

ASHEBORO CITY BOARD OF EDUCATION

February 18, 2010

7:30 p.m.

Professional Development Center
Asheboro High School

Policy Committee Meeting 6:00 p.m.

Finance Committee Meeting 6:45 p.m.

I. Opening

- A. Call to Order
- B. Invocation – Gidget Kidd
- C. Pledge of Allegiance – Miracle Goldston, 6th Grader at North Asheboro Middle School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – North Carolina Zoo, Dr. David Jones
- B. Board Spotlight – North Asheboro Middle School presents the “Academic Olympics”

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 – January 12 and 14, 2010
- B. Personnel
- C. 2010-2011 Budget Calendar
- D. Budget Amendments S-02 and CO-02
- E. Signature Card for South Asheboro Middle School
- F. Audit Contract for 2009-2010
- G. Beginning Teacher Support Program Plan
- H. Overnight Out-of-State Field Trip Request

V. Information, Reports and Recommendations

- A. Quarter Cent Sales Tax Initiative – Dr. Bob Shackelford
- B. GEAR UP Presentation
- C. Policy 2120 – Code of Ethics for School Board Members
- D. Policy 4100 – Age Requirements for Initial Entry

VI. Action Items

- *A. 1710/4021/7230 – Prohibition against Discrimination, Harassment and Bullying including Hazing
- *B. 1720/4015/7225 – Discrimination, Harassment and Bullying Complaint Procedure
- *C. Strategic Plan – Core Values, Mission, and Vision
- *D. Course Approval
- *E. Long Range Facilities Plan
- *F. 2011-2012 School Calendar

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride

VIII. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION

February 18, 2010

7:30 p.m.

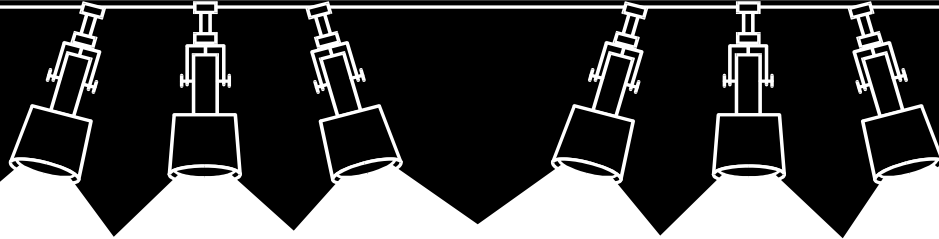
Addendum

- I. Opening**
- IV. *Consent Agenda**
 - B. Personnel
- VI. Action Items**
 - *G. Amendment to 403B Plan
- VIII. 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 and responsible productive citizens.

February 18, 2010



Community Spotlight: Tonight we are pleased to recognize Dr. David Jones and the North Carolina Zoo for the many partnership opportunities they provide to our students. While the largest and most visible partnership is the AHS Zoo School, for many years zoo educators have partnered with our teachers to enhance the standard course of study. The NC Zoo has also provided a number of professional development opportunities for our teachers. We greatly appreciate our relationship with the NC Zoo.

Board Spotlight: On January 25, North Asheboro Middle School kicked off its Academic Olympics, accompanied by thunderous cheers, at a student pep rally. Tonight a team of teachers and students from NAMS will describe how students set goals, take standards-based assessments, and chart individual progress in the areas of math, language arts, science and social studies as part of this Academic Olympiad program.

Special Recognition:

**Minutes of the Asheboro City Board of Education
Legislative Committee
January 12, 2010
7:30 a.m.**

The Asheboro City Board of Education Legislative Committee met on Tuesday, January 10, 2010 at 7:30 a.m. in the Administration Building Board Room with the following committee members present:

Chris Yow, Committee Chair
Gidget Kidd
Jane Redding

Derek Robbins
Linda Cranford

Staff members present were Dr. Diane Frost and Carla Freemyer.

Chairman Yow called the meeting to order and recognized Dr. Frost to lead the agenda.

The Committee began the meeting by determining what they felt were top priority issues for the legislative platform for 2010. Dr. Frost then reviewed a proposed 2010 legislative platform for Asheboro City Schools. The Committee participated in open discussion on issues and agreed to present a proposed legislative platform to the Board of Education for approval at its January meeting. (A copy of the proposed 2010 Legislative Platform will become a part of these minutes.)

The legislative breakfast with local legislators will be held March 19, 2010 at the Professional Development Center.

There being no further business, the meeting adjourned at 8:00 a.m.

Chairman

Secretary

**Minutes of the Asheboro City Board of Education
January 14, 2010**

Policy Committee

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

Archie Priest, Jr., Committee Chairman	Linda Cranford
Gidget Kidd	Phillip Cheek
Dr. Kelly Harris	

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

Chairman Priest called the meeting to order and referred to Dr. Frick to begin review of the agenda.

Dr. Frick reviewed Policy 2120 – *Code of Ethics for School Board Members*. She noted an addition of required training for board members has been included, based on G.S. 115C-50. Board members must complete 12 hours of training annually.

The Committee reviewed Policy 4100 – *Age Requirement for Initial Entry*. The date in Section A of the Policy “Entitlement to Initial Entry” will now be changed to August 31 now that the 2009-2010 school year is in session.

Both policies will be sent to the full Board for 30-day review at its February meeting.

