be presented to the board are to be submitted along with the request. Additional items may be added to the agenda by the board on a two-thirds vote of the board members.

The superintendent will confer with the chairperson of the board concerning whether to approve placing the requested item on the agenda, and to determine the appropriate meeting for such discussion. The superintendent, with the consent of the board chairperson, will accept or deny a request for inclusion on the agenda for any reason determined appropriate by the superintendent and chairperson.

The superintendent will notify the requesting party of the response to the request. The board may, by majority vote and notwithstanding prior denial by the superintendent, consent to hear a presentation where the appeal to speak is made immediately prior to or during the course of the meeting. The superintendent ~~will~~ shall explain any other processes available for addressing the concerns. (*See section C, ~~below~~, Reports of Complaints, below.)*

The chairperson will establish the amount of time for individual or group presentations.

B. REQUESTS TO ADDRESS THE BOARD PUBLIC COMMENT

Each month, a part of at least one regularly scheduled board meeting each meeting will be set aside for citizens to address the board through public comment. A sign-up sheet will be available for any individual or group to indicate their desire to address the board. The chairperson will decide the amount of time devoted to public comments. The superintendent shall develop additional procedures to ensure that public comment session proceed in an efficient and orderly manner.

Board members need not respond to individuals who address the board except to request clarification of points made by the presenter.

Except in cases of emergency, information received during presentations will not be acted upon at the time it is received. It will take unanimous vote of the board members present to take action on a presentation considered to be of an unusual or emergency nature at the time it is presented.

Disruptions by any person or persons of a public meeting will be subject to action in accordance with G.S. 143-318.17.

If the board does not hold a regular meeting during a month, the board will not provide a time for public comment at any other meeting held during that month, unless a majority of the board votes to allow public comment at the meeting or unless the purpose of the meeting is a public hearing.

C. REPORTS OF COMPLAINTS

Complaints about the performance of school personnel, implementation of board policy, the quality of the educational program or school facilities should be submitted initially for a response to the school district official responsible for the program or facility or to the superintendent. The superintendent or designee ~~will~~ shall make available this board policy and other relevant grievance procedures to any individual or group submitting a complaint.

Legal References: G.S. 143-318.10, and -318-17; 115C-36, -51

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Role of Board Members in Handling Complaints (policy 2122), Board Meetings (policy 2300), Board Meeting Agenda (policy 2330), Responding to Complaints (policy 1742/5060)

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

Revised:

Reviewed by Policy Committee on July 12, 2012

The board affirms the public policy of this State that hearings, deliberations and actions of public bodies be conducted openly.

A. APPLICABILITY

All "public bodies" holding "official meetings" must comply with the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes. The term "public bodies" includes the board, any committees of the board, school improvement teams and, as defined by law, any other committee of two or more members that exercises or is authorized to exercise a legislative, policy-making, quasi-judicial, administrative or advisory function, unless the committee or group is solely comprised of professional staff.

~~The term "official meetings" means a meeting, assembly, or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the members of a public body for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the public business within the jurisdiction, real or apparent, of the public body. However, a social meeting or other informal assembly or gathering together of the members of a public body does not constitute an official meeting unless called or held to evade the spirit and purposes of the open meetings law.~~

B. COMPLIANCE

As secretary to the board, the superintendent will provide required notice and record and maintain minutes of all official meetings of the board, board committees or committee appointed by the board. The principal or the principal's designee will be responsible for compliance with the open meetings law by school improvement teams or any other public bodies at the school level. The superintendent or designee will make copies of the open meetings law available to any public bodies associated with the school district. The board and other public bodies of the school district are encouraged to consult the local board attorney in accordance with policy 2610, Board Attorney, to obtain advice on complying with the legal requirements of the open meetings law.

1. Notice

Notice will be given in accordance with law for all regularly scheduled meetings, emergency meetings, and any other meetings, such as public hearings, work sessions, electronic meetings or retreats.

2. Minutes

For all official meetings, whether held in open or closed session, minutes will be recorded and maintained in accordance with all legal requirements.

3. Closed Sessions

Closed sessions will be held only when required to permit the board to act in the public interest and as permitted by law. A motion to go into closed session must be made and adopted in open session in accordance with the requirements of G.S. 43-318.11(c).

Legal References: G.S. 143-318.9, -318.10, -318.11, -318.12

Cross References: Board Attorney (policy 2610)

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

Updated: February 12, 2009.

Reviewed by Policy Committee on July 12, 2012

Closed sessions will be held only when required to permit the board to act in the public interest as provided by law.

A. PERMITTED PURPOSES

By majority vote of its members present, the board may hold or retire to a closed session as permitted by law for the deliberation of the following:

1. To prevent the disclosure of information that is privileged or confidential pursuant to the law of this state or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes;
2. To prevent the premature disclosure of an honorary degree, scholarship, prize or similar award;
3. To consult with an attorney employed or retained by the board in order to preserve the attorney-client privilege between the attorney and the client, including discussions on the handling or settlement of a claim, judicial action, mediation, arbitration or administrative procedure;
4. To discuss matters relating to the location or expansion of industries or other businesses in the area served by the board;
5. To establish, or to instruct the board's staff or negotiating agents concerning the position to be taken by or on behalf of the board in negotiating (1) the price and other material terms of a contract or proposed contract for the acquisition of real property by purchase, option, exchange or lease; or (2) the amount of compensation and other material terms of an employment contract or proposed employment contract;
6. To consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual employed or considered for employment with the school district; or to hear or investigate a complaint, charge or grievance by or against any individual employee; ~~and~~
7. To plan, conduct or hear reports concerning investigations of alleged criminal misconduct;
8. To formulate plans relating to emergency responses to incidents of school violence; and

9. To discuss and take action regarding plans to protect public safety as it relates to existing or potential terrorist activity and to receive briefings by staff members, legal counsel, or law enforcement or emergency service officials concerning actions taken or to be taken to respond to such activity.

B. ACTIONS WHICH MUST BE REPORTED OR TAKEN IN OPEN SESSION

While deliberations may occur in closed session, the following board actions must be taken or reported in open session:

1. If the board has approved or considered a settlement in closed session, the terms of that settlement will be reported to the public body and entered into its minutes as soon as possible within a reasonable time after the settlement is concluded. The report should be made in open session unless there is a basis for the report to be heard only in closed session; and
2. Final action making an appointment or discharge or removal by the board having final authority for the appointment or discharge or removal.

C. REASONS EXPRESSLY PROHIBITED FOR CLOSED SESSIONS

The following are expressly prohibited by law as a basis for closed sessions:

1. To discuss general policy matters or other issues that would be open merely because an attorney employed or retained by the board is a participant, and
2. To consider the qualifications, competence, performance, character, fitness, appointment, or removal of a member of the board or another body or to consider or fill a vacancy among its own membership.

D. PROCEDURE

The board of education will meet in closed session only upon a motion duly made and adopted in public pursuant to G. S. 143-318.11(c). Every motion will cite one or more of the permissible purposes as provided in G.S. 143-318.11(a) and in this board policy. A motion based on the need to prevent the disclosure of information that is confidential or privileged will also cite or name the law that renders the information confidential or privileged. A motion based on the need to consider with an attorney employed by the board the handling or settlement of a lawsuit will identify the parties in the lawsuit.

E. MINUTES

The board will keep minutes of all closed sessions. The minutes of the board will include a general account of the closed session so that a person not in attendance would have a reasonable understanding of what transpired.

Legal References: G.S. 143, art. 33C

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

Updated:

Reviewed by Policy Committee on July 12, 2012

All meetings of the board of education will be open to representatives of the news media except closed sessions. In the event that representatives of the news media are unable to attend a meeting, upon request, they will be provided a summary of important board actions by the superintendent. Mechanical devices may be used during meetings to record, broadcast or photograph board meetings, if they do not interfere with the ability of the board to conduct its business. The placement and use of any equipment necessary to broadcast, film, or record a meeting may be regulated by the board to prevent undue interference with the meeting but not in such a way as to frustrate the coverage of the meeting.

If a meeting room is too small to accommodate all of the personnel and equipment necessary to broadcast, film or record a meeting, the board may require equipment to be pooled. If the news media requests an alternate meeting place in order to facilitate news coverage and the board grants the request, the news media making the request are responsible for paying any additional costs which may be involved in securing an alternate site. The board must act in good faith in carrying out these provisions.

If the board holds a meeting by conference telephone call or similar means, it will provide some means for members of the public to listen to the meeting. Notice of an electronic meeting must specify how public access will be provided. The board may charge each listener a fee of up to \$25.00 to defray the costs.

Legal References: G.S. 143-318.11, -318.13, -318.14

Cross References: News Media Relations (policy 5040)

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

Reviewed by Policy Committee on July 12, 2012

The chairperson and the superintendent will prepare a proposed agenda for each board meeting. A request to have an item of business placed on the agenda must be received at least six working days before the meetings. (See also board policy 2310 Public Participation at Board Meetings, regarding agenda requests by individuals or groups.) However, a board member may request to have an item placed on the agenda with notification of no less than 48 hours prior to the meeting date. A reasonable attempt to notify board members of the additional agenda item will be made within the 48 hour time period.

The agenda for meetings shall include a consent agenda that lists items to be passed with a single motion and vote without discussion. Items may be placed on the consent agenda by the superintendent with the approval of the chairperson or by unanimous vote of a board committee at a committee meeting. Any item on the consent agenda may be removed by request of any board member or the superintendent at the meeting, prior to adoption of the agenda. Those items shall be placed on the action/discussion agenda for consideration by the board, or referred to a committee.

The first substantive order of business at the board meeting shall be the adoption of the agenda. The agenda, as adopted, will constitute the order of business for the meeting. At the meeting, the board may, by a majority vote, add an item that is not on the agenda. Any new policy or budgetary items presented as an addendum to the published agenda is not subject to action at the same meeting.

Each board member will receive a copy of the agenda four days prior to the meeting, and it will be available for public inspection and/or distribution when it is distributed to the board members.

Legal References: G.S. 115C-36

Cross References: Duties of Officers (policy 2210), Public Participation at Board Meetings (policy 2310), Advance Delivery of Meeting Materials (policy 2335)

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

Revised: December 11, 2003, January 12, 2006, February 12, 2009

Reviewed by Policy Committee on July 12, 2012

At least four work days prior to each regular or special board meeting, the superintendent will provide the following materials to each board member:

- the proposed agenda;
- minutes of previous meetings which have not been approved; and
- any supporting information or materials which would assist board members to become informed of the issues proposed for board consideration.

Legal References: G.S. 115C-36

Cross References: Board Meeting Agenda (policy 2330)

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

Reviewed by Policy Committee on July 12, 2012

Except as otherwise provided by law or by the policies of the board, meetings of the board will be conducted in accordance with 21st Century Roberts Rules of Order (copyright 1995).

The chairperson is authorized to entertain and rule on questions concerning parliamentary procedure and to seek counsel of the board attorney when necessary to clarify or construe any relevant procedural provision.

Legal References: G.S. 143-318.12

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

Reviewed by Policy Committee on July 12, 2012

In order to conduct official business at a regular or special meeting, a quorum of the board must be present.

A majority of the membership will constitute a quorum. If a quorum is not present at any meeting, the chairperson will postpone the meeting until such time as a quorum can be present, provided adequate notice is given pursuant to the Open Meetings Law. Proxy voting will not be recognized by the board.

Legal References: G.S. 143-318.12

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

Reviewed by Policy Committee on July 12, 2012

Voting will normally be by voice vote on all matters coming before the board for action. However, any member may call for a division, in which case the vote will be by show of hands. In either event, the minutes will reflect the vote of each member voting and the abstention of any member present but not voting, unless the vote is unanimous.

A board member must vote on all issues unless the member has a conflict of interest or is unable to remain impartial in a judicial matter before the board. If a board member recuses himself or herself from a vote, the member will state the reason before the vote is taken and the reason will be recorded in the minutes.

No secret ballots are permitted. If the board decides, by majority vote, to vote by written ballot, each member must sign his or her ballot, and the ballots must be available for public inspection in the superintendent's office immediately following the meeting and until the minutes are approved. The minutes of the meeting must specify the vote of each member's written ballot. The ballots may be destroyed after the minutes of the meeting have been approved.

Legal References: G.S. 143-318.13; *Crump v. Board of Education*, 93 N.C. App. 168, *aff'd*, 326 N.C. 603 (1990); N.C. Attorney General Advisory Opinion, 54 Op. Att'y. Gen. 86 (1985)

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

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

Updated: May 10, 2012

Reviewed by Policy Committee on July 12, 2012

Space Profile for Renovation Projects Based on NC School Planning Recommendations

Early Childhood Development Center

2011

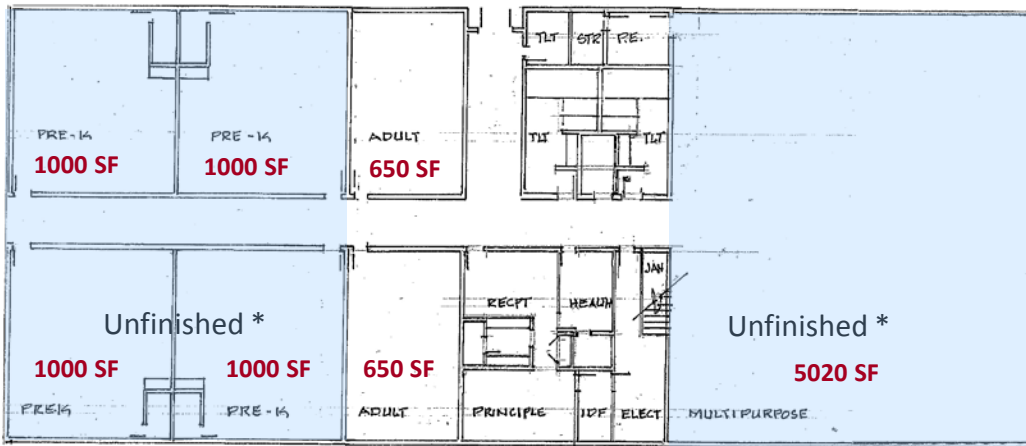
Proposed Future Plan



Balfour Early Childhood Center Conventional Construction (14,880sf)

Brick and Block Walls with Slab	\$ 230,200
Steel Structure, Metal Roof & Steel Stud Interior	\$ 515,124
Entry 240sf at \$120/sf	\$ 28,800
Canopy 1	\$ 69,000
Canopy 2	\$ 56,000
Partial Interior Upfit (4800sf)	\$ 432,000
Lighting, Floor Treatment and Perimeter Wall Finishes for Unfinished Spaces.	\$ 70,000
Asbestos Removal (allowance)	\$ 80,000
Demolition (allowance)	\$ 80,000
Site Repairs, Grading, & Utilities	\$ 85,000
Survey, Testing, Inspections, and Fees	\$ 261,151
Contingencies	<u>\$ 100,000</u>

|←----- Finished -----→|



Estimated Cost 14,880sf shell with 4800sf finished space \$2,007,275

Cost to Finish entire facility
14,880sf – 4800sf = 10,080sf x \$70/sf \$ 705,600

Full Build Out \$2,712,875

*** Exterior walls only need to be painted and the larger multipurpose requires no finishes or interior subdivision.**

**** All unfinished spaces are sized for conversion to future Classrooms.**

Bid Tabulation: Early Childhood Development Center

11-Sep-12

SMITHSINNETT
architecture

Single Prime General Contractor	License No.	Bid Bond	MBE	Base Bid	Alt-1	Alt-2	Alt-3	Alt-4	Alt-5	Alt-6	TOTAL
					Finish Classrooms - 121 & 123	Finish Classrooms - 122 & 124	Finish Multipurpose	Metal Roof	Preferred Manufacturers	Ramp & Stair	
1 Atlantic Contracting Company, Inc. Greensboro, NC	64230	5%	Y	\$2,058,500	\$65,000	\$65,000	\$83,000	\$75,000	\$16,000	\$5,000	\$2,367,500
2 Bar Construction Company, Inc. Greensboro, NC	7973	5%	y	\$1,998,000	\$55,000	\$55,000	\$90,000	\$37,000	\$1,500	\$53,000	\$2,289,500
3 Hendrick Construction, Inc. Charlotte, NC	51613	5%	y	\$1,994,843	\$62,736	\$62,736	\$77,198	\$70,007	\$0	\$50,748	\$2,318,268
4 HM Kern Corporation Greensboro, NC	8542	5%	y	\$1,888,000	\$56,000	\$56,000	\$77,000	\$52,000	\$15,000	\$44,000	\$2,188,000
5 Hodgkin Construction Co. Greensboro, NC	1807	5%	y	\$1,848,800	\$56,100	\$56,100	\$84,900	\$60,300	\$1,200	\$45,700	\$2,153,100
6 Lomax Construction, Inc. Colfax, NC	37571	5%	y	\$1,802,900	\$57,900	\$57,900	\$81,600	\$52,500	\$1,300	\$45,600	\$2,099,700
7 Marand Builders, Inc. Charlotte, NC	47701	5%	y	\$1,720,000	\$59,900	\$62,100	\$76,800	\$232,300	\$0	\$67,700	\$2,218,800
8 Trogdon & Sons, Inc. Asheboro, NC	829	5%	y	\$1,989,000	\$56,745	\$56,745	\$74,970	\$70,000	\$0	\$63,700	\$2,311,160



Rhonda Angerio 9.12.12
 Smith Sinnett Architecture, P.A.
 Rhonda Angerio, AIA



www.marandbuilders.com

4215-B Stuart Andrew Blvd.
Charlotte, NC 28217
T 704.525.1824
F 704.544.8819

September 12, 2012

IMPORTANT IMMEDIATE ATTENTION REQUIRED

Mr. John Sinnett
Smith Sinnett Architecture
4600 Lake Boone Trail
Suite 205
Raleigh, NC 27607

Via: Fax: 919-781-3979

Re: Exercise right to withdrawal on Early Childhood Development Center ,Asheboro NC

Dear Mr. Sinnett,

I have just been made aware a big error in our bid, in the site grading which when the final tabulation was done the spreadsheet did not pick up the site grading cost \$ 138,000 in our bid that Marand Builders submitted yesterday. Thus we will not be able to undertake this project , we respectfully wish to exercise our right to withdrawal our bid due to this large mathematical error.