The Committee discussed organization of the meetings and decided no changes were needed in the meeting format.

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

Finance Committee

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

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

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

Megan Sizemore, a representative from Cherry, Bekaert, and Holland, was also present.

The meeting was called to order at 6:45 p.m. Mr. Blair reviewed information about the 457 Plan. Following his review, Mr. Blair introduced Megan Sizemore to review the 2008-2009 Financial Audit for Asheboro City Schools. Ms. Sizemore explained that the Board of Education had received a qualified “clean” audit opinion. She discussed the internal control opinions and noted a finding for Segregation of Duties at Individual Schools. She then reviewed the information provided to the

Finance Committee dated November 16, 2009. Mr. Blair then presented additional information about the financial status of the General, Capital Outlay, and Proprietary funds.

There being no further business, the meeting adjourned at 7:20 p.m.

Board of Education

Opening

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

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

Board member absent was Jane Redding.

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

Chairman Kidd called the meeting to order and Mr. Jones gave the invocation. Teachey Elementary students, Juan Cruz and Alexis Dilldine, led the Pledge of Allegiance and read letters of appreciation to board members in recognition of Board Appreciation Month.

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

Special Recognition and Presentations

Teachers from Teachey Elementary shared how parents at their school realize the importance of being involved in their children's education by participating in Family Fun Nights. They also provided information about co-teaching which they have implemented in their fifth grade class.

The following teachers were recognized for earning National Board Certification: Wendy Graham, Natalia Johns, Trisha Muse – Balfour School; Gail Meyer – Lindley Park; Kerri Lamb – North Asheboro Middle; Jennifer Miller – South Asheboro Middle; and Molly Lyons, Lisa Robertson, Adam Reeder and Juan Rios – Asheboro High School. The following teachers were recognized for earning National Board Renewal: Cheryl Perkins – McCrary Elementary; Angie Flowers – Balfour School; and Kathryn Escobar – Teachey Elementary.

In recognition of Board Appreciation Month, Dr. Diane Frost recognized the Board for their dedication and hard work.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – December 10, 2009

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Medley, DeMario	Central Office/Bus Driver	12/22/09
Reagan, Martha	South Asheboro Middle/Custodian	12/30/09

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
English, Lori	McCrary Elementary/Teacher Assistant	1/19/10
Davis, Linda	Central Office/Bus Monitor	1/19/10
Spencer, Danzell	Central Office/Bus Driver	1/21/10
Gonzalez, Yomara	Lindley Park/Teacher Assistant	1/14/10
Shane, Michael	Central Office/Maintenance	1/19/10
Blakenship, Kristie	Substitute	12/16/09
Eller, Katie	Substitute	12/21/09
LaClair, Rebecca	Substitute	12/21/09
Domally, Marc	Substitute	1/7/10
Lawrence, Wendolyn	Substitute	1/8/10
McLeod, Kari	Substitute	1/13/10
Wayne, Rhonda	Substitute	1/13/10
Bates, Julie	Substitute	1/13/10

Information, Reports and Recommendations

Carla Freemyer reviewed upcoming dates for the strategic planning process for Asheboro City Schools. “Coffee and Conversation” events will be held across the community on different dates to gather input from all stakeholders on top issues the system should address for the next three years.

Dr. Dot Harper shared information on a new partnership with the University of North Carolina at Greensboro. Asheboro City Schools will partner with UNC-G to develop future elementary and exceptional education teachers.

Dr. Hazel Frick presented the following policy changes for 30-day review: Policy 1710/4021/7230 – *Prohibition against Discrimination, Harassment, and Bullying including Hazing* and Policy 1720/4015/7225 – *Discrimination, Harassment, and Bullying Complaint Procedure*.

Action Items

Harold Blair presented information from Cherry, Bekaert & Holland on the 2008-2009 Audit. The audit was conducted and received a “clean” opinion from the accounting firm. A motion was made by Ms. Harrington, seconded by Dr. Harris, and unanimously approved by the Board to accept the 2008-2009 Audit information as presented. (A copy of the 2008-2009 Audit will become a part of these minutes.)

Mr. Blair shared information on a new benefit proposal for Asheboro City Schools employees, a 457 Plan investment option which will allow employees their accumulated funds penalty free before age 59

and a half. A motion was made by Mr. Lamb and seconded by Mr. Yow to approve the 457 Plan as presented. Motion passed unanimously. (A copy of the 457 Plan will become a part of these minutes.)

Mr. Yow reviewed the 2010 Legislative Platform highlighting the key priorities as proposed by the Legislative Committee: Maintaining local control, adequate funding from the state, and support for public schools. A motion was made by Mr. Yow and seconded by Ms. Cranford to approve the platform as presented. Motion passed unanimously. (A copy of the Legislative Platform will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Ms. Freemyer shared the Calendar of Events highlighting important dates to remember: Board Appreciation Lunch, January 22, 2010; District Spelling Bee, February 16, 2010; Asheboro High Schools' Children's Theatre, February 21, 2010; and Asheboro High School hosting the North Carolina Student Council Convention, March 4 and 5, 2010.

Dr. Frost reminded board members of the appreciation luncheon being held January 22nd at South Asheboro Middle School for present and past board members. She also invited the Board to visit schools to see what good things are happening.

Board Operations/Committee Reports

Chairman Kidd presented newly organized board committees for 2010 as follows:

Finance Committee: Kyle Lamb, Chair; Steve Jones; Joyce Harrington; Derek Robbins; and Chris Yow.

Policy Committee: Archie Priest, Jr., Chair; Phillip Cheek; Kelly Harris; and Linda Cranford.

Legislative Committee: Chris Yow, Chair; Derek Robbins; and Linda Cranford.

Board members were provided with an agenda for the winter retreat to be held February 5-7, 2010.

Adjournment

There being no further business, a motion was made by Mr. Lamb and seconded by Mr. Robbins to adjourn at 8:20 p.m. The motion passed unanimously.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
February 18, 2010**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Woodle, Ralph	CO/Bus Driver	1/15/2010
Lowery, Marcus	SAMS/Teacher Assistant/ISS	1/21/2010
Cheek, Tammy	GBT/ Teacher Assistant (part-time)	2/12/2010
Kemp, James	SAMS/Language Arts/Social Studies	3/15/2010
Jordan, Elizabeth	GBT/2 nd Grade	6/11/2010
Menius, Donna	GBT/Kindergarten	6/11/2010

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hanson, Rebekah	BAL/5 th Grade	12/17/2009
Gardner, Ann	Substitute/\$90 per day	1/4/2010
Moyer, Rhonda	SAMS/English as a Second Language	1/25/2010
Fitch, Cameron	SAMS/Teacher Assistant-ISS	1/27/2010
Moore, Selina	SAMS/Data Manager/Treasurer	2/1/2010
Brown, Ashley	CWM/English as a Second Language	2/5/2010
Craven, Kevin	GBT/Teacher Assistant	2/9/2010
Hoffman, Kimberly	GBT/Teacher Assistant (part-time)	2/15/2010

**Asheboro City Schools
Personnel Transactions
February 18, 2010
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Warmack, Asheley	CO/Bus Driver	2/16/2010

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Henderson, Chuck	AHS/Physical Education/Football Coach	TBD
Thornburg, Laura	Substitute/\$69.00 per day	2/9/2010
Poole, Marisa	Substitute/\$69.00 per day	2/15/2010
Dunlap, Heather	Substitute/\$69.00 per day	2/18/2010

**Asheboro City Schools
Certified Appointments
February 18, 2010**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Brown, Ashley	Elon University B: Elementary Education University of Westminster (England) M: Teaching English as a Second Language	Elementary Education ESL

A resident of Asheboro, Ashley Brown is recommended to teach English as a Second Language at Charles W. McCrary School. Ms. Brown earned a Bachelor's degree in Elementary Education from Elon after completing her student teaching internship at Eastlawn Elementary in Alamance-Burlington Schools. She chose to complete a Master's degree abroad and in October 2009, completed a Master's program in London.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Moyer, Rhonda	Guilford College B: Elementary Education and Psychology UNC - Greensboro M: English as a Second Language	Elementary Education ESL

Rhonda Moyer is recommended to teach English as a Second Language at South Asheboro Middle School. Mrs. Moyer worked for thirteen years as a social worker before answering the call to teach. She taught fourth grade in the Guilford County Schools before returning to school to complete a Master's program in ESL. Part of the Master's program was an internship in Asheboro City Schools, where Mrs. Moyer taught at North Asheboro Middle School.

**Asheboro City Schools
Certified Appointments
February 18, 2010**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Henderson, Charles	UNC – Chapel Hill B: Physical Education	Physical Education

Charles "Chuck" Henderson is recommended to teach physical education at Asheboro High School, beginning with the 2010-2011 school year. Mr. Henderson is a graduate of UNC-CH where he was a Teaching Fellow. He served previously at North Davidson and High Point Central high schools and since 2003 has taught at Ledford High School, where he also served as head football coach and head track coach. Coach Henderson will serve as head football coach at AHS.

ASHEBORO CITY SCHOOLS BUDGET CALENDAR

- I. February 15 – March 12: WORK PERIOD
Consult with principals and directors. Compile listing of budget requests.
- II. March 15 – March 29: EVALUATION PERIOD
Evaluate requests and assess priorities.
- III. **Tuesday, March 30 – 7:00 p.m.: BUDGET WORK SESSION WITH BOARD OF EDUCATION**
- IV. March 31 – April 21: COMPILATION AND REVIEW
Prepare preliminary budget.
- V. **Thursday, April 22 – 7:00 p.m.: SUBMIT BUDGET REQUEST AND BUDGET MESSAGE TO BOARD OF EDUCATION**
- VI. April 23 – April 30: PREPARE BUDGET FOR COUNTY COMMISSIONERS
Make changes as requested by the Board.
- VII. May 3 - May 14: DELIVER TO COUNTY COMMISSIONERS

Special Meetings

Tuesday 3/30 7:00 p.m. PDC - Budget Work Session

Thursday 4/22 7:00 p.m. PDC - Submit Budget to Board

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 18th day of February, 2010, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

REVENUE

1.3100.000	State Allocation	\$ <u>38,000.00</u>
		\$ <u><u>38,000.00</u></u>

EXPENDITURE

1.5400.003	School Leadership - Office Support	1,340.00
1.6400.015	Technology Support - School Technology Fund	2,886.00
1.5210.029	Special Instruction - Behavioral Support	2,497.00
1.6550.056	Transportation Services - Transportation of Pupils	(7,535.00)
1.5110.061	Regular Instruction - Classroom Materials	7,529.00
1.6400.073	Technology Support - School Connectivity	31,283.00
		<u>38,000.00</u>
		\$ <u><u>38,000.00</u></u>