We regret the inconvenience this may have caused but we hope you understand this unfortunate circumstance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles M. Estalella', with a long horizontal flourish extending to the right.

Charles M. Estalella
as Senior Vice President of Operations

C; File , Precon - Estimating

LOMAX CONSTRUCTION

September 12, 2012

Smith Sinnett Architecture
4600 Lake Boone Trail, Suite 205
Raleigh, NC 27607


Attn: Rhonda Angerio

Re: Asheboro City Schools Early Childhood Development Center
1738 N. Fayetteville Street
Asheboro, NC 27203

Dear Ms Angerio:

This letter is to state that we have reviewed our bid proposal dated 9/11/12 and are satisfied with our numbers as submitted. Therefore per your request we agree to waive our right to a 72 hour window of opportunity to withdraw our bid.

Sincerely,



Travis Langley
Director of Pre-Construction
LOMAX CONSTRUCTION, INC.

SECTION 00 42 00 - PROPOSAL FORM

PROJECT: Early Childhood Development Center
1738 N. Fayetteville Street
Asheboro, North Carolina 27203

OWNER: Asheboro City Schools
1126 South Park Street
Asheboro, North Carolina 27203

ARCHITECT: Smith Sinnett Architecture
4600 Lake Boone Trail, Suite 205
Raleigh, North Carolina 27607

The undersigned, as bidder, hereby declares that the only person or persons interested in this proposal as principal or principals is or are named herein and that no other person than herein mentioned has any interest in this proposal or in the contract to be entered into; that this proposal is made without connection with any other person, company or parties making a bid or proposal; and that it is in all respects fair and in good faith without collusion or fraud. The bidder further declares that he has examined the site of the work and the contract documents relative thereto, and has read all special provisions furnished prior to the opening of bids; that he has satisfied himself relative to the work to be performed.

The Bidder proposes and agrees if this proposal is accepted to contract with Asheboro City Schools Board of Education in the form of contract specified below, to furnish all necessary materials, equipment, machinery, tools, apparatus, means of transportation and labor necessary to complete the construction of

Early Childhood Development Center

in full in complete accordance with the plans, specifications and contract documents, to the full and entire satisfaction of the Asheboro City Schools, and Smith Sinnett Architecture with a definite understanding that no money will be allowed for extra work except as set forth in the General Conditions and the contract documents.

The low Bidder will be determined by the total cost of the Contract with the lump sum prices of the alternates accepted being added to or deducted from the Base Bid to give the total cost of the Contract. Bidders are required to give a price for Base Bid and all Alternates as applicable to their Contract. All Bidders are required to be licensed and in good standing with their respective North Carolina Licensing Board.

SINGLE PRIME CONTRACT:

Two

BASE BID:

One Million Eight Hundred ~~Forty~~ ~~Two~~ Thousand

Total Amount: ~~Four~~ Hundred Dollars (\$ ~~788,500~~)

ALTERNATES:

Nine

1,802,900.

(Refer to Division 01 Section 01 23 00 - Alternates, for full description of Alternates)

Alternate No. 1; Upfit of (2) Classrooms on the west side of the building

State the amount to be added to the Base Bid for providing all labor and materials indicated and required to accomplish the Work involved in upfitting (2) classrooms on the west side of the building. Work consists of upfitting Classroom 121 into (2) Classrooms - 121 & 123 by adding vct, casework, plumbing, mechanical, electrical and other items as shown in the drawings and specifications.

Total Amount: Fifty Seven Thousand Nine Hundred Dollars (\$ 57,900)

Alternate No. 2; Upfit of (2) Classrooms on the east side of the building

State the amount to be added to the Base Bid for providing all labor and materials indicated and required to accomplish the Work involved in upfitting (2) classrooms on the east side of the building. Work consists of upfitting Classroom 122 into (2) Classrooms - 122 & 124 by adding vct, casework, plumbing, mechanical, electrical and other items as shown in the drawings and specifications.

Total Amount: Fifty Seven Thousand Dollars (\$ 57,900)

Alternate No. 3; Upfit of Multipurpose Room

State the amount to be added to the Base Bid for providing all labor and materials indicated and required to accomplish the Work involved in upfitting Multipurpose Room 120. Work consists of upfitting Room 120 by adding vct, casework, mechanical, electrical and other items as shown in the drawings and specifications.

Total Amount: Eighty One Thousand Dollars (\$ 81,600)

Alternate No. 4; Metal Roof

State the amount to be added to the Base Bid for providing all labor and materials indicated and required to accomplish the Work involved in providing a Metal Roof in lieu of the Base Bid Asphalt Shingle Roof as shown in the drawings and specifications.

Total Amount: Fifty Two Thousand Five Hundred Dollars (\$ 52,500)

Alternate No. 5; Owner Preferred Manufacturer

State the amount to be added to the Base Bid for providing Owner Preferred Manufacturers as listed in the drawings and specifications.

- A. Door Hardware: Schlage Cylinders, LCN Door Closers, Von Duprin Exit Device
- B. HVAC Units: Trane
- C. Addressable IO-500 Fire Alarm System; Edwards System Technology; (EST)

Total Amount: Nineteen Hundred Dollars (\$ 1,300)

Alternate No. 6; Exterior Ramp and Stair

State the amount to be added to the Base Bid for providing an exterior ramp and stair as listed in the drawings and specifications.

Total Amount: Forty Five Thousand Six Hundred Dollars (\$ 45,600)

ALLOWANCES

(Refer to Division 01 Section 01 21 00 – Allowances for amounts to be included in bid)

Acknowledge Allowances have been included within the Base Bid

UP/A-1 ✓ UP/A-2 ✓ UP/A-3 ✓ UP/A-4 ✓ UP/A-5 ✓
A-6 ✓ A-7 ✓ A-8 ✓ A-9 ✓

UNIT PRICES

(Refer to Division 01 Section 01 22 00 - Unit Prices for Quantities)

Unit prices quoted and accepted shall apply throughout the life of the contract, except as otherwise specifically noted. Unit prices shall be applied, as appropriate, to compute the total value of changes in the Base Bid and quantity of the work all in accordance with the contract documents.

UP/A-1 - <u>Undercut/Replacement in Open</u>	<u>per cubic yd.</u>	Unit Price (\$) <u>21.⁰⁰</u>
UP/A-2 - <u>Undercut/Replacement in Trenches</u>	<u>per cubic yd.</u>	Unit Price (\$) <u>27.⁰⁰</u>
UP/A-3 - <u>Utility Trench Undercut/Replacement</u>	<u>per cubic yd.</u>	Unit Price (\$) <u>27.⁰⁰</u>
UP/A-4 - <u>Rock Excavation/Replacement in Open</u>	<u>per cubic yd.</u>	Unit Price (\$) <u>86.⁰⁰</u>
UP/A-5 - <u>Utility Trench Rock Excavation/Replacement</u>	<u>per cubic yd.</u>	Unit Price (\$) <u>107.⁰⁰</u>

The bidder further proposes and agrees hereby to commence work under this contract on a date to be specified in a written order of the designer and shall fully complete all work thereunder within the time specified in the Supplementary General Conditions Article 9. Applicable liquidated damages amount is also stated in the Supplementary General Conditions Article 9.

MAJOR SUBCONTRACTORS (Name, City & State)

GENERAL: LOMAX CONSTRUCTION, INC.

- Colfax, NC

PLUMBING:

Pitt Plumbing - Greensboro, NC

HVAC:

Clayton Heating & Air - Burlington, NC

ELECTRICAL:

~~Don Egan Electric - Danville, VA~~
JP Wright Elec - W.Bas, NC

GS143-128(d) requires all single prime bidders to identify their subcontractors for the above subdivisions of work. A contractor whose bid is accepted shall not substitute any person as subcontractor in the place of the subcontractor listed in the original bid, except (i) if the listed subcontractor's bid is later determined by the contractor to be non-responsible or non-responsive or the listed subcontractor refuses to enter into a contract for the complete performance of the bid work, or (ii) with the approval of the awarding authority for good cause shown by the contractor.

ADDENDUM

(Addendum received and used in computing bid)

Addendum No. 1 8/24/12 Addendum No. 2 8/31/12 Addendum No. 3 9/06/12

Addendum No. 4 9/10/12 Addendum No. 5 _____ Addendum No. 6 _____

Proposal Signature Page


The undersigned further agrees that in the case of failure on his part to execute the said contract and the bonds within ten (10) consecutive calendar days after being given written notice of the award of contract, the certified check, cash or bid bond accompanying this bid shall be paid into the funds of the owner's account set aside for the project, as liquidated damages for such failure; otherwise the certified check, cash or bid bond accompanying this proposal shall be returned to the undersigned. No proposal may be withdrawn after the scheduled closing time for the receipt of Bids for a period of ninety (90) days.

Respectfully submitted this day of SEPTEMBER 11, 2012

LOMAX CONSTRUCTION, INC.

(Name of firm or corporation making bid)

WITNESS:

By: 
Signature

(Proprietorship or Partnership)

Name: JOHN L. LOMAX

Print or type

Title: PRESIDENT

(Owner/Partner/Pres./V.Pres)

Address: P. O. BOX 35169

GREENSBORO, NC 27425-5169

ATTEST:

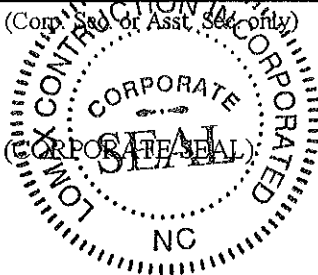
By: 
DEBBIE HOLSTEIN

Title: CORPORATE SECRETARY

(Corp. Sec. or Asst. Sec. only)

License No. 37571

Federal I.D. No. 56-1981228



MINORITY BUSINESS PARTICIPATION REQUIREMENTS

Provide with the bid - Under GS 143-128.2(c) the undersigned bidder shall identify on its bid (Identification of Minority Business Participation Form) the minority businesses that it will use on the project with the total dollar value of the bids that will be performed by the minority businesses. Also list the good faith efforts (Affidavit A) made to solicit minority participation in the bid effort.

NOTE: A contractor that performs all of the work with its own workforce may submit an Affidavit (B) to that effect in lieu of Affidavit (A) required above. The MB Participation Form must still be submitted even if there is zero participation.

After the bid opening - The Owner will consider all bids and alternates and determine the lowest responsible, responsive bidder. Upon notification of being the apparent low bidder, the bidder shall then file within 72 hours of the notification of being the apparent lowest bidder, the following:

An Affidavit (C) that includes a description of the portion of work to be executed by minority businesses, expressed as a percentage of the total contract price, which is equal to or more than the 10% goal established. This affidavit shall give rise to the presumption that the bidder has made the required good faith effort and Affidavit D is not necessary;

*** OR ***

If less than the 10% goal, Affidavit (D) of its good faith effort to meet the goal shall be provided. The document must include evidence of all good faith efforts that were implemented, including any advertisements, solicitations and other specific actions demonstrating recruitment and selection of minority businesses for participation in the contract.

Note: Bidders must always submit with their bid the Identification of Minority Business Participation Form listing all MB contractors, vendors and suppliers that will be used. If there is no MB participation, then enter none or zero on the form. Affidavit A **or** Affidavit B, as applicable, also must be submitted with the bid. Failure to file a required affidavit or documentation with the bid or after being notified apparent low bidder is grounds for rejection of the bid.

END OF SECTION 00 42 00

FORM OF BID BOND

KNOW ALL MEN BY THESE PRESENTS THAT _____

Lomax Construction, Inc. as principal, and Great American Insurance Company, as surety, who is duly licensed to act as surety in North Carolina, are held and firmly bound unto Asheboro City Schools as obligee, in the penal sum of Five Percent of Amount Bid (5%) DOLLARS, lawful money of the United States of America, for the payment of which, well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

Signed, sealed and dated this 11th day of September 2012

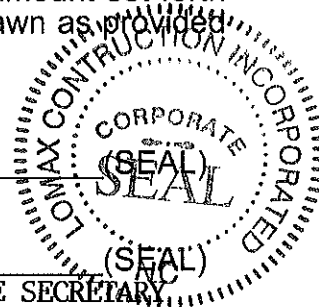
WHEREAS, the said principal is herewith submitting proposal for Early Childhood Development Center, 1738 N. Fayetteville Street, Asheboro, NC 27203 and the principal desires to file this bid bond in lieu of making the cash deposit as required by G.S. 143-129.

NOW, THEREFORE, THE CONDITION OF THE ABOVE OBLIGATION is such, that if the principal shall be awarded the contract for which the bid is submitted and shall execute the contract and give bond for the faithful performance thereof within ten days after the award of same to the principal, then this obligation shall be null and void; but if the principal fails to so execute such contract and give performance bond as required by G.S. 143-129, the surety shall, upon demand, forthwith pay to the obligee the amount set forth in the first paragraph hereof. Provided further, that the bid may be withdrawn as provided by G.S. 143-129.1

Lomax Construction, Inc.

By:

Debbie Holstein
DEBBIE HOLSTEIN, CORPORATE SECRETARY



_____(SEAL)

Great American Insurance Company (SEAL)

By:

Jennifer B. Gullett
Jennifer B. Gullett Attorney-in-Fact

_____(SEAL)



GREAT AMERICAN INSURANCE COMPANY®

Administrative Office: 301 E 4th STREET • CINCINNATI, OHIO 45202 • 513-369-5000 • FAX 513-723-2740

The number of persons authorized by this power of attorney is not more than 1

No. 0

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That the GREAT AMERICAN INSURANCE COMPANY, a corporation organized and existing under and by virtue of the laws of the State of Ohio, does hereby nominate, constitute and appoint the person or persons named below, each individually if more than one is named, its true and lawful attorney-in-fact, for it and in its name, place and stead to execute on behalf of the said Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; provided that the liability of the said Company on any such bond, undertaking or contract of suretyship executed under this authority shall not exceed the limit stated below.

Name	Address	Limit of Power
Jennifer B. Gullett	Charlotte NC	\$75,000,000.00

Surety Bond No.: Bid Bond
Principal: Lomax Construction, Inc.
Obligee: Asheboro City Schools

This Power of Attorney revokes all previous powers issued on behalf of the attorney(s)-in-fact named above. IN WITNESS WHEREOF the GREAT AMERICAN INSURANCE COMPANY has caused these presents to be signed and attested by its appropriate officers and its corporate seal hereunto affixed this 11th day of September, 2012.
Attest
GREAT AMERICAN INSURANCE COMPANY



Atty L C B

Assistant Secretary

David C. Kitchin

Divisional Senior Vice President

DAVID C. KITCHIN (513-412-4602)

STATE OF OHIO, COUNTY OF HAMILTON - ss:

On this 11th day of September, 2012, before me personally appeared DAVID C. KITCHIN, to me known, being duly sworn, deposes and says that he resides in Cincinnati, Ohio, that he is the Divisional Senior Vice President of the Bond Division of Great American Insurance Company, the Company described in and which executed the above instrument; that he knows the seal of the said Company; that the seal affixed to the said instrument is such corporate seal; that it was so affixed by authority of his office under the By-Laws of said Company, and that he signed his name thereto by like authority.