Total Appropriation in Current Budget	\$ 25,279,377.00
Total Increase/Decrease of above amendment	<u>38,000.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>25,317,377.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 18th day of February, 2010.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 18th day of February, 2010, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

<u>REVENUE</u>		
4.4490.999	LP PTO Donation	\$ 3,311.01
		<u>\$ 3,311.01</u>
 <u>EXPENDITURE</u>		
4.9236.999.462.332.332	Technology	\$ 3,311.01
		<u>\$ 3,311.01</u>
 Total Appropriation in Current Budget		 \$ 1,042,727.72
Total Increase/Decrease of above amendment		3,311.01
Total Appropriation in Current Amended Budget		<u>\$ 1,046,038.73</u>

Passed by majority vote of the Board of Education of Asheboro City on the 18th day of February, 2010.

Chairman, Board of Education

Secretary

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: South Asheboro Middle School
 523 W Walker Ave
 Asheboro NC 27203-6252

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 02/04/10 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

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

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>B HAROLD BLAIR, FINANCE OFFICER</u>	X _____	X _____
B. <u>ANN CAROL GRANT, PRINCIPAL</u>	X _____	X _____
C. <u>SELINA L MOORE, TREASURER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

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

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

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

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

CERTIFICATION OF AUTHORITY

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

If checked, the Association is a non-profit lodge, association or similar organization.

X _____
(Secretary)

X _____
(Attest by Other Officer)

X _____
(Attest by Other Officer)

CONTRACT TO AUDIT ACCOUNTS

File in Triplicate.

of Asheboro City Board of Education
Governmental UnitOn this 14th day of December, 2009, Cherry, Bekaert & Holland, L.L.P.,
Auditor2626 Glenwood Avenue, Suite 200, Raleigh, North Carolina 27608

Mailing Address

, hereinafter referred to as

the Auditor, and the Board of Education of the City of Asheboro, North Carolina, hereinafter referred

Governing Board

Governmental Unit

to as the Governmental Unit, agree as follows:

- The Auditor shall audit all statements and disclosures required by generally accepted accounting principles and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit for the period beginning July 1, 2009, and ending June 30, 2010. The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion will be rendered in relation to (as applicable) the governmental activities, the business-type activities, the aggregate discretely presented component units, each major governmental and enterprise fund, and the aggregate remaining fund information (nonmajor government and enterprise funds, the internal service fund type, and the fiduciary fund types).
- At a minimum, the Auditor shall conduct his/her audit and render his/her report in accordance with generally accepted auditing standards. The Auditor shall perform the audit in accordance with Government Auditing Standards if required by the State Single Audit Implementation Act, as codified in G.S. 159-34. If required by OMB Circular A-133 and the State Single Audit Implementation Act, the auditor shall perform a Single Audit. This audit and all associated workpapers may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the LGC. If the audit and/or workpapers are found in this review to be substandard, the results of the review may be forwarded to the North Carolina State Board of CPA Examiners.
- This contract contemplates an unqualified opinion being rendered.* If financial statements are not prepared in accordance with generally accepted accounting principles (GAAP), or the statements fail to include all disclosures required by GAAP, explain that departure from GAAP in the space below:
- This contract contemplates an unqualified opinion being rendered.* The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. *Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract.* The audit will have no scope limitations except:
- If this audit engagement is subject to the standards for audit as defined in Government Auditing Standards, July 2007 revisions, issued by the Comptroller General of the United States, then the Auditor warrants by accepting this engagement that he has met the requirements for a peer review and continuing education as specified in Government Auditing Standards. The Auditor agrees to provide a copy of their most recent peer review report to the Governmental Unit and the Secretary of the Local Government Commission prior to the execution of the audit contract. (See Item 20.)
- It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to the LGC by October 31, 2010. If it becomes necessary to amend the due date of the audit a written explanation of the delay must accompany the amended contract.
- It is agreed that generally accepted auditing standards include a review of the Governmental Unit's system of internal control and accounting as same relates to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor will make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his findings, together with his recommendations for improvement. That written report must include all matters defined as "significant deficiencies and material weaknesses" in AU 325 of the AICPA Professional Standards. The Auditor shall file a copy of that report with the Secretary of the Local Government Commission.
- All local government and public authority contracts for annual or special audits, bookkeeping or other assistance necessary to prepare the Unit's records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina require the approval of the Secretary of the Local Government Commission. Invoices for services rendered under these contracts shall not be paid by the Governmental Unit until the invoice has been approved by the Secretary of the Local Government Commission. (This also includes any progress billings.) [G.S. 159-34 and 115C-447] All invoices should be submitted in triplicate to the Secretary of the Local Government Commission. The original and one copy will be returned to the Auditor. Approval is not required on contracts and invoices for system improvements and similar services of a non-auditing nature.
- In consideration of the satisfactory performance of the provisions of this agreement, the Governmental Unit shall pay to the Auditor, upon approval by the Secretary of the Local Government Commission, the following fee which includes any cost the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (Federal and State grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts:

Year-end bookkeeping assistance – [For audits subject to Government Auditing Standards, this is limited to bookkeeping services permitted by revised Independence Standards] \$120.00 per hour

Audit - \$42,500

Preparation of the financial statements - Client to Prepare

- After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include, at least, Management's Discussion and Analysis, the financial statements of the governmental unit and all of its component units and notes thereto prepared in accordance with generally accepted accounting principles, combining and supplementary information requested by the client or required for full disclosure under the law, and the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board as soon as practical after the close of the accounting period.

11. **The Auditor shall file** with the Local Government Commission two bound copies of the report of audit. In addition, if the North Carolina Office of the State Auditor designates certain programs to be audited as major programs, a turnaround document and a representation letter addressed to the State Auditor shall be submitted to the Local Government Commission. Two bound copies of the report of audit should be submitted if the audit is performed only under the provisions of the State Single Audit Implementation Act or a financial audit is required to be performed in accordance with Government Auditing Standards. Three bound copies of the audit are to be submitted for Councils of Governments. Two bound copies of the audit should be submitted for tax levying Municipalities. Otherwise, one bound copy shall be submitted. Bound copies of the report shall be filed with the Local Government Commission when (or prior to) submitting the invoice for the services rendered. The report of audit, as filed with the Secretary of the Local Government Commission, becomes a matter of public record for inspection and review in the offices of the Secretary by any interested parties. Any subsequent revisions to these reports must be sent to the Secretary of the Local Government Commission. These audited financial statements are used in the preparation of Official Statements for debt offerings (the auditors' opinion is not included), by municipal bond rating services, to fulfill secondary market disclosure requirements of the Securities and Exchange Commission, and other lawful purposes of the government, without subsequent consent of the auditor.
12. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the Secretary of the Local Government Commission, this agreement may be varied or changed to include the increased time and/or compensation as may be agreed upon by the Governing Board and the Auditor.
13. If an approved contract needs to be varied or changed for any reason, the change must be made in writing, signed and dated by all parties and pre-audited if the change includes a change in audit fee. This document and a written explanation of the change must be submitted in triplicate to the Secretary of the Local Government Commission for approval. No change shall be effective unless approved by the Secretary of the Local Government Commission, the Governing Board, and the Auditor.
14. Whenever the Auditor uses an engagement letter with the client, Item 15 is to be completed by referencing the engagement letter and attaching a copy of the engagement letter to the contract to incorporate the engagement letter into the contract. In case of conflict between the terms of the engagement letter and the terms of this contract, the terms of this contract will control. Engagement letter terms are deemed to be void unless the conflicting terms of this contract are specifically deleted in Item 20 of this contract. Engagement letters containing indemnification clauses will not be approved by the Local Government Commission.
15. There are no special provisions except:
See attached engagement letter.
16. A separate contract should not be made for each division to be audited or report to be submitted. A separate contract must be executed for each component unit which is a local government and for which a separate audit report is issued.
17. The contract must be executed, pre-audited, signed by all parties and submitted in triplicate to the Secretary of the Local Government Commission. The mailing address is 325 North Salisbury Street, Raleigh, North Carolina 27603-1385. The physical address is 4505 Fair Meadow Lane, Suite 102, Raleigh, North Carolina 27607-6449.
18. The contract is a tri-party agreement and is not valid until it is approved by the Local Government Commission. Upon approval, the original contract will be returned to the Governmental Unit, a copy will be forwarded to the Auditor, and a copy retained by the Secretary of the Local Government Commission. The audit should not be started before the contract is approved.
19. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the Local Government Commission.
20. If this audit engagement is not subject to Government Auditing Standards, then Item 5 shall be listed as a deleted provision in Item 21. An explanation must be given for deleting this provision.
21. All of the above paragraphs are understood and shall apply to this agreement, except the following numbered paragraphs shall be deleted: (See Item 14.)

Firm Cherry, Bekaert & Holland, L.L.P.

By Gidget Kidd
Board of Education Chair
(Please type or print name and title)

By Eddie Burke
(Please type or print name)

(Signature of Mayor/Chairperson of governing board)

(Signature of authorized audit firm representative)

Date _____

Date _____

By N/A
(Chair of Audit Committee- please type or print name)

Approved by the Secretary of the Local Government Commission as provided in Article 3, Chapter 159 of the General Statutes or Article 31, Part 3, Chapter 115C of the General Statutes.

(Signature of Audit Committee Chairperson)

Date _____
(If unit has no audit committee, this section should be marked "N/A.")

For the Secretary, Local Government Commission

This instrument has been preaudited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act.

(Signature)

B. Harold Blair, Jr.
Governmental Unit Finance Officer (Please type or print name)

Date _____

(Signature)

Date _____

(Preaudit Certificate must be dated.)



Cherry, Bekaert & Holland, L.L.P.
The Firm of Choice.

www.cbh.com

2626 Glenwood Avenue – Suite 200
Raleigh, North Carolina 27608
phone 919.782.1040
fax 919.783.0976

December 14, 2009

Mr. B. Harold Blair, Jr., CPA
Director of Business and Finance
Asheboro City Board of Education
P. O. Box 1103
Asheboro, North Carolina 27204-1103

Dear Harold:

This letter of arrangement between the Asheboro City Board of Education (the “Board”) and Cherry, Bekaert & Holland, L.L.P. sets forth the nature and scope of the services we will provide, the Board’s required involvement and assistance in support of our services, the related fee arrangements and other terms and conditions designed to assure that our professional services are performed to achieve the mutually agreed upon objectives of the Board.