KAREN L. GROSHEIM
NOTARY PUBLIC, STATE OF OHIO
MY COMMISSION EXPIRES 02-20-16

Karen L. Grosheim

This Power of Attorney is granted by authority of the following resolutions adopted by the Board of Directors of Great American Insurance Company by unanimous written consent dated June 9, 2008.

RESOLVED: That the Divisional President, the several Divisional Senior Vice Presidents, Divisional Vice Presidents and Divisional Assistant Vice Presidents, or any one of them, be and hereby is authorized, from time to time, to appoint one or more Attorneys-in-Fact to execute on behalf of the Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; to prescribe their respective duties and the respective limits of their authority; and to revoke any such appointment at any time.

RESOLVED FURTHER: That the Company seal and the signature of any of the aforesaid officers and any Secretary or Assistant Secretary of the Company may be affixed by facsimile to any power of attorney or certificate of either given for the execution of any bond, undertaking, contract of suretyship, or other written obligation in the nature thereof, such signature and seal when so used being hereby adopted by the Company as the original signature of such officer and the original seal of the Company, to be valid and binding upon the Company with the same force and effect as though manually affixed.

CERTIFICATION

I, STEPHEN C. BERAHA, Assistant Secretary of Great American Insurance Company, do hereby certify that the foregoing Power of Attorney and the Resolutions of the Board of Directors of June 9, 2008 have not been revoked and are now in full force and effect.

Signed and sealed this 11th day of September, 2012.



Atty L C B

Assistant Secretary

Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid

Identification of HUB Certified/ Minority Business Participation

I, LOMAX CONSTRUCTION, INC.
 (Name of Bidder)

do hereby certify that on this project, we will use the following HUB Certified/ minority business as construction subcontractors, vendors, suppliers or providers of professional services.

Firm Name, Address and Phone #	Work Type	*Minority Category	**HUB Certified (Y/N)

*Minority categories: Black, African American (B), Hispanic (H), Asian American (A) American Indian (I), Female (F) Socially and Economically Disadvantaged (D)

** HUB Certification with the state HUB Office required to be counted toward state participation goals.

The total value of minority business contracting will be (\$) 0.00.

Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid Attach to Bid

AFFIDAVIT A – Listing of Good Faith Efforts

County of GUILFORD

Affidavit of LOMAX CONSTRUCTION, INC.
(Name of Bidder)

I have made a good faith effort to comply under the following areas checked:

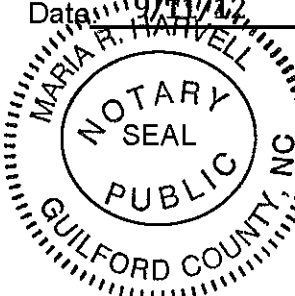
Bidders must earn at least 50 points from the good faith efforts listed for their bid to be considered responsive. (1 NC Administrative Code 30 I.0101)

- 1 – (10 pts)** Contacted minority businesses that reasonably could have been expected to submit a quote and that were known to the contractor, or available on State or local government maintained lists, at least 10 days before the bid date and notified them of the nature and scope of the work to be performed.
- 2 --(10 pts)** Made the construction plans, specifications and requirements available for review by prospective minority businesses, or providing these documents to them at least 10 days before the bids are due.
- 3 – (15 pts)** Broken down or combined elements of work into economically feasible units to facilitate minority participation.
- 4 – (10 pts)** Worked with minority trade, community, or contractor organizations identified by the Office of Historically Underutilized Businesses and included in the bid documents that provide assistance in recruitment of minority businesses.
- 5 – (10 pts)** Attended prebid meetings scheduled by the public owner.
- 6 – (20 pts)** Provided assistance in getting required bonding or insurance or provided alternatives to bonding or insurance for subcontractors.
- 7 – (15 pts)** Negotiated in good faith with interested minority businesses and did not reject them as unqualified without sound reasons based on their capabilities. Any rejection of a minority business based on lack of qualification should have the reasons documented in writing.
- 8 – (25 pts)** Provided assistance to an otherwise qualified minority business in need of equipment, loan capital, lines of credit, or joint pay agreements to secure loans, supplies, or letters of credit, including waiving credit that is ordinarily required. Assisted minority businesses in obtaining the same unit pricing with the bidder's suppliers in order to help minority businesses in establishing credit.
- 9 – (20 pts)** Negotiated joint venture and partnership arrangements with minority businesses in order to increase opportunities for minority business participation on a public construction or repair project when possible.
- 10 - (20 pts)** Provided quick pay agreements and policies to enable minority contractors and suppliers to meet cash-flow demands.

The undersigned, if apparent low bidder, will enter into a formal agreement with the firms listed in the Identification of Minority Business Participation schedule conditional upon scope of contract to be executed with the Owner. Substitution of contractors must be in accordance with GS143-128.2(d) Failure to abide by this statutory provision will constitute a breach of the contract.

The undersigned hereby certifies that he or she has read the terms of the minority business commitment and is authorized to bind the bidder to the commitment herein set forth.

Date 9/11/12 Name of Authorized Officer: DEBBIE HOLSTEIN
Signature: *Debbie Holstein*
Title: CORPORATE SECRETARY



State of NC, County of GUILFORD
Subscribed and sworn to before me this 11 day of SEPT. 20 12
Notary Public *Maria R. Harvella*
My commission expires 4/14/16

Asheboro City Schools
Project Budget/Funding Allocation/Fund Balance
Early Childhood Development Center
September 13, 2012

Project Budget

Demolition Contract - DARI		\$ 120,160
Construction Contract - Lomax Construction, Inc.		2,047,200
Administration		
Architect	\$ 183,370	
Testing & Inspections	40,450	
Survey & Other	16,100	
Reimbursable	1,000	
Contingency	52,420	
Total Administration		293,340

Total Project Budget \$ 2,460,700

Project Funding

Lottery (Reimbursed 2011-2012 Roof Project)		84,073.95
County of Randolph Appropriation		2,000,000.00
Fund Balance		279,626.05
Transfer from current projects		97,000.00

Total Project Funding 2,460,700.00

Capital Outlay Fund Balance

Capital Outlay Unappropriated Fund Balance		579,937.63
Less: Appropriated for ECDC Project		(279,626.05)

Final Capital Outlay Unappropriated Fund Balance 300,311.58

ADMINISTRATIVE AGREEMENT

THIS AGREEMENT, dated as of September 13, 2012, and entered into by and between THE ASHEBORO CITY BOARD OF EDUCATION, a body corporate which has general control and supervision of all matters pertaining to the public schools in the Asheboro City Administrative Unit, its school administrative unit, and is duly organized and existing under the laws of the State of North Carolina (the "Board of Education"), and the COUNTY OF RANDOLPH, NORTH CAROLINA, a political subdivision of the State of North Carolina (the "County"),

WITNESSETH:

WHEREAS, the County and the Board of Education have determined to cooperate in a plan to accomplish a certain project necessary and desirable to provide for improved public school facilities and improved public education in the County; and

WHEREAS, this project includes the demolition of a portion of the old Balfour School and the new construction of a 14,880 square foot Balfour Early Childhood Development Center (collectively the "Project"); and

WHEREAS, in furtherance of such plan, the Board of Education is authorized to sell the site on which the Project is located (the "Site") and the improvements thereon to the County for any price and on any terms negotiated between them; and

WHEREAS, in furtherance of such plan, the County is authorized to construct and equip real and personal property constituting the Project, and to lease, sell or otherwise dispose of such property to the Board of Education; and

WHEREAS, in furtherance of such plan, the Board of Education is authorized to contract for the construction and equipping of the Project or otherwise making available property for use by it, to the extent required by law; and

WHEREAS, the Board of Education and the County have determined to enter into an agreement in order to execute such plan and this agreement (this "Administrative Agreement") constitutes such an agreement; and

WHEREAS, all acts, conditions, and things required by law to exist, to have happened, and to have been performed precedent to, and in connection with the execution and entering into of this Administrative Agreement do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the parties hereto are now duly authorized to execute and enter into this Administrative Agreement;

NOW, THEREFORE, in consideration of the premises and of the mutual agreements and covenants contained herein and for other valuable consideration, the parties hereto do hereby agree as follows:

Section 1. Definitions. The terms used in this Administrative Agreement shall have the meanings ascribed to them in the Lease between the County and the Board of Education dated September 13, 2012.

Section 2. Sale of School Site and Improvements Thereon to the County. The Board of Education, in furtherance of such plan, will sell the Site and the improvements thereon to the County for a price of \$100 and will convey the Site and the improvements thereon to the County by means of a General Warranty Deed substantially in the form of the draft thereof attached hereto as Exhibit A (the "General Warranty Deed").

Section 3. Construction and Other Accomplishment of Project. The County, in furtherance of such plan, will acquire the Site and the improvements thereon from the Board of Education in accordance with Section 1 above and will provide for the construction and accomplishment of the Project by the Board of Education as hereinafter provided.

Section 4. Lease of School Site and Improvements Thereon to the Board of Education. Upon the conveyance of the Site and the improvements thereon to the County by the Board of Education, the County will lease the Site and the improvements thereon to the Board of Education pursuant to a Lease to be entered into by the County and the Board of Education to be dated September 13, 2012 (the "Lease").

Section 5. Board of Education to Act as Agent of the County; Indemnification. The County hereby irrevocably appoints the Board of Education as its agent in connection with the construction and other accomplishment of the Project. The Board of Education, as agent of the County for the foregoing purpose, shall cause the Project to be completed on or before the date or dates set forth in the respective construction documents and otherwise in accordance with the respective construction documents and any applicable requirements of governmental authorities and law. The County and the Board of Education agree that all amounts received by either of them as refunds of State of North Carolina sales tax with respect to expenditures made in connection with the Project will be deposited in the Project Fund, as defined in the Lease dated September 13, 2012.

To the extent permitted by law, the Board of Education shall indemnify and save the County harmless against and from all claims by or on behalf of any person, firm, corporation or other legal entity arising from the construction and other accomplishment of the Project. The Board of Education shall be notified promptly by the County of any action or proceeding brought in connection with any such claims arising from the construction and other accomplishment of the Project.

Section 6. Description of Project. The Board of Education shall have the right to make any changes in the description of the Project or of any component or components thereof with the consent of the County; provided, however, that any increase in the cost of the Project resulting from such a change shall, to the extent the increased cost exceeds the funds in the Project Fund available therefore, be payable solely from other funds of the Board of Education, which funds shall be transferred to the County to the credit of the Project Fund prior to the approval of any such change in the Project.

Section 7. Payments. All payments on contracts entered into to accomplish the Project shall be paid by the County from the Project Fund. The Board of Education, acting as agent of the County in administering the Project, shall submit invoices to the County monthly for payment.

Section 8. Right of Board of Education to Enforce Contracts. The County hereby assigns to the Board of Education all of its rights and powers under all purchase orders and contracts it enters into with respect to the Project, and the Board of Education shall have the right to enforce in its own name or the name of the County such purchase orders or contracts; provided, however, that this assignment by the County shall not prevent the County from asserting said rights and powers in its own behalf.

Section 9. Construction Conferences. The Board of Education hereby agrees that it will, upon the request of the County Manager of the County, provide to the County Manager or his designee timely notice of all conferences with representatives of the architects, contractors and vendors with respect to the Project and that the County Manager or his designee shall have the right to attend all such conferences.

Section 10. Acceptance. The Board of Education, for one dollar (\$1.00) and other good and valuable consideration in hand received, does hereby accept the foregoing appointment as agent of the County for the purposes set forth in Section 5 above.

Section 11. Disclaimers of the County. The Board of Education acknowledges and agrees that the design of the Project has not been made by the County, that the County has not supplied any plans or specifications with respect thereto and that the County (a) is not a manufacturer of, or a dealer in, any of the component parts of the Project or similar projects, (b) has not made any recommendation, given any advice or taken any other action with respect to (i) the choice of any supplier, vendor or designer of, or any other contractor with respect to, the Project or any component part thereof or any property or rights relating thereto, or (ii) any action taken or to be taken with respect to the Project or any component part thereof or any property or rights relating thereto at any stage of the construction thereof, (c) has not at any time had physical possession of the Project or any component part thereof or made any inspection thereof or any property or rights relating thereto, and (d) has not made any warranty or other representation, express or implied, that the Project or any component part thereof or any property or rights relating thereto (i) will not result in or cause injury or damage to persons or property, (ii) has been or will be properly designed or constructed or will accomplish the results which the Board of Education intends therefore, or (iii) is safe in any manner or respect.

The County makes no express or implied warranty or representation of any kind whatsoever with respect to the Project or any component part thereof to the Board of Education or any other circumstance whatsoever with respect thereto, including but not limited to any warranty or representation with respect to: the merchantability or the fitness or suitability thereof for any purpose; the design or condition thereof; the safety, workmanship, quality or capacity thereof; compliance thereof with the requirements of any law, rule, specification or contract pertaining thereto; any latent defect; the ability thereof to perform any function; that the funds in the Project Fund will be sufficient (together with other available funds of the Board of Education) to pay the cost of the Project; or any other characteristic of the Project; it being agreed that all risks relating to the Project, the completion

thereof or the transactions contemplated hereby or by the Lease are to be borne by the Board of Education, and the benefits of any and all implied warranties and representations of the County are hereby waived by the Board of Education.

Section 12. Amendments and Further Instruments. The County and the Board of Education may, from time to time, execute and deliver such amendments to this Administrative Agreement and such further instruments as may be required or desired for carrying out the expressed intention of this Administrative Agreement.

Section 13. Reconveyance. Upon the completion of the Lease Term, the County shall reconvey the Site to the Board of Education.

IN WITNESS WHEREOF, the parties hereto have caused this Lease to be executed in their corporate names by their duly authorized officers, all as of the day and year first above written.

RANDOLPH COUNTY, NORTH CAROLINA

(SEAL)

Attest:

By: _____
Chairman of the Board of Commissioners

Clerk to the Board of
Commissioners

**THE ASHEBORO CITY BOARD
OF EDUCATION**

(SEAL)

Attest:

By: _____
Chairman

Secretary

STATE OF NORTH CAROLINA)
)
COUNTY OF RANDOLPH)

I, a Notary Public of the County and State aforesaid, certify that Cheryl A. Ivey personally came before me this day and acknowledged that she is the Clerk to the Board of Commissioners for Randolph County and that by authority duly given and as the act of said County, the foregoing instrument was signed in its name by the Chairman of said Board of Commissioners and attested to her as Clerk to said Board of Commissioners.

Witness my hand and official stamp or seal, this the _____ day of _____, 2012.

Notary Public

My Commission Expires: _____

STATE OF NORTH CAROLINA)
)
COUNTY OF RANDOLPH)

I, a Notary Public in and for the aforesaid County and State do hereby certify that _____ personally came before me this day and acknowledged that he/she is the Secretary of the Asheboro City Board of Education and that, by authority duly given, the foregoing instrument was signed by the Chairman of the Asheboro City Board of Education, sealed with its corporate seal, and attested by him/her as its Secretary.

Witness my hand and official stamp or seal, this the _____ day of _____, 2012.

Notary Public

My Commission Expires: _____

LEASE

THIS LEASE, dated as of September 13, 2012, and entered into by and between the **COUNTY OF RANDOLPH, NORTH CAROLINA**, a political subdivision of the State of North Carolina, as lessor (the "County") and **THE ASHEBORO CITY BOARD OF EDUCATION**, a body corporate which has general control and supervision of all matters pertaining to the public schools in the City of Asheboro School Administrative Unit, its school administrative unit, and is duly organized and existing under the laws of the State of North Carolina (the "Board of Education"),

WITNESSETH:

WHEREAS, the County and the Board of Education have determined to cooperate in a plan to accomplish a project necessary and desirable to provide for improved public school facilities and improved public education in the City; and

WHEREAS, this project includes the demolition of a portion of the old Balfour School and the new construction of a 14,880 square foot Balfour Early Childhood Development Center (the "Project"); and

WHEREAS, as a part of such plan, the Board of Education has executed a General Warranty Deed conveying the site of the Project as more particularly described in Exhibit A hereto (the "Site") and the improvements thereon to the County; and

WHEREAS, as part of such plan, the County and the Board of Education have entered into an Administrative Agreement, dated as of September 13, 2012, providing, among other matters, for the purchase of the Site and the improvements thereon by the County for lease to the Board of Education and the accomplishment of the Project; and

WHEREAS, as a part of such plan, the County proposes to lease the Site and the improvements thereon (collectively the "Leased Property") to the Board of Education and the Board of Education has determined to lease the Leased Property from the County;

NOW, THEREFORE, for and in consideration of the mutual promises and covenants herein contained, the parties hereto agree as follows:

ARTICLE I

DEFINITIONS; RULE OF CONSTRUCTION

The following terms will have the meanings specified below, unless the context clearly requires otherwise:

"Board of Education Representative" means any person at the time designated, by a written certificate furnished to the County and signed on the Board of Education's behalf by its Chairman, to act on the Board of Education's behalf for the purpose of performing any act under this Lease.

“County Representative” means any person at the time designated, by a written certificate furnished to the Board of Education and signed on the County’s behalf by the Chairman of its Board of Commissioners, to act on the County’s behalf for the purpose of performing any act under this Lease.

“Event of Default” means one or more events of default as defined in Section 12.1.

“Lease” means this Lease, as it may be duly amended.

“Lease Term” means the term of this Lease as determined pursuant to Article IV.

“Leased Property” means the Site and the improvements thereon.

“Permitted Encumbrances” means, as of any particular time: (a) liens for general ad valorem taxes and assessments, if any, not then delinquent, or which the County may, pursuant to the provisions of Section 7.2 (c) hereof, permit to remain unpaid; (b) easements, rights of way, mineral rights, drilling rights and other similar rights, reservations, covenants, conditions or restrictions which exist of record as of the date of this Lease; (c) this Lease; (d) the Administrative Agreement; and (e) any other encumbrances required to accomplish the financing of the Project as described in Attachment B to this Lease.

“Project” means the project as defined in Attachment B to this Lease.

“Project Fund” means: (a) those funds included in the Capital Project Ordinance as established by the Randolph County Board of Commissioners, provided however that this Ordinance may be amended from time to time as necessary to accomplish the Project and (b) amounts received by either the County or the Board of Education as refunds of State of North Carolina sales tax with respect to expenditures made in connection with the Project.

“Site” means the site of the project as specifically defined in Attachment A to this Lease.

All references to articles or sections are references to articles or sections of this Lease, unless the context clearly indicates otherwise.

ARTICLE II

REPRESENTATIONS, COVENANTS AND WARRANTIES

The County and the Board of Education each represent, covenant and warrant for the other’s benefit as follows:

2.1 Neither the execution and delivery of this Lease, nor the fulfillment of or compliance with its terms and conditions, nor the consummation of the transactions contemplated hereby, results or will result in a breach of the terms, conditions, and provisions of any agreement or instrument to which either is now a party or by which either is bound, or constitutes a default under any of the foregoing.

2.2 To the knowledge of each party, there is no litigation or proceeding pending or threatened against such party (or against any other person) affecting the rights of such party to execute or deliver this Lease or to comply with its obligations under this Lease. Neither the execution and delivery of this Lease by such party, nor compliance by such party with its obligations under this Lease, requires the approval of any regulatory body or any other entity the approval of which has not been obtained.

ARTICLE III

DEMISING CLAUSE

The County hereby leases the Leased Property to the Board of Education and the Board of Education hereby leases the Leased Property from the County, in accordance with the provisions of this Lease, to have and to hold for the Lease Term.

ARTICLE IV

LEASE TERM

4.1 Commencement. The Lease Term shall commence on the date of this Lease.

4.2 Termination. The Lease Term shall terminate upon the earlier of the following date, direction, or event:

(a) the termination of any financing structure entered into by the County in order to accomplish the completion of the Project; or

(b) an Event of Default and termination by the County pursuant to Article XII.

Termination of the Lease Term shall terminate the County's obligations under this Lease and the Board of Education's rights of possession under this Lease.

ARTICLE V

QUIET ENJOYMENT; PURCHASE OPTION

5.1 Quiet Enjoyment. The County hereby covenants that the Board of Education shall, during the Lease Term, peaceably and quietly have and hold and enjoy the Leased Property without suit, trouble or hindrance from the County, except as expressly required or permitted by this Lease. The County shall not interfere with the quiet use and enjoyment of the Leased Property during the Lease Term. The County shall, at the Board of Education's request and the County's cost, join and cooperate fully in any legal action in which the Board of Education asserts its right to such possession and enjoyment, or which involves the imposition of any taxes or other governmental charges on or in connection with the Leased Property. In addition, the Board of Education may at its own expense join in any legal action affecting its possession and enjoyment of the Leased Property, and shall be joined (to the extent legally possible, and at the Board of Education's expense) in any action affecting its liabilities hereunder.

The provisions of this Article shall be subject to the right, hereby reserved by the County, to inspect the Leased Property at any reasonable time.

5.2 Purchase Option. The Board of Education shall have the option to purchase the Leased Property at the end of the Lease Term upon payment to the County of a purchase option price of \$100. The Board of Education shall notify the County of its exercising of this option after the end of the Lease Term, and within forty-five (45) days after such notification, the County shall execute and deliver to the Board of Education a quit-claim deed with a covenant against grantor's acts together with such other documents as are necessary to convey to the Board of Education good and marketable title to the Leased Property, subject only to (a) Permitted Encumbrances and (b) any encumbrance or imperfection caused by or attributable to the Board of Education.

ARTICLE VI

CONSIDERATION FOR LEASE

6.1 Use of Leased Property; Assumption of Obligations. In partial consideration for its acquisition of rights to use the Leased Property during the Lease Term and its option to purchase the Leased Property, the Board of Education hereby agrees to use the Leased Property for public schools or other public education purposes in fulfillment of its obligation, shared by the County, to provide for improved public education. In addition, in consideration of its rights under this Lease, the Board of Education undertakes the obligations imposed on it hereunder, including those imposed by Section 8.1.

6.2 Payments. In partial consideration for its acquisition of rights to use the Leased Property during the Lease Term and its option to purchase the Leased Property, the Board of Education hereby agrees to pay to the County annual rent in the amount of \$100 payable in advance on the Closing Date (receipt of which is hereby acknowledged) and on the first day of each Lease Year thereafter.

ARTICLE VII

CONSTRUCTION AND OTHER ACCOMPLISHMENT OF PROJECT AND CERTAIN RELATED COVENANTS

7.1 Construction and Other Accomplishment of School Project. The County has provided in the Administrative Agreement for the construction and other accomplishment of the Project by the Board of Education as the County's agent. The Board of Education represents that it has reviewed all provisions concerning the construction and other accomplishment of the Project and hereby approves such provisions. The Board of Education shall take possession of the Project upon completion thereof.

Title to the Leased Property shall be held by the County, subject only to Permitted Encumbrances.

7.2 Maintenance, Repair, Taxes and Assessments.

(a) Maintenance, Repair. The Board of Education shall use, or cause to be used, the Leased Property in a careful and proper manner, in compliance with all applicable laws and

regulations, and, at its sole expense, shall service, repair, maintain, and insure, or cause to be serviced, repaired, maintained and insured, the Leased Property so as to keep the Leased Property in good condition, repair, appearance and working order for the purposes intended, ordinary wear and tear excepted.

(b) Taxes and Assessments. The Board of Education shall also pay, or cause to be paid, all taxes and assessments, including, but not limited to, utility charges, of any type or nature levied, assessed or charged against any portion of the Leased Property, provided that with respect to special assessments or other governmental charges that may lawfully be paid in installments over a period of years, the Board of Education shall be obligated to pay only such installments as are required to be paid as and when the same become due.

(c) Contests. The Board of Education may, at its sole expense and in its name, in good faith contest any such taxes, assessments, utility and other charges and, in the event of any such contest, may permit the taxes, assessments or other charges so contested to remain unpaid during the period of such contest and any appeal therefrom; provided that prior to such nonpayment it shall furnish the County with the opinion of an Independent Counsel, to the effect that, by nonpayment of any such items, the interest of the County in the Leased Property will not be materially endangered and that the Leased Property will not be subject to loss or forfeiture. The County will cooperate fully in such contest upon the request and at the expense of the Board of Education.

7.3 Modification of Leased Property, Liens.

(a) Additions, Modifications and Improvements. The Board of Education shall, at its own expense, have the right to make, or cause to be made, additions, modifications or improvements to any portion of the Leased Property if such additions, modifications or improvements are necessary or beneficial for the use of such portion of the Leased Property. All such additions, modifications and improvements shall thereafter comprise part of the Leased Property and be subject to the provisions of this Lease. Such additions, modifications and improvements shall not in any way damage any portion of the Leased Property or cause it to be used for purposes other than those authorized under the provisions of State and Federal law.

(b) Liens. The Board of Education will not permit any mechanic's or other lien to be established or remain against the Leased Property for labor or materials furnished in connection with any additions, modifications or improvements made by the Board of Education pursuant to this Section; provided that, if any such lien is filed or established and the Board of Education shall first notify, or cause to be notified, the County of the Board of Education's intention to do so, the Board of Education may in good faith contest any lien filed or established against the Leased Property and in such event may permit the items so contested to remain undischarged and unsatisfied during the period of such contest and any appeal therefrom and shall provide the County with full security against any loss of forfeiture which might arise from the nonpayment of any such item, in form satisfactory to the County. The County will cooperate fully in any such contest upon the request and at the expense of the Board of Education.

Except as provided in this Article and except as the County may consent thereto, which consent shall not be unreasonably withheld, the Board of Education shall not, directly or indirectly, create, incur, assume or suffer to exist any mortgage, pledge, lien, charge, encumbrance or claim on or with respect to the Leased Property, other than the respective rights of the Board of Education and the

County as herein provided. Except as provided in this Article, the Board of Education shall promptly, at its own expense, take such action as may be necessary to duly discharge or remove any such mortgage, pledge, lien, charge, encumbrance or claim for which it is responsible, if the same shall arise at any time; provided that the Board of Education may contest such liens, charges, encumbrances, or claims if it desires to do so. The Board of Education shall reimburse the County for any expense incurred by the County in order to discharge or remove any such mortgage, pledge, lien, charge, encumbrance or claim.

ARTICLE VIII

INSURANCE

8.1 Liability Insurance.

(a) Coverage. The Board of Education shall maintain, or cause to be maintained, throughout the Lease Term, general liability insurance coverage in protection of the Board of Education and its respective elected officials, directors, officers, agents and employees; provided that, to the extent that any Contractor or Vendor shall provide an insurance policy or certificate of insurance demonstrating that the same coverage as is herein required is being carried by such Contractor or Vendor with respect to the Project or a part thereof and adequately protects the interests of the Board of Education and the County, the insurance provided for by this paragraph (a) shall not be required with respect to the Project or such part thereof during the construction period while the Project or such part thereof is so covered by such other insurance. To the extent available, any such insurance shall provide for indemnification of said parties against direct or contingent liability for damages for bodily and personal injury, death or property damage occasioned by reason of the use or operation of the Project Facilities.

(b) Limits. Said insurance shall provide coverage in the minimum liability limit of \$1,000,000 for bodily injury liability and property damage liability, combined single limit, and shall include personal injury coverage (libel, slander, and false arrest), except that such insurance may be subject to deductible clauses not to exceed \$100,000 for any one loss.

(c) Payment of Net Proceeds. The net proceeds of such liability insurance or other available funds from any applicable alternative risk management program pursuant to Section 8.5 hereof shall be applied toward extinguishment or satisfaction of the liability with respect to which such insurance proceeds or funds shall have been made available.

Section 8.2 Workers' Compensation. The Board of Education shall also maintain, or cause to be maintained, workers' compensation insurance issued by a responsible carrier authorized under the laws of the State to insure its employees against liability for compensation under the laws now in force in the State, or any act hereafter enacted as an amendment or supplement thereto or in lieu thereof.

Section 8.3 Casualty Insurance.

(a) Coverage. The Board of Education shall procure and maintain, or cause to be procured and maintained, throughout the Lease Term, insurance against loss or damage to any item or portion of the Leased Property by fire and lightning, with extended coverage and vandalism and

malicious mischief insurance; provided, however, that, to the extent that any Contractor or Vendor shall provide an insurance policy or certificate of insurance demonstrating that the same coverage as is herein required is being carried by such Contractor or Vendor with respect to the Project or a part thereof and, adequately protects the interest of the County and the Trustee, the insurance provided for by this paragraph (a) shall not be required with respect to the Project or such part thereof during the construction period while the Project or such part thereof is so covered by such other insurance. Such extended coverage insurance shall, as nearly as practicable, cover loss or damage by explosion, windstorm, riot, aircraft, vehicle damage, smoke and such other hazards as are normally covered by such insurance.

(b) Amount. Such insurance shall be in an amount equal to 100% of the replacement cost of the Leased Property (except that such insurance may be subject to deductible clauses of not to exceed \$100,000 for any one loss).

(c) Payment of Net Proceeds. The Net Proceeds of such insurance or other available funds from any applicable alternative risk management program pursuant to Section 8.5 hereof shall be applied toward the repair/replacement of the Project, facilities, or parts thereof with respect to which the insurance proceeds or funds shall have been made available.

Section 8.4 Performance and Labor and Materials Payments Bonds.

(a) Coverage. The Board of Education shall cause each Contractor to provide performance and labor and materials payment bonds as required by law.

(b) Payment of Net Proceeds. The net proceeds received from any bond or bonds required pursuant to paragraph (a) of this Section shall be deposited to the credit of the Project Fund.

Section 8.5 General Insurance Provisions.

(a) Form of Policies. All policies of insurance required to be procured and maintained pursuant to this Lease shall be provided by a commercial insurer rated "A" by A.M. Best & Company or in the two highest rating categories of S&P and Moody's, shall be in form certified to comply with the provisions hereof and, to the extent available, shall name the County as an additional insured; provided, however, that the Board of Education may procure the required insurance through the North Carolina Department of Public Instruction.

(b) Payment of Premiums. The Board of Education shall pay, or cause to be paid, when due, the premiums for all insurance policies required by this Lease and shall promptly furnish or cause to be furnished to the County a certificate to such effect accompanied by evidence of such payments.

(c) Responsibility for Deductibles. The Board of Education acknowledges its responsibility for the payment of all deductible amounts of the insurance required by the provisions of this Article and covenants to maintain at all times a sufficient amount of available funds for this purpose.

(d) Blanket Policies. The insurance coverages required under Sections 8.1 and 8.3 hereof may be maintained under blanket policies covering other properties and risks of the Board of Education.

(e) Evidence of Insurance. The Board of Education shall cause to be delivered to the County annually, on or about July 1 of each year, a certificate stating that the insurance policies required by this Lease are in full force and effect. In addition, the Board of Education shall cause original copies of all insurance policies to be delivered annually to the County within thirty (30) days of their purchase or renewal.

Section 8.6 Cooperation. The County shall cooperate fully with the Board of Education at the Board of Education's expense in filing any proof of loss with respect to any insurance policy maintained pursuant to this Article and in the prosecution or defense of any prospective or pending condemnation proceeding with respect to the Leased Property or any portion thereof.

ARTICLE IX

DISCLAIMER OF WARRANTIES; OTHER COVENANTS

9.1 Disclaimer of Warranties. THE COUNTY MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR FITNESS FOR A PARTICULAR USE OF THE LEASED PROPERTY OR ANY PART THEREOF OR ANY OTHER REPRESENTATION OR WARRANTY WITH RESPECT TO THE LEASED PROPERTY OR ANY PART THEREOF. In no event shall the County be liable for any direct or indirect, incidental, special or consequential damage in connection with or arising out of this Lease or the existence, furnishing, functioning or use by anyone of any item, product or service provided for herein.

9.2 Further Assurances; Corrective Instruments. The Board of Education and the County agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Leased Property hereby leased or intended so to be, or for otherwise carrying out the intention hereof.

9.3 Board of Education and County Representatives. Whenever, under the provisions hereof, the approval of the Board of Education or the County is required to take some action at the request of the other, unless otherwise provided, such approval or request shall be given for the Board of Education by the Board of Education Representative and for the County by the County Representative, and the Board of Education and the County shall be authorized to act on any such approval or request of such representative of the other.

9.4 Compliance with Requirements. During the Lease Term, the Board of Education and the County shall observe and comply with all current and future orders of all courts having jurisdiction over the Leased Property and any portion thereof (or be diligently and in good faith contesting such orders), and all current and future requirements of all insurance companies' written policies covering the Leased Property or any portion thereof.

ARTICLE X

TITLE TO LEASED PROPERTY; LIMITATIONS ON ENCUMBRANCES

10.1 Title to Leased Property. Except for personal property purchased by the Board of Education at its own expense, title to the Leased Property and any and all additions and modifications to or replacements of any portion of the Leased Property shall be held in the County's name, subject only to Permitted Encumbrances, until conveyed as provided in this Lease, notwithstanding (a) the occurrence of one or more events of default as defined herein; (b) the occurrence of any event of damage, destruction, condemnation or construction or title defect; or (c) violation by the County of any provision of this Lease.

The Board of Education shall have no right, title or interest in the Leased Property or any additions and modifications to or replacements of any portion of the Leased Property, except as expressly set forth in this Lease.

ARTICLE XI

SUBLEASING AND INDEMNIFICATION

11.1 Board of Education's Subleasing. The Board of Education may not assign or sublease the Leased Property, in whole or in part, without the prior written consent of the County, which consent shall not be unreasonably withheld.