SUMMARY OF SERVICES

We will audit the financial statements of the Board, which collectively comprise the basic financial statements of the Board as of and for the year ended June 30, 2010. It is our understanding that the Board will prepare the basic financial statements and supporting supplementary data as of and for the year ended June 30, 2010.

Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management’s discussion and analysis (MD&A), to accompany the Board’s basic financial statements. As part of our engagement, we will apply certain limited procedures to the Board’s RSI. These limited procedures will consist principally of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI, we will disclaim an opinion on it.

Supplementary information other than RSI, including the schedule of expenditures of federal and State awards, also accompanies the Board’s basic financial statements. We will subject such supplementary information to the auditing procedures applied in our audit of the basic financial statements and will provide an opinion on it in relation to the basic financial statements.

Additional information, such as the letter of transmittal and statistical section will not be subjected to the auditing procedures applied in our audit of the financial statements, and for which our auditors’ report will disclaim an opinion.

Asheboro City Board of Education

December 14, 2009

Page 2

Any additional services that you may request, and that we agree to provide, will be the subject of separate written arrangements. Should the Board wish to include or incorporate by reference these financial statements and our report thereon into any official statement or any other document related to the offering of debt securities at some future date, we would consider our consent to the inclusion of our report into another such document at that time. However, we are required by auditing standards generally accepted in the United States of America to perform certain procedures before we can give our permission as to the inclusion of our report into another such document. You agree that you will not include or incorporate by reference these financial statements and our report thereon into any other document without our prior written consent.

Eddie Burke, who will be responsible for assuring the overall quality, value, and timeliness of our services to you, will lead the engagement.

AUDIT OBJECTIVES

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements and grants, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133 *Audits of States, Local Governments, and Non-Profit Organizations* and the State Single Audit Implementation Act.

The reports on internal control and compliance will each include a statement that the report is intended solely for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal and State awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of OMB Circular A-133; and the State Single Audit Implementation Act, and will include test of accounting records, a determination of major programs in accordance with OMB Circular A-133, the State Single Audit Implementation Act, and other procedures as deemed necessary to enable us to express such an opinion and to render the required reports. If any of our opinions resulting from the procedures described above are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue a report as a result of this engagement.

YOUR EXPECTATIONS

As part of our planning process, we will discuss with you your expectations of Cherry, Bekaert & Holland, L.L.P., changes that occurred during the year, your views on risks facing you, any relationship issues with Cherry, Bekaert & Holland, L.L.P., and specific engagement arrangements and timing. Our service plan, which includes our audit plan, is designed to provide a foundation for an effective, efficient, and quality-focused approach to accomplish the engagement objectives and to meet or exceed your expectations. Our service plan will be reviewed with you periodically and will serve as a benchmark against which you will be able to measure our performance.

MANAGEMENT RESPONSIBILITIES

Management is responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; for the fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles; and for federal award program compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

Management is responsible for making all financial records and related information available to us, including identifying significant vendor relationships in which the vendor has the responsibility for program compliance and for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are also responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Board involving (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Board received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally as required by OMB Circular A-133 and the State Single Audit Implementation Act, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

Management is responsible for establishment and maintenance of a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions and recommendations, as well as your planned corrective actions, and the timing and format related thereto.

Asheboro City Board of Education

December 14, 2009

Page 4

At the conclusion of the engagement, the Board's management will provide to us a representation letter that, among other things, (1) addresses management's responsibilities related to the audit and confirms certain representations made during the audit, including, management's acknowledgement of its responsibility for the design and implementation of programs and controls to prevent and detect fraud; (2) management's knowledge of fraud or suspected fraud affecting the Board involving management, employees who have significant roles in internal control or others where fraud could have a material effect on the financial statements; and (3) management's knowledge of any allegations of fraud or suspected fraud affecting the Board, received in communications from employees or others. The representation letter will also affirm to us that management believes that the effects of any uncorrected misstatements aggregated pertaining to the current year financial statements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Cherry, Bekaert & Holland, L.L.P. will rely on the Board's management providing these representations to us, both in the planning and performance of the audit, and in considering the fees that we will charge to perform the audit. Because we will be relying on management's representations, you agree to indemnify Cherry, Bekaert & Holland, L.L.P., and its partners and employees, and hold them harmless from all claims, liabilities, losses, and costs arising in circumstances where there has been a knowing misrepresentation by an officer or employee of the Board regarding fraud or suspected fraud regardless of whether such officer or employee was acting in the Board's interest.

AUDIT PROCEDURES – GENERAL

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Board or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and fraud, or illegal acts that come to our attention during the course of our audit. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

AUDIT PROCEDURES – INTERNAL CONTROLS

Our audit will include obtaining an understanding of the entity and its environment, including internal controls, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133 and the State Single Audit Implementation Act, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operations of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal and State award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133 and the State Single Audit Implementation Act.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards, *Government Auditing Standards*, OMB Circular A-133 and the State Single Implementation Act.