11.2 Indemnification. Except as provided in Section 8.1 hereof, to the extent permitted by law, the Board of Education shall and hereby agrees to indemnify and save the County harmless against and from all claims by or on behalf of any person, firm, corporation or other legal entity arising from the operation or management of the Leased Property by the Board of Education during the Lease Term, including any claims arising from: (a) any condition of the Leased Property, (b) any act of negligence of the Board of Education or of any of its agents, contractors or employees or any violation of law by the Board of Education or breach of any covenant or warranty by the Board of Education hereunder; or (c) the incurrance of any cost or expense in connection with the construction and other accomplishment of the School Project in excess of the moneys available therefore in the Project Fund. The Board of Education shall be notified promptly by the County of any action or proceeding brought in connection with any claims arising out of circumstances described in (a), (b) or (c) above.

ARTICLE XII

EVENTS OF DEFAULT

12.1 Events of Default. Each of the following shall be an "Event of Default" under this Lease and the term "Default" shall mean, whenever it is used in this Lease, any one or more of the following events:

- (a) The Board of Education's failure to make any payments hereunder when due.
- (b) The Board of Education's failure to observe and perform any covenant, condition, or agreement on its part to be observed or performed for a period of thirty (30) days after written notice

specifying such failure and requesting that it be remedied shall have been given to the Board of Education by the County, unless the County shall agree in writing to an extension of such time prior to its expiration; provided, however, that if the failure stated in such notice cannot be corrected within the applicable time period, the County shall not unreasonably withhold its consent to an extension of such time if corrective action is instituted by the Board of Education within the applicable period and diligently pursued until such failure is corrected and, further, that if by reason of any event or occurrence constituting force majeure the Board of Education is unable in whole or in part to carry out any of its agreements contained herein (other than its obligations contained in Sections 6.2 or 8.1 hereof), the Board of Education shall not be deemed in default during the continuance of such event or occurrence.

(c) The dissolution or liquidation of the Board of Education or the voluntary initiation by the Board of Education of any proceeding under any federal or state law relating to bankruptcy, insolvency, arrangement, reorganization, readjustment of debt or any other form of debtor relief, or the initiation against the Board of Education of any such proceeding which shall remain undismissed for sixty (60) days, or the entry by the Board of Education into an agreement of composition with creditors or the Board of Education's failure generally to pay its debts as they become due.

(d) The Board of Education's default on its obligations under the Administrative Agreement with the County dated September 13, 2012.

12.2 Remedies on Default. Whenever any Event of Default shall have happened and be continuing, the County may take any one or any combination of the following remedial steps:

(a) Terminate this Lease, evict the Board of Education from the Leased Property or any portion thereof and re-lease the Leased Property or any portion thereof.

(b) Have reasonable access to and inspect, examine and make copies of the Board of Education's books and records and accounts during the Board of Education's regular business hours, if reasonably necessary in the County's opinion.

(c) Take whatever action at law or in equity may appear necessary or desirable, including the appointment of a receiver, to collect the amounts then due, or to enforce performance and observance of any obligation, agreement or covenant of the Board of Education under this Lease.

Any amount collected pursuant to action taken under this Section shall be applied as the County may determine.

12.3 No Remedy Exclusive. No remedy herein conferred upon or reserved to the County is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder and every remedy now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall impair any such right or power, and any such right and power may be exercised from time to time as may be deemed expedient. In order to entitle the County to exercise any remedy reserved in this Article XII, it shall not be necessary to give any notice, other than such notice as may be required in this Article XII.

12.4 Waivers. If any agreement contained herein should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

12.5 Waiver of Appraisalment, Valuation, Stay, Extension and Redemption Laws. The Board of Education and the County agree, to the extent permitted by law, that in the case of a termination of the Lease Term by reason of an Event of Default, neither the Board of Education nor the County nor any one claiming through or under either of them shall or will set up, claim or seek to take advantage of any appraisalment, valuation, stay, extension or redemption laws now or hereafter in force in order to prevent or hinder the enforcement of any remedy provided hereunder; and the Board of Education and the County, for themselves and all who may at any time claim through or under either of them, each hereby waives, to the full extent that it may lawfully do so, the benefit of such laws.

ARTICLE XIII

MISCELLANEOUS

13.1 Notices. All notices, certificates or other communications hereunder shall be sufficiently given if given by United States mail in certified form, postage prepaid, and shall be deemed to have been received five (5) Business Days after deposit in the United States mail in certified form, postage prepaid, as follows:

- (a) If intended for the County, addressed to it at the following address:

County of Randolph, North Carolina
725 McDowell Road
Asheboro, North Carolina 27205
Attention: Assistant County Manager/Finance Officer

- (b) If intended for the Board of Education, addressed to it at the following address:

Asheboro City Board of Education
1126 South Park Street
Asheboro, North Carolina 27203
Attention: Superintendent

13.2 Binding Effect. This Lease shall be binding upon and inure to the benefit of the Board of Education and the County, subject, however to the limitations contained in Article XI.

13.3 Net Lease. This Lease shall be deemed and construed to be a "net lease" and the Board of Education shall pay absolutely net during the Lease Term all other payments required hereunder, free of any deductions, and without abatement or setoff.

13.4 Severability. In the event that any provision of this Lease, other than the requirement of the County to provide quiet enjoyment of the Leased Property, shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision thereof.

13.5 Execution on Counterparts. This Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

13.6 Applicable Law. This Lease shall be governed by and construed in accordance with the laws of the State of North Carolina.

13.7 Captions. The captions or headings herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Lease.

IN WITNESS WHEREOF, the parties hereto have caused this Lease to be executed in their corporate names by their duly authorized officers, all as of the day and year first above written.

RANDOLPH COUNTY, NORTH CAROLINA

(SEAL)

Attest:

By: _____
Chairman of the Board of Commissioners

Clerk to the Board of
Commissioners

**THE ASHEBORO CITY BOARD
OF EDUCATION**

(SEAL)

Attest:

By: _____
Chairman

Secretary

STATE OF NORTH CAROLINA)
)
COUNTY OF RANDOLPH)

I, a Notary Public of the County and State aforesaid, certify that Cheryl A. Ivey personally came before me this day and acknowledged that she is the Clerk to the Board of Commissioners for Randolph County and that by authority duly given and as the act of said County, the foregoing instrument was signed in its name by the Chairman of said Board of Commissioners and attested to her as Clerk to said Board of Commissioners.

Witness my hand and official stamp or seal, this the _____ day of _____, 2012.

Notary Public

My Commission Expires: _____

STATE OF NORTH CAROLINA)
)
COUNTY OF RANDOLPH)

I, a Notary Public in and for the aforesaid County and State do hereby certify that _____ personally came before me this day and acknowledged that he/she is the Secretary of the Asheboro City Board of Education and that, by authority duly given, the foregoing instrument was signed by the Chairman of the Asheboro City Board of Education, sealed with its corporate seal, and attested by him/her as its Secretary.

Witness my hand and official stamp or seal, this the _____ day of _____, 2012.

Notary Public

My Commission Expires: _____

EXHIBIT A

EXHIBIT B

PROJECT DESCRIPTION

This Project consists of the demolition of a portion of the old Balfour School and the new construction of a 14,880 square foot Balfour Early Childhood Development Center in Asheboro, North Carolina.

• **TEACHER COMMENTS (1st grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (2nd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (3rd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (4th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (5th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (6th grading period)**

ASHEBORO CITY SCHOOLS
ASHEBORO, NORTH CAROLINA



STANDARDS BASED REPORT CARD
FOR KINDERGARTEN

MESSAGE TO PARENTS

Each child is a special individual developing at his/her own rate. We make a commitment to measure his/her progress according to personal achievements. You will receive this progress report at the end of each six week period so that you will be better informed of your child's successes and areas that can be improved. The social, emotional and academic development of your child is the joint responsibility of the home and school. The school welcomes the opportunity to discuss your child's progress with you at any time.

Student's Name _____

School _____ **Year** _____

Principal _____

Teacher _____

Grade Placement Next Year _____

For additional information on the literacy (ELA) and math standards:
<http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking>

For additional information on the science and social studies standards:
<http://www.ncpublicschools.org/acre/standards/support-tools/#unpacking>

• **TEACHER COMMENTS (1st grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (2nd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (3rd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (4th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (5th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (6th grading period)**

ASHEBORO CITY SCHOOLS
ASHEBORO, NORTH CAROLINA



STANDARDS BASED REPORT CARD
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Each child is a special individual developing at his/her own rate. We make a commitment to measure his/her progress according to personal achievements. You will receive this progress report at the end of each six week period so that you will be better informed of your child's successes and areas that can be improved. The social, emotional and academic development of your child is the joint responsibility of the home and school. The school welcomes the opportunity to discuss your child's progress with you at any time.

Student's Name _____

School _____ **Year** _____

Principal _____

Teacher _____

Grade Placement Next Year _____

For additional information on the literacy (ELA) and math standards:

<http://goo.gl/O1ftq>

For additional information on the science and social studies standards:

<http://goo.gl/MUKdF>



Asheboro City Schools
Standard Based Report Card for Kindergarten

Student Name: _____
 Teacher Name: _____
 School: _____

Attendance	1 st	2 nd	3 rd	4 th	5 th	6 th	Year
Absent							
Tardy							
Present							

Key: S - Satisfactory N – Needs Improvement U - Unsatisfactory							
Behavior/Work Habits	1	2	3	4	5	6	
Listens and follows directions							
Attempts to do best work							
Stays on task and completes assignments							
Listens without interrupting							
Follows classroom and school rules							
Makes good choices							
Shows respect and recognizes the feelings of others							
Explains answers to clarify thinking and reasoning							

Expected end of year text level: C	SCORING KEY:					
	3 Proficient in/Meeting Standard 2 Progressing in Standard 1 Beginning in/Not Meeting Standard <input type="checkbox"/> Not yet assessed					
End of Year Reading Level: _____	1	2	3	4	5	6
Read Aloud/Shared Reading						
Actively engages in whole group reading discussion and activities						
Defines the role of author and illustrator						
Identifies front cover, back cover, title page of a book						
Asks and answers questions about unknown words in a variety of texts						
Retells and answers questions about a text						
Recognizes common types of text						
With prompting and support, identifies ways an author supports points						

Guided Reading	1	2	3	4	5	6
Uses knowledge of letter sounds to read words						
Knows to read left to right and top to bottom						
Asks and answers questions about a text						
Points to words one-to-one when reading						
Reads common sight words in texts						
Reads or begins to read simple text						
Uses pictures and story meaning to read						
Uses a variety of comprehension strategies to understand and retell a text						

Reading Foundational Skills/Speaking and Listening	1	2	3	4	5	6
Recognizes that spoken words are represented by specific sequences of letters						
Recognizes and identifies upper case letters						
Recognizes and identifies lower case letters						
Produces letter sounds						
Reads and spells common sight words						
Expresses thoughts, feelings and ideas clearly						
Recognizes and produces rhyming words						

Writing and Language	1	2	3	4	5	6
Uses a combination of drawing, dictating and writing to compose narrative, informative and opinion texts						
Reads, understands and explains drawings/writings						
Forms letters legibly						
Uses capital letters for I, names and beginning of a sentence						
Uses correct end punctuation						
Writes with proper spacing						

Mathematics	1	2	3	4	5	6
Counts by ones to 100						
Counts and represents a number of objects with a written numeral						
Reads and writes numerals to 20						
Counts by tens to 100						
Counts forward from any number to 100						

Mathematics (continued)	1	2	3	4	5	6
Compares numbers and sets of 10 (greater than, less than, equal to)						
Makes combinations of 10						
Solves addition word problems within 10						
Solves subtraction word problems within 10						
Fluently add and subtract within 5						
Makes and takes apart numbers from 11 to 19 into tens and some further ones (18 = 10 ones and 8 ones)						
Identifies, names and describes 2-dimensional shapes (circles, triangles, rectangles, squares, hexagons)						
Compares similarities and differences of 2-dimensional shapes						
Identifies, names and describes 3-dimensional shapes (cubes, cones, cylinders, spheres)						
Compares similarities and differences of 3-dimensional shapes						
Sorts, counts and orders objects in categories						
Uses measurable attributes to describe and compare objects						

Science	1	2	3	4	5	6
Force and Motion: Understands position and motions of objects						
Properties and Change: Understands how objects are described and used						
Earth Systems: Understands change and observable patterns of weather						
Structures and Functions: Compares characteristics of animal that make them different from non-living organisms						
Ecosystems						

Social Studies	1	2	3	4	5	6
History						
Geography and Environmental Literacy						
Economics and Financial Literacy						
Civics and Governance						
Culture						

Art, Music, Technology, Media and Physical Education are important parts of your child's total instructional program. If your child is not meeting expectations in these areas, you will be notified.



Asheboro City Schools
Standard Based Report Card for Kindergarten

Student Name: _____

Teacher Name: _____

School: _____

Attendance	1 st	2 nd	3 rd	4 th	5 th	6 th	Year
Absent							
Tardy							
Present							

Key: S - Satisfactory N – Needs Improvement U - Unsatisfactory

Behavior/Work Habits	1	2	3	4	5	6
Listens and follows directions						
Attempts to do best work						
Stays on task and completes assignments						
Listens without interrupting						
Follows classroom and school rules						
Makes good choices						
Shows respect and recognizes the feelings of others						
Explains answers to clarify thinking and reasoning						

Expected End of Year Text Level: C End of Year Reading Level: _____	SCORING KEY: 3 Proficient in/Meeting Standard 2 Progressing in Standard 1 Beginning in/Not Meeting Standard <input type="checkbox"/> Not assessed
--	--

Read Aloud/Shared Reading	1	2	3	4	5	6
Actively engages in whole group reading discussion and activities						
Defines the role of author and illustrator						
Identifies front cover, back cover, title page of a book						
Asks and answers questions about unknown words in a variety of texts						
Retells and answers questions about a text						
Recognizes common types of text						
With prompting and support, identifies ways an author supports points						

Guided Reading	1	2	3	4	5	6
Uses knowledge of letter sounds to read words						
Knows to read left to right and top to bottom						
Asks and answers questions about a text						
Points to words one-to-one when reading						
Reads common sight words in texts						
Reads or begins to read simple text						
Uses pictures and story meaning to read						
Uses a variety of comprehension strategies to understand and retell a text						

Reading Foundational Skills/Speaking and Listening	1	2	3	4	5	6
Recognizes that spoken words are represented by specific sequences of letters						
Recognizes and identifies upper case letters						
Recognizes and identifies lower case letters						
Produces letter sounds						
Reads and spells common sight words						
Expresses thoughts, feelings and ideas clearly						
Recognizes and produces rhyming words						

Writing and Language	1	2	3	4	5	6
Uses a combination of drawing, dictating and writing to compose narrative, informative and opinion texts						
Reads, understands and explains drawings/writings						
Forms letters legibly						
Uses capital letters for I, names and beginning of a sentence						
Uses correct end punctuation						
Writes with proper spacing						

Mathematics	1	2	3	4	5	6
Counts by ones to 100						
Counts and represents a number of objects with a written numeral						
Reads and writes numerals to 20						
Counts by tens to 100						
Counts forward from any number to 100						

Mathematics (continued)	1	2	3	4	5	6
Compares numbers and sets of 10 (greater than, less than, equal to)						
Makes combinations of 10						
Solves addition word problems within 10						
Solves subtraction word problems within 10						
Fluently add and subtract within 5						
Makes and takes apart numbers from 11 to 19 into tens and some further ones (18 = 10 ones and 8 ones)						
Identifies, names and describes 2-dimensional shapes (circles, triangles, rectangles, squares, hexagons)						
Compares similarities and differences of 2-dimensional shapes						
Identifies, names and describes 3-dimensional shapes (cubes, cones, cylinders, spheres)						
Compares similarities and differences of 3-dimensional shapes						
Sorts, counts and orders objects in categories						
Uses measurable attributes to describe and compare objects						

Science	1	2	3	4	5	6
Force and Motion: Understands position and motions of objects						
Properties and Change: Understands how objects are described and used						
Earth Systems: Understands change and observable patterns of weather						
Structures and Functions: Compares characteristics of animal that make them different from non-living organisms						
Ecosystems						

Social Studies	1	2	3	4	5	6
History						
Geography and Environmental Literacy						
Economics and Financial Literacy						
Civics and Governance						
Culture						

Art, Music, Technology, Media and Physical Education are important parts of your child's total instructional program. If your child is not meeting expectations in these areas, you will be notified.

• **TEACHER COMMENTS (1st grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (2nd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (3rd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (4th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (5th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (6th grading period)**

ASHEBORO CITY SCHOOLS
ASHEBORO, NORTH CAROLINA



STANDARDS BASED REPORT CARD
FOR FIRST GRADE

MESSAGE TO PARENTS

Each child is a special individual developing at his/her own rate. We make a commitment to measure his/her progress according to personal achievements. You will receive this progress report at the end of each six week period so that you will be better informed of your child's successes and areas that can be improved. The social, emotional and academic development of your child is the joint responsibility of the home and school. The school welcomes the opportunity to discuss your child's progress with you at any time.

Student's Name _____

School _____ **Year** _____

Principal _____

Teacher _____

Grade Placement Next Year _____

For additional information on the literacy (ELA) and math standards:
<http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking>

For additional information on the science and social studies standards:
<http://www.ncpublicschools.org/acre/standards/support-tools/#unpacking>

• **TEACHER COMMENTS (1st grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (2nd grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (3rd grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (4th grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (5th grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (6th grading period)**

ASHEBORO CITY SCHOOLS
ASHEBORO, NORTH CAROLINA



STANDARDS BASED REPORT CARD
FOR FIRST GRADE

MESSAGE TO PARENTS

Each child is a special individual developing at his/her own rate. We make a commitment to measure his/her progress according to personal achievements. You will receive this progress report at the end of each six week period so that you will be better informed of your child's successes and areas that can be improved. The social, emotional and academic development of your child is the joint responsibility of the home and school. The school welcomes the opportunity to discuss your child's progress with you at any time.

Student's Name _____

School _____ Year _____

Principal _____

Teacher _____

Grade Placement Next Year _____

For additional information on the literacy (ELA) and math standards:

<http://goo.gl/O1ftq>

For additional information on the science and social studies standards:

<http://goo.gl/MUKdF>



Asheboro City Schools
Standard Based Report Card for First Grade

Student Name: _____

Teacher Name: _____

School: _____

Attendance	1 st	2 nd	3 rd	4 th	5 th	6 th	Year
Absent							
Tardy							
Present							

Key: S - Satisfactory N – Needs Improvement U - Unsatisfactory							
Behavior/Work Habits	1	2	3	4	5	6	
Listens and follows directions							
Attempts to do best work							
Stays on task and completes assignments							
Listens without interrupting							
Follows classroom and school rules							
Makes good choices							
Shows respect and recognizes the feelings of others							
Explains answers to clarify thinking and reasoning							

Reading Levels:

Expected End of Year Text Level for First Grade – I

Beginning Level: _____ (Expected Level: C)

Mid-Year Level: _____ (Expected Level: F)

End Year Level: _____ (Expected Level: I)

SCORING KEY:

3 Proficient in/Meeting Standard

2 Progressing in Standard

1 Beginning in/Not Meeting Standard

Not yet assessed

Reading	1	2	3	4	5	6
Uses a variety of reading strategies to read (pictures, rereading, self-correction, word parts, etc.)						
Knows and applies grade level phonics in decoding words						
Reads on level texts accurately, fluently and with expression						
Asks and answers questions about key details for on grade level texts						
Reads and comprehends text, including literature, informational text and poetry						

Reading (continued)	1	2	3	4	5	6
Retells stories using key detail and describes characters, settings and events						
Identifies and uses text features in nonfiction texts						
Identifies who is telling the story at various points in a text						
Reads independently for an appropriate amount of time daily						

Writing, Language, Speaking and Listening	1	2	3	4	5	6
Writes a variety of text types with supporting details or facts (opinion, informational and narrative)						
Writes a variety of complete sentences to express ideas clearly						
Uses appropriate capitalization when writing						
Uses appropriate punctuation when writing						
Spells common sight words correctly in isolation and in text						
Use spelling patterns (short and common long vowels) when writing words						
Writes legibly with proper spacing						
Participates and actively listens in discussions of texts with different partners						
Describes people, places, things and events with relevant detail						
Determines meaning of unknown words and phrases using an array of strategies						

Mathematics	1	2	3	4	5	6
Operations and Algebraic Thinking						
Represents and solves addition word problems						
Represent and solves subtraction word problems						
Solves addition word problems using three numbers						
Applies properties of operations to add and subtract						
Understands relationship between addition and subtraction						
Relates counting on and counting back to addition and subtraction						
Composes and decomposes numbers to add and subtract						
Understands the meaning of the equal sign						
Determines the unknown number in an addition or subtraction equation						

Numbers and Operations in Base Ten	1	2	3	4	5	6
Counts to 120, starting at any number						
Reads, writes and represents numbers						
Understands place value with tens and ones						
Compares 2-digit numbers using symbols (> = <)						
Uses place knowledge to add within 100						
Mentally finds ten more or ten less than a number						
Subtracts multiples of 10						

Measurement and Data	1	2	3	4	5	6
Accurately measures with non-standard units						
Tells and writes time in hours and half-hours						
Organizes, represents and interprets data with up to three categories						

Geometry	1	2	3	4	5	6
Distinguishes between defining and non-defining attributes of shapes						
Builds and/or draws shapes with defining attributes						
Divides circles and rectangles into 2 and 4 equal shares and describes using the words halves, fourths and quarters						
Understands that decomposing into more equal shares creates smaller shares						

Science	1	2	3	4	5	6
Force and Motion: Understands how forces affect the motion of an object						
Universe: Recognizes features and patterns in the earth/moon/sun system						
Earth Systems, Structures and Processes: Understands physical properties of earth materials that make them useful in different ways						
Ecosystems: Understands characteristics of various environments and behaviors of human that enable plants and animals to survive						
Biology: Summarizes needs of living organisms for energy and growth						

Social Studies	1	2	3	4	5	6
History						
Geography and Environmental Literacy						
Economics and Financial Literacy						
Civics and Governance						
Culture						

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Asheboro City Schools
Standard Based Report Card for First Grade

Student Name: _____

Teacher Name: _____

School: _____

Attendance	1 st	2 nd	3 rd	4 th	5 th	6 th	Year
Absent							
Tardy							
Present							

Key: S - Satisfactory N – Needs Improvement U - Unsatisfactory							
Behavior/Work Habits	1	2	3	4	5	6	
Listens and follows directions							
Attempts to do best work							
Stays on task and completes assignments							
Listens without interrupting							
Follows classroom and school rules							
Makes good choices							
Shows respect and recognizes the feelings of others							
Explains answers to clarify thinking and reasoning							

Reading Levels:

Expected End of Year Text Level – I

Beginning Level: _____ (Expected Level: C)

Mid-Year Level: _____ (Expected Level: F)

End Year Level: _____ (Expected Level: I)

SCORING KEY:

3 Proficient in/Meeting Standard

2 Progressing in Standard

1 Beginning in/Not Meeting Standard

Not assessed

Reading	1	2	3	4	5	6
Uses a variety of reading strategies to read (pictures, rereading, self-correction, word parts, etc.)						
Knows and applies grade level phonics in decoding words						
Reads on level texts accurately, fluently and with expression						
Asks and answers questions about key details for on grade level texts						
Reads and comprehends text, including literature, informational text and poetry						

Reading (continued)	1	2	3	4	5	6
Retells stories using key detail and describes characters, settings and events						
Identifies and uses text features in nonfiction texts						
Identifies who is telling the story at various points in a text						
Reads independently for an appropriate amount of time daily						

Writing, Language, Speaking and Listening	1	2	3	4	5	6
Writes a variety of text types with supporting details or facts (opinion, informational and narrative)						
Writes a variety of complete sentences to express ideas clearly						
Uses appropriate capitalization when writing						
Uses appropriate punctuation when writing						
Spells common sight words correctly in isolation and in text						
Use spelling patterns (short and common long vowels) when writing words						
Writes legibly with proper spacing						
Participates and actively listens in discussions of texts with different partners						
Describes people, places, things and events with relevant detail						
Determines meaning of unknown words and phrases using an array of strategies						

Mathematics	1	2	3	4	5	6
Operations and Algebraic Thinking						
Represents and solves addition word problems						
Represent and solves subtraction word problems						
Solves addition word problems using three numbers						
Applies properties of operations to add and subtract						
Understands relationship between addition and subtraction						
Relates counting on and counting back to addition and subtraction						
Composes and decomposes numbers to add and subtract						
Understands the meaning of the equal sign						
Determines the unknown number in an addition or subtraction equation						

Numbers and Operations in Base Ten	1	2	3	4	5	6
Counts to 120, starting at any number						
Reads, writes and represents numbers						
Understands place value with tens and ones						
Compares 2-digit numbers using symbols (> = <)						
Uses place knowledge to add within 100						
Mentally finds ten more or ten less than a number						
Subtracts multiples of 10						

Measurement and Data	1	2	3	4	5	6
Accurately measures with non-standard units						
Tells and writes time in hours and half-hours						
Organizes, represents and interprets data with up to three categories						

Geometry	1	2	3	4	5	6
Distinguishes between defining and non-defining attributes of shapes						
Builds and/or draws shapes with defining attributes						
Divides circles and rectangles into 2 and 4 equal shares and describes using the words halves, fourths and quarters						
Understands that decomposing into more equal shares creates smaller shares						

Science	1	2	3	4	5	6
Force and Motion: Understands how forces affect the motion of an object						
Universe: Recognizes features and patterns in the earth/moon/sun system						
Earth Systems, Structures and Processes: Understands physical properties of earth materials that make them useful in different ways						
Ecosystems: Understands characteristics of various environments and behaviors of human that enable plants and animals to survive						
Biology: Summarizes needs of living organisms for energy and growth						

Social Studies	1	2	3	4	5	6
History						
Geography and Environmental Literacy						
Economics and Financial Literacy						
Civics and Governance						
Culture						

Art, Music, Technology, Media and Physical Education are important parts of your child's total instructional program. If your child is not meeting expectations in these areas, you will be notified.

• **TEACHER COMMENTS (1st grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (2nd grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (3rd grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (4th grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (5th grading period)**

PARENT SIGNATURE/COMMENTS Conference Requested

• **TEACHER COMMENTS (6th grading period)**

ASHEBORO CITY SCHOOLS
ASHEBORO, NORTH CAROLINA



STANDARDS BASED REPORT CARD
FOR SECOND GRADE

MESSAGE TO PARENTS

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Student's Name _____

School _____ **Year** _____

Principal _____

Teacher _____

Grade Placement Next Year _____

For additional information on the literacy (ELA) and math standards:
<http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking>

For additional information on the science and social studies standards:
<http://www.ncpublicschools.org/acre/standards/support-tools/#unpacking>

• **TEACHER COMMENTS (1st grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (2nd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (3rd grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (4th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (5th grading period)**

PARENT SIGNATURE/COMMENTS **Conference Requested**

• **TEACHER COMMENTS (6th grading period)**

ASHEBORO CITY SCHOOLS
ASHEBORO, NORTH CAROLINA



STANDARDS BASED REPORT CARD
FOR SECOND GRADE

MESSAGE TO PARENTS

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Student's Name _____

School _____ **Year** _____

Principal _____

Teacher _____

Grade Placement Next Year _____

For additional information on the literacy (ELA) and math standards:

<http://goo.gl/O1ftg>

For additional information on the science and social studies standards:

<http://goo.gl/MUKdF>



Asheboro City Schools
Standard Based Report Card for Second Grade

Student Name: _____

Teacher Name: _____

School: _____

Attendance	1 st	2 nd	3 rd	4 th	5 th	6 th	Year
Absent							
Tardy							
Present							

Key: S - Satisfactory N – Needs Improvement U - Unsatisfactory							
Behavior/Work Habits	1	2	3	4	5	6	
Listens and follows directions							
Attempts to do best work							
Stays on task and completes assignments							
Listens without interrupting							
Follows classroom and school rules							
Makes good choices							
Shows respect and recognizes the feelings of others							
Explains answers to clarify thinking and reasoning							

Reading Levels:

Expected End of Year Text Level for First Grade – M

Beginning Level: _____ (Expected Level: I)

Mid-Year Level: _____ (Expected Level: K)

End Year Level: _____ (Expected Level: M)

SCORING KEY:

3 Proficient in/Meeting Standard

2 Progressing in Standard

1 Beginning in/Not Meeting Standard

Not yet assessed

Reading Foundational Skills	1	2	3	4	5	6
Reads on-level text with accuracy, fluency and expression to support comprehension						
Knows and applies grade-level phonics and word analysis skills in decoding words						
Reading Literature and Informational Texts	1	2	3	4	5	6
Reads and comprehends second grade text, including literature, informational text and poetry						
Asks and answers who, what, when, where, why and how questions						

Reading Literature and Informational Text (continued)	1	2	3	4	5	6
Retells stories by providing key details and demonstrates understanding of their meaning, lesson or moral						
Describes overall structure of a story, including problem, solution, point of view and word choice						
Demonstrates an understanding of characters in a story (point of view, actions/ reactions to events)						
Identifies and compares the main ideas, purposes and details in a text						
Describes the connection between two events, ideas, concepts or steps in a text						
Uses the meaning of words and text features when reading						
Uses clues from the text to determine the meaning of unknown words						

Writing, Language, Speaking and Listening	1	2	3	4	5	6
Writes opinion, informative and narrative texts						
Writes multiple sentences on same topic with an introduction, supporting details and conclusion						
Expresses ideas clearly when writing						
Writes legibly with proper spacing						
Uses correct grammar when writing and speaking						
Uses appropriate punctuation and capitalization						
Uses spelling patterns when writing words						
Participates and actively listens and responds in discussions						

Mathematics	1	2	3	4	5	6
Operations and Algebraic Thinking	1	2	3	4	5	6
Represents and solves on-step addition and subtraction word problems						
Represents and solves two-step addition and subtraction word problems						
Fluently adds and subtracts within 20						
Works with equal groups to gain foundations for multiplication						

Numbers and Operations in Base Ten	1	2	3	4	5	6
Understands place value concepts (hundreds, tens and ones)						
Skip-counts by 5s, 10s and 100s within 1000						
Reads, writes and represents numbers with numerals, number names and expanded form						
Compares two numbers using symbols: >, < and =						
Uses place value understanding, properties of operations and other strategies to add and subtract						
Adds up to 4 two-digit numbers						
Mentally adds or subtracts 10 or 100 from a given number 100-900						
Measurement and Data	1	2	3	4	5	6
Estimates and measures lengths in standard units (in, ft, cm and m)						
Tells and writes time to the nearest five minutes						
Represents and interprets data (line plot, picture graph and bar graph)						
Geometry	1	2	3	4	5	6
Identifies and draws shapes based on their attributes (triangles, quadrilaterals, pentagons, hexagons and cubes)						
Divides a rectangle into rows and columns of same-size squares and counts to find the total number						
Divides circles and rectangles into halves, thirds and fourths						

Science	1	2	3	4	5	6
Force and Motion: Understands relationship between sound and vibration						
Matter: Understands properties and changes of solids and liquids						
Earth Systems: Understands patterns of weather and factors that affect weather						
Living Organisms: Understands animal life cycles						
Genetics: Understands that organisms differ from or are similar to their parents						

Social Studies	1	2	3	4	5	6
History						
Geography and Environmental Literacy						
Economics and Financial Literacy						
Civics and Governance						
Culture						

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Asheboro City Schools
Standard Based Report Card for Second Grade

Student Name: _____

Teacher Name: _____

School: _____

Attendance	1 st	2 nd	3 rd	4 th	5 th	6 th	Year
Absent							
Tardy							
Present							

Key: S - Satisfactory N – Needs Improvement U - Unsatisfactory							
Behavior/Work Habits	1	2	3	4	5	6	
Listens and follows directions							
Attempts to do best work							
Stays on task and completes assignments							
Listens without interrupting							
Follows classroom and school rules							
Makes good choices							
Shows respect and recognizes the feelings of others							
Explains answers to clarify thinking and reasoning							

Reading Levels:	Lexile Level
Expected End of Year Text Level – M	Expected Range – 420-650
Beginning Level: _____ (Expected Level: I)	Beginning Level: _____
Mid-Year Level: _____ (Expected Level: K)	Mid-Year Level: _____
End Year Level: _____ (Expected Level: M)	End Year Level: _____

SCORING KEY:

- 3 Proficient in/Meeting Standard
- 2 Progressing in Standard
- 1 Beginning in/Not Meeting Standard
- Not assessed

Reading Foundational Skills	1	2	3	4	5	6
Reads on-level text with accuracy, fluency and expression to support comprehension						
Knows and applies grade-level phonics and word analysis skills in decoding words						
Reading Literature and Informational Texts (Grade Level Texts)	1	2	3	4	5	6
Reads and comprehends second grade text, including literature, informational text and poetry						
Asks and answers who, what, when, where, why and how questions						

Reading Literature and Informational Text (Grade Level Texts) - continued	1	2	3	4	5	6
Retells stories by providing key details and demonstrates understanding of their meaning, lesson or moral						
Describes overall structure of a story, including problem, solution, point of view and word choice						
Demonstrates an understanding of characters in a story (point of view, actions/ reactions to events)						
Identifies and compares the main ideas, purposes and details in a text						
Describes the connection between two events, ideas, concepts or steps in a text						
Uses the meaning of words and text features when reading						
Uses clues from the text to determine the meaning of unknown words						

Writing, Language, Speaking and Listening	1	2	3	4	5	6
Writes opinion, informative and narrative texts						
Writes multiple sentences on same topic with an introduction, supporting details and conclusion						
Expresses ideas clearly when writing						
Writes legibly with proper spacing						
Uses correct grammar when writing and speaking						
Uses appropriate punctuation and capitalization						
Uses spelling patterns when writing words						
Participates and actively listens and responds in discussions						

Mathematics	1	2	3	4	5	6
Operations and Algebraic Thinking	1	2	3	4	5	6
Represents and solves on-step addition and subtraction word problems						
Represents and solves two-step addition and subtraction word problems						
Fluently adds and subtracts within 20						
Works with equal groups to gain foundations for multiplication						

Numbers and Operations in Base Ten	1	2	3	4	5	6
Understands place value concepts (hundreds, tens and ones)						
Skip-counts by 5s, 10s and 100s within 1000						
Reads, writes and represents numbers with numerals, number names and expanded form						
Compares two numbers using symbols: >, < and =						
Uses place value understanding, properties of operations and other strategies to add and subtract						
Adds up to 4 two-digit numbers						
Mentally adds or subtracts 10 or 100 from a given number 100-900						
Measurement and Data	1	2	3	4	5	6
Estimates and measures lengths in standard units (in, ft, cm and m)						
Tells and writes time to the nearest five minutes						
Represents and interprets data (line plot, picture graph and bar graph)						
Geometry	1	2	3	4	5	6
Identifies and draws shapes based on their attributes (triangles, quadrilaterals, pentagons, hexagons and cubes)						
Divides a rectangle into rows and columns of same-size squares and counts to find the total number						
Divides circles and rectangles into halves, thirds and fourths						

Science	1	2	3	4	5	6
Force and Motion: Understands relationship between sound and vibration						
Matter: Understands properties and changes of solids and liquids						
Earth Systems: Understands patterns of weather and factors that affect weather						
Living Organisms: Understands animal life cycles						
Genetics: Understands that organisms differ from or are similar to their parents						

Social Studies	1	2	3	4	5	6
History						
Geography and Environmental Literacy						
Economics and Financial Literacy						
Civics and Governance						
Culture						

Art, Music, Technology, Media and Physical Education are important parts of your child's total instructional program. If your child is not meeting expectations in these areas, you will be notified.