AUDIT PROCEDURES - COMPLIANCE

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we will perform tests of the Board's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 and the State Single Audit Implementation Act require that we also plan and perform the audit to obtain reasonable assurance about whether the Board has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of the applicable procedures described in the OMB Circular A-133 Compliance Supplement and the Audit Manual for Governmental Auditors in North Carolina, as applicable, for the types of compliance requirements that could have a direct and material effect of each of the Board's major programs. The purpose of those procedures will be to express an opinion on the Board's compliance with requirements applicable to major programs in our report on compliance issued pursuant to OMB Circular A-133 and the State Single Audit Implementation Act.

COMMUNICATIONS

As part of this engagement we will ensure that certain additional matters are communicated to the appropriate members of management and the Board's governing body. Such matters include (1) our responsibility under auditing standards generally accepted in the United States of America; (2) the initial selection of and changes in significant accounting policies and their application; (3) our independence with respect to the entity; (4) the process used by management in formulating particularly sensitive accounting estimates and the basis for our conclusion regarding the reasonableness of those estimates; (5) audit adjustments that could, in our judgment, either individually or in the aggregate be significant to the financial statements or our report; (6) any disagreements with management concerning a financial accounting, reporting or auditing matter that could be significant to the financial statements; (7) our views about matters that were the subject of management's consultation with other accountants about auditing and accounting matters; (8) major issues that were discussed with management in connection with the retention of our services, including, among other matters, any discussions regarding the application of accounting principles and auditing standards; and (9) serious difficulties that we encountered in dealing with management related to the performance of the audit.

Government Auditing Standards require that we provide you with a copy of our most recent quality control review report. Our most recent peer review report, letter of comment and our response accompanies this letter.

DATA COLLECTION FORM

At the conclusion of the engagement, we will complete and sign the Data Collection Form that summarizes our audit findings. We will provide a copy to the Board. We will submit the reporting package (including financial statements, schedules of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the designated federal clearing house. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period.

ACCESS TO WORKING PAPERS

The working papers for the engagement are the property of Cherry, Bekaert & Holland, L.L.P. and constitute confidential information. Except as discussed below, any requests for access to our working papers will be discussed with you prior to making them available to requesting parties.

The workpapers for this engagement will be retained for a minimum of three years after the date the auditors' report is issued or for any additional period requested by the Board. If we are aware that a federal and State awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the workpapers.

Our Firm, as well as all other major accounting firms, participates in a "peer review" program, covering our audit and accounting practices. This program requires that once every three years we subject our quality assurance practices to an examination by another accounting firm. As part of the process, the other firm will review a sample of our work. It is possible that the work we perform for you may be selected by the other firm for their review. If it is, they are bound by professional standards to keep all information confidential. If you object to having the work we do for you reviewed by our peer reviewer, please notify us in writing.

USE OF THIRD PARTY SERVICE PROVIDERS

The firm may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of our information. Accordingly, we maintain internal policies, procedures and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, the firm will remain responsible for the work provided by any such third-party service providers.

SUBPOENAS

In the event we are requested or authorized by you or required by government regulation, subpoena, or other legal process to produce our working papers or our personnel as witnesses with respect to our engagement for you, you will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expense, as well as the fees and expenses of our counsel, incurred in responding to such a request.

TERMS AND CONDITIONS SUPPORTING FEE

As a result of our planning process, the Board and Cherry, Bekaert & Holland, L.L.P. have agreed to a fee, subject to the following conditions.

To facilitate meeting our mutual objectives, the Board will provide in a timely manner audit schedules and supporting information, including timely communication of all significant accounting and financial reporting matters, as well as working space and clerical assistance as mutually agreed upon and as is normal and reasonable in the circumstances. When and if for any reason the Board is unable to provide such schedules, information and assistance, Cherry, Bekaert & Holland, L.L.P. and the Board will mutually revise the fee to reflect additional services, if any, required of us to achieve these objectives.

In providing our services, we will consult with the Board with respect to matters of accounting, financial reporting, or other significant business issues. Accordingly, time necessary to affect a reasonable amount of such consultation is reflected in our fee. However, should a matter require research, consultation, or audit work beyond that amount, Cherry, Bekaert & Holland, L.L.P. and the Board will agree to an appropriate revision in services and fee.

This fee estimate is based on anticipated full cooperation from your personnel, the assumption unexpected circumstances will not be encountered during the audit. Our estimated fee does not include assistance in bookkeeping or other accounting services not previously described. If any such additional accounting or bookkeeping assistance is necessary to complete the accounting for the year under audit, we will discuss this with you and arrive at a new fee estimate before we incur the additional costs. Any modification to the fee shall be in writing and signed by both parties.

Except for any changes in fees, which may result from the circumstances described above, our fees will be limited to those set forth below.

Asheboro City Board of Education

December 14, 2009

Page 8

FEE

Financial Audit - Our fees for these services will be based upon our customary billing practices at the time of the engagement. Bills for services will be rendered as work progresses and are due within 15 days from invoice date. A service charge will be added to past due accounts equal to 1½% per month (18% annual rate) on the previous month's balance less payments received during the month, with a minimum charge of \$2.00 per month. The fee for our audit as described in this letter will not exceed \$42,500.

OTHER MATTERS

If any dispute, controversy or claim arises in connection with the performance or breach of this agreement, either party may, on written notice to the other party, request that the matter be mediated. Such mediation would be conducted by a mediator appointed by and pursuant to the rules of the American Arbitration Association (AAA) or such other neutral facilitator acceptable to both parties. Both parties would exert their best efforts to discuss with each other in good faith their respective positions in an attempt to finally resolve such dispute, controversy, or claim.