School/Location	Date	Event	Time
PDC	Thursday, September 13, 2012	Board of Education Meeting	7:30pm
AHS	Friday, September 14, 2012	AHS vs. Trinity HS (Hall of Fame Night)	7:30pm
SAMS	Tuesday, September 18, 2012	PTO Meeting/Board Goal Update	6:30pm
Orange County	Wednesday, September 19, 2012	NCSBA District V Meeting	4:00 to 8:00pm
LP	Thursday, September 20, 2012	PTO Meeting/Board Goal Update	5:30pm
DLL	Monday, September 24, 2012	PTA Meeting/Board Goal Update	6:00pm
CWM	Thursday, September 27, 2012	PTO Meeting/Board Goal Update	6:30pm
PDC	Monday, October 01, 2012	FAN Workshop - CC/ES for K-5 Parents	6:30pm
AHS	Friday, October 05, 2012	AHS vs. N. Forsyth HS	7:30pm
GBT	Monday, October 08, 2012	PTO Meeting/Board Goal Update	6:00pm
BAL	Tuesday, October 09, 2012	PTO Meeting/Board Goal Update	5:30pm
AHS/PAC	Tuesday, October 09, 2012	SAMS Beginning Band Concert	7:30pm
PDC	Wednesday, October 10, 2012	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, October 11, 2012	Board of Education Meeting	7:30pm
	Monday, October 15, 2012	Report Cards go home	
CO	Monday, October 15, 2012	PTO President's Roundtable	6:30pm
NAMS	Tuesday, October 16, 2012	PTO Meeting/Board Goal Update	6:00pm
Asheville	Wednesday, October 17, 2012	NCSBA Law Conference	
AHS/PAC	Thursday, October 18, 2012	AHS Choral Concert	7:30pm
AHS/PAC	Friday, October 19, 2012	AHS One Act Play performance	7:30pm
PDC	Monday, October 22, 2012	SP Planning Team	5:30-8:00pm
AHS/PAC	Tuesday, October 23, 2012	BANDORAMA	7:30pm
AHS	Friday, October 26, 2012	AHS vs. S. Guilford HS (Senior Night)	7:30pm
PDC	Monday, November 05, 2012	FAN Workshop - CC/ES for 6-12 Parents	6:30pm
PDC	Thursday, November 08, 2012	Board of Education Meeting	7:30pm
Greensboro Sheraton	November 12 - 14, 2012	NCSBA Annual Conference	
AHS/PAC	Friday, November 16, 2012	Park Street Players Fall production	7:00pm

AHS/PAC	Saturday, November 17, 2012	Park Street Players Fall production	7:00pm
AHS/PAC	Sunday, November 18, 2012	Park Street Players Fall production	3:00pm
PDC	Monday, November 19, 2012	SP Planning Team	5:30-8:00pm
	Thursday, November 29, 2012	Report Cards go home	

ASHEBORO CITY SCHOOLS MEMBERSHIP
Day 10, September 5, 2012

Grade Level	2012-13 Membership on Day 10 (September 5, 2012)	2011-12 Membership on Day 10 (September 8, 2011)	Change from previous year	2012-13 DPI Projected Membership
Kindergarten	411	373	38	382
Grade 1	371	384	-13	370
Grade 2	373	345	28	383
Grade 3	338	425	-87	338
Grade 4	432	390	42	447
Grade 5	377	380	-3	402
Grades K-5	2,302	2,297	5	2,322
Grade 6	377	399	-22	381
Grade 7	377	399	-22	407
Grade 8	393	355	38	403
Grades 6-8	1,147	1,153	-6	1,191
Grade 9	374	375	-1	381
Grade 10	323	324	-1	355
Grade 11	294	336	-42	310
Grade 12	278	277	1	293
Grades 9-12	1,269	1,312	-43	1,339
Grades K-12	4,718	4,762	-44	4,852

School	2012-13 Membership on Day 10	2011-12 Membership on Day 10	Change from previous year
Balfour	572	553	19
McCrary	427	383	44
Loflin	359	356	3
Teachey	499	537	-38
Lindley Park	445	468	-23
NAMS	526	546	-20
SAMS	621	607	14
AHS	1,269	1,312	-43
Total	4,718	4,762	-44

**Asheboro City Schools
12/13 First 10 Days of Enrollment**

Day 10 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	Total ADM	ADA	Attend %
Asheboro High School										374	323	294	278	1269	1220	96.1%
North Asheboro Middle							169	175	182					526	518	98.5%
South Asheboro Middle							208	202	211					621	604	97.3%
Balfour	112	98	93	82	105	82								572	553	96.7%
Charles W McCrary	82	74	61	58	88	64								427	416	97.4%
Donna Lee Loflin	76	53	65	56	56	53								359	346	96.4%
Guy B Teachey	75	68	94	70	98	94								499	484	97.0%
Lindley Park	66	78	60	72	85	84								445	431	96.9%
TOTALS	411	371	373	338	432	377	377	377	393	374	323	294	278	4718	4572	96.9%

Day 10 Enrollment	12-13 Day 1 Enrollment	12-13 Day 10 Enrollment	Change in ADM
Asheboro High School	1223	1269	46
North Asheboro Middle	530	526	-4
South Asheboro Middle	628	621	-7
Balfour	551	572	21
Charles W McCrary	394	427	33
Donna Lee Loflin	357	359	2
Guy B Teachey	486	499	13
Lindley Park	425	445	20
TOTALS	4594	4718	124

Change from Previous Day
0
3
-1
-1
0
0
1
2
4

Enrollment by Grad Span	DPI 12-13 Projection	12-13 Day 10 Enrollment	Difference from Projection
Elementary (K-5)	2322	2302	-20
Middle (6-8)	1191	1147	-44
High (9-12)	1339	1269	-70
TOTALS	4852	4718	-134

K-5 CLASS SIZE UPDATE FOR ELEMENTARY SCHOOLS
Asheboro City Schools
September 5, 2012 (First 10 Days)

STATE REQUIREMENTS:

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

Grades K-3 -- 21 Our grades K-3 LEA class size average is - 18.0

Grades 4-5 -- No limit. Our grades 4-5 LEA class size average is - 20.4

The class size of an individual class size 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 -- No limit (Our individual class size maximum is 27)

	Balfour							McCrary				Loffin				Teachey				Lindley Park									
	Individual Classes						Class Size Average	Individual Classes			Class Size Average	Individual Classes			Class Size Average	Individual Classes			Class Size Average	LEA Avg.									
Kinder	16	20	19	18	18	19	18.3	21	20	21	19	20.3	19	19	19	19	19.0	16	15	15	13	15	14.8	17	16	17	16	16.5	17.8
Gr. 1	17	14	14	20	12	19	16.0	18	19	19	18	18.5	17	19	17	17.7	16	17	17	17	16.8	21	19	19	20	19.8	17.7		
Gr. 2	21	20	13	20	19	18.6	20	21	20	20.3	16	16	16	17	16.3	24	22	22	22	22.5	14	16	15	15	15.0	18.5			
Gr. 3	21	19	22	20	20.5	19	20	19	19.3	19	19	18	18.7	18	17	17	15	16.8	18	18	17	19	18.0	18.7					
Gr. 4	27	25	26	27	26.3	22	22	20	23	21.8	18	19	19	18.7	19	20	18	15	20	18.4	22	21	21	21	21.3	21.3			
Gr. 5	19	22	20	21	20.5	22	21	21	21.3	17	18	18	17.7	18	19	18	16	18	17.8	20	20	23	21	21.0	19.7				
TOTAL	568						19.6	425			20.2	359			18.0	479			17.7	446			18.6	18.8					
2011-12	551						22.0	382			19.1	351			19.5	517			19.9	469			22.3	20.6					
2010-11	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

Board of Education Goals

2012-2013

Update: September, 2012

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

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 84% or better.
The AHS NOVA Academy has admitted 22 students this fall for the alternative high school diploma program. Our goal is a 100% graduation rate for these students!
- 80% or more of students demonstrate proficiency on new Math I, Biology, and English II EOC exams.

We are partnering with UNCG to provide professional development support for Integrated Mathematics teachers in 2012-13. Dr. Holt Wilson has agreed to facilitate the professional development.

2. Every student uses technology to access and demonstrate new knowledge and skills.

- Expand digital expo to increase student participation. Include a real world problem-solving theme.
- Implement North Carolina online testing in grades 3-12.

3. Expand opportunities for and increase student access to small learning communities.

- Develop internal Health Sciences small learning community with partners.

4. Increase the number of students reading on grade level by Grade 3 to 66%.

Master teachers in Asheboro City Schools developed a comprehensive K-3 Reading Plan this summer. The plan includes scope and sequence documents for K-3 teachers, professional development support for teachers, grade level checklists, parent brochures, revised K-2 report cards, and intervention plan monitoring for at risk readers. All K-3 teachers participated in professional development on the plan on August 16.

5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

- Use common assessments to monitor student growth.
All teachers in Asheboro City Schools participated in professional development on August 16 that included updated information on common assessments. Faculty and staff have been organized into learning communities responsible for developing, implementing, and evaluating

student learning through common assessments. Principals will report on their school's implementation and use of data at our monthly principals' meeting on September 19.

6. Implement innovative after school enrichment and intervention programs.

- Evaluate effectiveness of current intervention programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

New courses are under way this fall (middle school: Biotechnology; high school: Robotics, Advanced Placement Computer Programming, and Project Lead the Way in Engineering and Biomedical Sciences).

We participated in an orientation with our North Carolina Department of Public Instruction regional coordinator for a Compliance Audit of our CTE program September 17-18.

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.

- Professional development focus areas: Literacy across the curriculum; Common Core state standards and new NC Essential Standards; develop and use common assessments aligned with CCSS/ES

All Asheboro City Schools staff participated in professional development on August 16 with a focus on our new standards, literacy across the curriculum, and effective use of common assessments.

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

- Expand use of performance-based common assessments. Publish collection of exemplars.
- Each school develops a plan to implement student-led conferences.
- Revise K-2 report cards to implement standards-based grading practices.

Updated report cards for K-2 will be recommended for action by the Board at our September meeting.

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.

- Continue Teacher Leadership Academy for cohort #3. Evaluate effectiveness of TLA on past participants. Include past participants in leading professional development.
- Refine use of teacher evaluation system with new standard #6 (student performance).
- Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

Our instructional team has provided teachers and administrators with protocols and support “tools” to ensure the effectiveness of our Professional Learning Communities (PLC’s). Also, monthly administrative leadership team meetings and curriculum/instruction meetings are focused on facilitating support for the effective use of PLC time.

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 3 Positive Behavior Support Training and score > 80% on the school evaluation tool (SET).

Each school will submit their Positive Behavior Support implementation inventory by October 1, 2012.

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

- Graduation Coach, CIS coordinator, UNC college advisor, Career Development Coordinator, school counselors, and school social workers collaborate to identify at-risk students, develop a plan of support, and monitor student progress.

Our new graduation coach (Miranda Lane), new CIS coordinator (Angie Berrier), new UNC College Advisor (Juan Tulet), and Career Development Coordinator (Shea Grosch) are working together to establish roles, define goals, identify at-risk students, and create and implement plans for identified students.

- All staff focus on relationship building with students, assuring that every student has a caring adult in the school, and every student’s passion is known by a caring adult.

Many activities observed in classrooms during the first few days of school were focused on getting to know one another, finding each other's strengths and talents, and learning about how to work together as an effective team/learning community.

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

- Middle schools participate in Science of Healthful Living Physical Education project with UNCG.

Our middle school PE/Health staff participated in an orientation session with UNCG staff on August 20. Future training sessions are scheduled in September, January, and spring.

- Asheboro City Schools staff and students participate in a fitness walk in the fall (JDRF on October 20, 2012) and/or in the spring (the Human Race in March or April).

Teams are forming; t-shirts are being designed.

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.

AHS has agreed to host canned food drives at targeted home football games. This project comes at the request of the Salvation Army and CUOC to help fill empty food bank shelves in Asheboro.

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.

- All schools prepare for transition to Power School student information system.

2. Increase communication and outreach to parents.

- Continue to upgrade parent notification technology.
- All schools will develop and implement a plan for home visits.

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

- Continue to refine Career and College Promise program offerings with RCC.

- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers.

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

- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

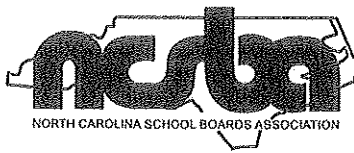
The first FAN workshop is scheduled for October 1 and will be designed for parents of K-5 students. The goal is to build awareness with parents about our new curriculum standards.

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

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit. Complete ECDC project. Pursue athletic upgrades projects.

The demolition of ECDC is complete. Bids for the construction project will be opened on September 11 and presented to the Board for consideration at our September 13 meeting.



RECEIVED JUL 09 2012

PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT

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Warren

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Onslow

Mark Upchurch
Gaston

Russell Wilkins
Washington

PAST PRESIDENTS'

COUNCIL

Kenneth Lanier, 2007-08

Linda Cranford, 2004-05

Larry Lancaster, 2002-03

Leonard Peace, 2000-01

Dr. Christine Fitch, 1996-97

MEMORANDUM

TO: Superintendents and Board Chairs

FROM: Ed Dunlap

DATE: July 3, 2012

SUBJECT: NCSBA Board Establishes New Awards for November 2012

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

The NCSBA Board of Directors has created new awards to be given at the 2012 NCSBA Annual Conference slated for November 12-14 at the Koury Convention Center in Greensboro. In addition to the individual recognition given to school board members for training activities completed during the academic year, school boards may seek recognition for outstanding programs and leadership in the school district. Below is a summary of each award. Guidelines and entry forms for each award can be found at www.ncsba.org/awards. All nominations due by October 5, 2012.

Raleigh Dingman Award - The Raleigh Dingman Award is the highest honor bestowed on a North Carolina school board member each year and is named in honor of Raleigh Dingman, NCSBA's first full-time executive secretary. Since 2003, recipients of this honor have served as an ex-officio member of the NC State Board of Education and the NCSBA Board of Directors. The honoree will be expected to attend meetings of both Organizations.

County Commissioners of the Year - This honor is presented to a board of county commissioners that has demonstrated extraordinary leadership that advances student achievement in the district.

NEW: Leadership Award for School Board Member - This honor recognizes a school board member who has demonstrated extraordinary leadership during the 2011-2012 school year. Unlike the Raleigh Dingman Award that focuses on longevity and requires the honoree to attend NCSBA and SBE board meetings, the Leadership Award for School Board Member considers the contributions of a board member over the previous school year.

NEW: Leadership Award for School Board - This honor is presented to one school board for extraordinary leadership during the 2011-2012 school year.

NEW: Award for Excellence in Educational Programs - This award will be given to school boards in recognition of exemplary education programs that maximize student achievement.

NEW: Award for Excellence in Architectural Design - The NCSBA Award for Excellence in Architectural Design is a People's Choice Award that will be given to architects for the building design of public schools. The goal is to raise awareness and discussion among board members about the relationship between good design and effective teaching and learning. NCSBA will invite architectural firms to submit exemplary projects that will promote this goal.

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



RALEIGH DINGMAN AWARD

Guidelines & Entry Forms

The Raleigh Dingman Award is the highest honor bestowed on a North Carolina school board member each year and is named in honor of Raleigh Dingman, NCSBA's first full-time executive secretary. Since 2003, recipients of this honor have served as an ex-officio member of the NC State Board of Education and the NCSBA Board of Directors. The honoree will be expected to attend meetings of both organizations.

The All-State Board is comprised of eight board members from across the state. Board members designated as members of the All-State Board must have been nominated by their local boards for the Raleigh Dingman Award.

Please read the Raleigh Dingman Award criteria, eligibility requirements, and nomination specifications outlined below before submitting your application. All instructions must be followed, or the entry may be disqualified.

CRITERIA FOR CONSIDERATION

Nominees for the Raleigh Dingman Award should be individual school board members that have demonstrated leadership at the local, state, or federal level as evidenced by any or all of the following.

- significant contribution to develop community support for the critical role of public education
- improving student achievement
- strengthening professional development to support public education, school board member training and development, the role of school boards, and school leadership
- engaging the public, parents, and community in school improvement
- aiding, fostering, and promoting the development of the role of public schools and public education in preserving and promoting democracy;
- individual or group activities to support a quality public education at the local, state, and federal level and the work of local school boards;
- leadership and service to school boards, public education, and/or the North Carolina School Boards Association as demonstrated by committee work, attendance at NCSBA seminars, regional meetings, or whole-board training

ELIGIBILITY REQUIREMENTS

- Nominated by official action of the local board
- Complied with statutory training requirements for school boards
- Complied with 2-hour ethics training requirements for school boards
- Participated in NCSBA Board Development activities
- Served at least one full term on the local board
- Be a current board member



RALEIGH DINGMAN AWARD

Entry Form

Nominee Name: _____

School Board: _____ No. of Years on the Board: _____

SUMMARY PARAGRAPH

Provide a brief paragraph providing the nominee's qualifications for the Raleigh Dingman Award, not to exceed 200 words. This paragraph may be used in Association publications.

Please submit the information below with the completed entry form.

- Completed Official Endorsement Form
- One-page detailed narrative
- Training Record
- Evidence of 2-Hour Ethics Training
- Letters of Support (optional)
- Backup Materials (optional)

Please send entries on or before October 5, 2012 to:
North Carolina School Boards Association
NCSBA Raleigh Dingman Award
PO Box 97877
Raleigh, NC 27624



COUNTY COMMISSIONERS OF THE YEAR AWARD

Guidelines & Entry Forms

This honor is presented to a board of county commissioners that has demonstrated extraordinary leadership that advances student achievement. Please read the criteria, eligibility requirements, and nomination specifications before submitting your application. All instructions must be followed, or the entry may be disqualified.

CRITERIA FOR CONSIDERATION

The board receiving the award will have demonstrated some or all of these qualities in the past year.

- Focus on students by fostering an environment in which the student can develop and flourish
- Developed collaboration with local school board, social agencies and/or community groups, including other governing bodies
- Worked well with the local school board

ELIGIBILITY REQUIREMENTS

- Nominated by the local school board

NOMINATION SPECIFICATIONS

- Completed nomination form
- One-page narrative on the board's leadership accomplishments during the school year, typed and double-spaced
- Photo of the full board, print quality
- Optional supporting materials, such as news articles, promotional handouts, etc.

OPTIONAL BACKUP MATERIALS

The judges will make decisions based on responses to the prompt on the entry form and the one-page narrative. Backup materials are welcome, but they are optional and will not significantly affect the judges' decisions. Only send backup materials that support the nomination. Please do not send CDs, videos, cassette tapes, or ask the judges to view your website or online materials. The judges will not have the equipment or time necessary to review such backup materials. Backups must be postmarked by the deadline and submitted in hard copy format.

SUBMISSION DEADLINE



COUNTY COMMISSIONERS OF THE YEAR AWARD

Entry Form

Board of County Commissioners: _____

Board Chair of Commissioners: _____

Board of Education: _____

Board Chair of Education: _____

Email/Phone: _____

Please send entries in hard copy format on or before October 5, 2012 to:

North Carolina School Boards Association
NCSBA County Commissioners of the Year Award
PO Box 97877
Raleigh, NC 27624



LEADERSHIP AWARD FOR SCHOOL BOARD MEMBERS

Guidelines & Entry Forms

This honor is presented to one school board member who has demonstrated extraordinary leadership during the school year. Please read the Leadership Award for School Board Members criteria, eligibility requirements, and nomination specifications before submitting your application. All instructions must be followed, or the entry may be disqualified.

CRITERIA FOR CONSIDERATION

The nominee has demonstrated some or all of the following qualities in the past year

- Served above and beyond the call of duty
- Advocated for students at the local, state, and/or federal levels
- Demonstrated a focus on student achievement in the district
- Worked well with fellow board members
- Pursued self-improvement and growth in boardsmanship through NCSBA programs
- Demonstrated such service that warrants special recognition
- Displayed a high quality of service with emphasis on the previous academic year
- Noted accomplishments of the local board of education during the nominee's term on the board

ELIGIBILITY REQUIREMENTS

- Currently a board member, or completed his or her last term in the 2011-2012 school year
- Complied with statutory training requirements for school board members
- Complied with 2-hour ethics training requirement for local governments
- Participated in board development activities, particularly in the previous 12 months

NOMINATION SPECIFICATIONS

Entries must include the following in order to qualify.

- Nomination form
- One-page narrative on nominee's leadership accomplishments during the school year, typed and double spaced
- School Board Endorsement Form
- Evidence of statutory training
- Evidence of 2-hour ethics training
- Photograph of nominee in print quality



LEADERSHIP AWARD FOR SCHOOL BOARD MEMBERS

Entry Form

Nominee Name: _____

School Board: _____ No. of Years on the Board: _____

Please submit the information below with the entry form.

- Training Record
- Evidence of 2-hour Ethics Training
- Endorsement Form
- One-page Narrative
- Supporting Letters (optional)
- Supporting Materials (optional)

ONE-PAGE NARRATIVE

Provide a double-spaced, typed response detailing the nominee's accomplishments and why they should be selected for this award. The Response should not exceed **one** page.

Please send entries in hard copy format on or before October 5, 2012 to:

North Carolina School Boards Association
NCSBA Annual Leadership Award for School Board Members
PO Box 97877
Raleigh, NC 27624



LEADERSHIP AWARD FOR SCHOOL BOARDS

Guidelines & Entry Forms

This honor may be presented to an entire school board that has demonstrated extraordinary leadership during the school year. Please read the Annual Leadership Award for School Boards criteria, eligibility requirements, and nomination specifications before submitting your application. All instructions must be followed, or the entry may be disqualified.

CRITERIA FOR CONSIDERATION

Boards receiving the Leadership Award will have demonstrated some or all of these qualities in the past year.

- Focus on students by fostering an environment in which the student can develop and flourish
- Demonstrated progress in achieving system goals
- Fostered increased parental involvement
- Developed collaboration with social agencies and/or community groups, including other governing bodies
- Created a school community that foster quality performance and innovation
- Worked well with administrative staff and as a board

ELIGIBILITY REQUIREMENTS

- All members have complied with statutory training requirements for school board members
- All members have complied with 2-hour ethics training requirement for local governments
- The board was represented at the last meeting of the NCSBA Delegate Assembly
- The board was represented at the Fall District Meeting by a majority of the board
- The board was represented at the most recent NCSBA Annual Conference

NOMINATION SPECIFICATIONS

- Completed nomination form
- One-page narrative on the board's leadership accomplishments during the school year, typed and double-spaced, on the following topic:
On behalf of the board, describe your board's most important contributions to the improvement of student learning during the past year.
- District logo (color version if available), print quality
- Photo of the full board, print quality
- Optional supporting materials, such as news articles, promotional handouts, etc.



LEADERSHIP AWARD FOR SCHOOL BOARDS

Entry Form

Board of Education: _____

Board Chair: _____

Board Vice Chair: _____

List the members of the board, their number of years experience, and place a check in the appropriate box if the member completed the requirement or attended the listed meeting. Submit a training record for each board member below.

Name	Yrs Experience	Completed 12-hr Training	Completed 2-hr Ethics Training	Represented at NCSBA Delegate Assembly	Represented at the 2012 Fall District Meeting	Represented at the 2011 Annual Conference

Superintendent: _____

Email/Phone: _____

Please send entries in hard copy format on or before October 5, 2012 to:

North Carolina School Boards Association
NCSBA Annual Leadership Award for School Boards
PO Box 97877
Raleigh, NC 27624



AWARD FOR EXCELLENCE IN EDUCATIONAL PROGRAMS

Guidelines & Entry Forms

This award will be given to a school district in recognition of an exemplary education program that maximizes student achievement. Please read the NCSBA Award for Excellence in Education Programs criteria, eligibility requirements, specifications for entry, and program categories before submitting your application. All instructions must be followed, or the entry may be disqualified.

CRITERIA FOR PROGRAM SELECTION

- **Has made a difference for students** - Examples include student evaluations or feedback demonstrating student satisfaction; surveys of parents, staff, or community; degree of participation in program; ensuring that all students who can benefit from the program are empowered to participate; data demonstrating that the program has undergone a rigorous evaluation and shows evidence of statistically significant improvements in student achievement, school environment, or other desired outcomes; significant improvements for participants, including clearly articulated program goals, identification of measurable outcomes, and evidence that demonstrates the program has generated cost savings that have released resources to provide greater services to students.
- **Is innovative or exemplary** - Examples include exemplary implementation of a program; uniqueness throughout the state; creative approach to solving a problem or presenting a curriculum; use of new methods or technology to teach a needed skill or enhance the student experience; creative funding; etc. If a program has been replicated from another program, examples of how the program has been implemented in a unique or innovative manner.
- **Is connected to the board's vision and supported by the board** - Examples include: linkage between the program and the district's or county office's vision statement/goals or strategic plan.
- **Is sustainable** - Examples include length of time in operation; stable source of funding; high participation from students; sufficient staff knowledge and commitment to maintain the program; strong support from students, parents, educators, the community, and the board; a broad base of support and a strong structure in place to build the program; flexibility to meet changing needs; expansion to serve more students and/or school sites; etc.
- **Concepts can be replicated** - Examples include evidence that the program already has been or could be replicated; written goals and procedures; availability of staff to discuss the program and demonstrate effective strategies; evidence that the district and county office actively reaches out to other districts/county offices of education to assist them in replicating the

program; appropriateness for a different student population or staff; minimal needs for special facilities or equipment; reasonable costs for initial implementation and training.

ELIGIBILITY REQUIREMENT

Programs must have been in place for at least two years and still currently be in existence.

PROGRAM CATEGORIES

- Elementary (pre-K – Grade 5)
- Middle (Grades 6-8)
- High School (Grades 9-12)

NOMINATION SPECIFICATIONS

Entries must meet all specifications in order to qualify.

- Entry Form Program Highlights including a summary about the program, not to exceed 500 words.
- One-page detailed narrative summarizing the program and the board's leadership role, typed and double-spaced
- Optional supporting materials, such as news articles, promotional handouts, etc. (Note: Please do not send any electronic supporting materials at this time. Judges will not have access to computers during the judging.)

OPTIONAL BACKUP MATERIALS

The judges will make decisions based on responses to the prompts on the nomination form and the one-page narrative. Backup materials are welcome, but they are optional and will not significantly affect the judges' decisions. Only send backup materials that support the nomination. Please do not send CDs, videos, cassettes tapes, or ask the judges to view your website or other online materials. The judges will not have the equipment or time necessary to review such materials. Backups must be postmarked by the deadline and submitted in hard copy format.

SUBMISSION DEADLINE

All items listed under the Nomination Specifications must be received by NCSBA on or before October 5, 2012.

DATABASE OF PROGRAMS

Winning and notable programs, as determined by the judges, will be included in an online database of Excellence in Education Programs! Please use the following information as a guide to classify your program on the entry form.

Accountability/Assessment

Includes models/techniques for assessing student achievement and/or program effectiveness on a district wide basis and ensuring district accountability.

Bridging the Achievement Gap

Addresses efforts to ensure the academic achievement of economically disadvantaged students, English language learners and other ethnic sub-groups of students is moving toward the highest-performing students in the school or district. Such efforts include intervention strategies, meaningful disaggregation of student performance data, professional development, etc.

Career Technical Education

Includes efforts to prepare students for both career and college, such as multiple pathways (linked learning), regional occupation programs, career exploration opportunities etc.

Character Education

Includes programs that strengthen student behavior in areas such as ethics, responsibility, integrity, justice and self-discipline.

Community Schools through Partnerships and Collaboration

Includes efforts to implement the community school strategy, which is a set of partnerships between the school, city, county, and community. Characteristics include a shared vision, shared leadership, and shared accountability; core educational programming; strong family engagement; expansion of learning opportunities; shared resources, and a comprehensive set of integrated services designed to meet the full range of learning and developmental needs of students.

Curriculum/Instruction

Includes models that utilize interdisciplinary teaching, thematic instruction, learning styles/multiple intelligences, technology, and/or other innovative or exemplary instructional strategies and integrated programs. Additionally, programs may be submitted in any of the following curricular areas:

- English/Language Arts/Reading
- History/Social Science
- Mathematics
- Science
- Visual and Performing Arts
- Other Content Areas

English Language Acquisition

Includes programs that effectively assist students in transitioning from their primary language to English.

Extracurricular

Includes programs outside of the regular curriculum that meet the needs of students and engage them in activities to strengthen their potential, including athletics, visual and performing arts, debate, moot court, and student government.

Early Childhood Education

Includes all programs that are developmentally appropriate for pre-kindergarten aged children; collaborative with cities/counties for educationally relevant child care; focused on social-emotional development and learning, and Head Start programs.



AWARD FOR EXCELLENCE IN EDUCATIONAL PROGRAMS

Entry Form

Name of School Board: _____

Name of Person Submitting Form: _____

Title/Email Address: _____

Mailing Address of Submitter: _____

Phone Number: _____ Program Website Address: _____
(if available)

Superintendent: _____

Program Title: _____

Program Implementation Date: _____

Please submit a one-page narrative summarizing the program and the board's leadership role.

CATEGORY

Check only one.

- Elementary Grades
- Middle Grades
- High School

TYPE OF PROGRAM

Check all that apply.

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Accountability/Assessment | <input type="checkbox"/> Curriculum/Instruction | <input type="checkbox"/> Parental/Community Involvement | <input type="checkbox"/> Sustainable, Renewable, Energy and Resource Efficient Programs |
| <input type="checkbox"/> Bridging the Achievement Gap | <input type="checkbox"/> Early Childhood Education | <input type="checkbox"/> Professional Development | |
| <input type="checkbox"/> Career Technical Education | <input type="checkbox"/> Extracurricular | <input type="checkbox"/> School Safety | <input type="checkbox"/> Teacher Recruitment/Retention |
| <input type="checkbox"/> Character Education | <input type="checkbox"/> Focus on Middle Grades | <input type="checkbox"/> Special Education | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Community Schools/Collaboration | <input type="checkbox"/> Invigorating High Schools | <input type="checkbox"/> Student Services | <input type="checkbox"/> Wellness |



AWARD FOR EXCELLENCE IN EDUCATIONAL PROGRAMS

Program Highlights

Program Title: _____

Program Implementation Date: _____

Program Summary:

Provide a summary of the program, not to exceed 500 words.

Send entries in hard copy format on or before October 5, 2012 to:

North Carolina School Boards Association
NCSBA Award for Excellence in Education Programs
PO Box 97877
Raleigh, NC 27624



AWARD FOR EXCELLENCE IN EDUCATIONAL PROGRAMS

Official Endorsement Form

This is to certify that the _____
Name of Board of Education

endorses the nomination of _____
Name of Program

to the North Carolina School Board Association's Award for Excellence in Educational Programs
and that this endorsement represents an official board action taken on

Date of Board Action

Board Chair's Signature

Print Board Chair's Name