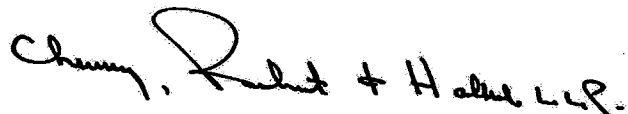
Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the AAA. Any award rendered by the Arbitrator pursuant to this Agreement may be filed and entered and shall be enforceable in the Superior Court of the County in which the arbitration proceeds. *In agreeing to arbitration, we both acknowledge that, in event of a dispute over fees charged by the accountant, each of us is giving up the right to have the dispute decided in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.*

The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

If the foregoing is in accordance with your understanding, please sign this letter in the space provided and return it to us. If you have any questions, please call Eddie Burke at 919-782-1040.

Very truly yours,

CHERRY, BEKAERT & HOLLAND, L.L.P.

Handwritten signature in black ink that reads "Cherry, Bekert & Holland L.L.P." in a cursive style.

Enclosure

Asheboro City Board of Education

December 14, 2009

Page 9

RESPONSE:

This letter correctly sets forth the understanding of the Asheboro City Board of Education.

By: _____

Title: Board of Education Chair

Date: _____

By: _____

Title: Director of Business & Finance

Date: _____



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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

Asheboro City Schools Beginning Teacher Support Program Plan

I. Introduction

The State Board of Education (SBE) instituted the Initial Licensure Program (ILP) in 1985 in order to improve the quality of education in North Carolina. The Excellent Schools Act of 1997 mandated that during the three years of the Initial Licensure Program the Initially Licensed Teacher (ILT) must be provided support, training, and close supervision. The most recent changes in ILP requirements were outlined in 2006 SBE policy TCP-A-004. It is the desire of the Asheboro City Schools to comply with SBE TCP-A-004 by providing beginning teachers with the assistance needed to ensure their success in teaching. Asheboro City Schools has implemented a comprehensive Beginning Teacher Support Program for new teachers. The following plan outlines the ACS Beginning Teacher Support Program.

II. Program Participation

The ACS Beginning Teacher Support Program is a comprehensive program designed to offer support and high quality professional development to new teachers during their first three years of teaching. Beginning Teachers (BTs) must have graduated from a teacher education program at an accredited college or university or be eligible through lateral entry. Beginning Teachers are issued a Standard Professional I License. After successful completion of the three-year BT Support Program, beginning teachers are issued a Standard Professional II license. Lateral entry teachers are issued provisional licensure with the requirement of completing a licensure program within a three-year period. The BT Support Program does not include media specialists, guidance counselors, school psychologists, speech pathologists, and instructional specialists.

III. Program Administration

As specified in SBE policy TCP-A-004, the Assistant Superintendent of Human Resources and the Coordinator for Beginning Teacher Support work collaboratively with school administrators regarding the process for support and outline the optimum working conditions for beginning teachers. Those conditions are:

- assignment in the area of licensure;
- mentor assigned in the licensure area and in close proximity;

- orientation that includes state and local expectations;
- limited preparations;
- limited number of exceptional children;
- no extracurricular activities assignment unless requested in writing by the beginning teacher.

The term extracurricular activities refer to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program. Examples would be: athletic coach, after-school club sponsor.

Orientation – Beginning teachers in ACS participate in a required orientation before the first teacher workdays in August. During New Teacher Orientation (NTO), the following topics are addressed: Harry Wong’s *The First Days of School*; state and local policies and expectations; overview of curriculum and instruction district initiatives and programs; exposure to best practices for ELL and exceptional children; panel discussion with ACS mentors, ACS Teacher of the Year, ACS Apple of Excellence recipient, and other former beginning teachers; classroom visits/model lessons by lead mentors; and, individual school building orientation with administrators and mentors.

Ongoing PD throughout the year – Beginning teachers in ACS are required to participate in ongoing professional development facilitated by the Coordinator for Beginning Teacher Support. Topics for professional development include: Classroom Management strategies; PD 360 online professional development videos/activities/reflections; *Discipline with Dignity* book study for all first-year teachers; Differentiated Instruction, Formative Assessment; Analysis of Student Work; and introduction to the NC Professional Teaching Standards and Teacher Evaluation Instrument. Beginning teachers are required to submit to the Coordinator for Beginning Teacher Support a copy of the ACS Professional Development Log at the end of each school year. This log is reviewed by both the Coordinator for Beginning Teacher Support and the Assistant Superintendent for Human Resources and placed on file in the Coordinator for Beginning Teacher Support’s office.

Additional Support/Resources – Beginning teachers in ACS are observed informally by mentors, district-level lead teachers and instructional facilitators and coaches and by the Coordinator for Beginning Teacher Support. ACS mentors utilize the ACS Collaborative Assessment Log, a formative assessment document modified from the New Teacher Center in CA, to offer feedback, identify resources, and to suggest strategies for areas of improvement to new teachers. All first-year and second-year teachers, their mentors, and administrators receive weekly a copy of *The Master Teacher*. The Master Teacher offers strategies in the areas of leadership, instructional strategies, and assessment. The Coordinator for Beginning

Teacher Support utilizes a weekly e-mail and ongoing wiki space as additional means of communication with all new teachers, mentors, and administrators.

IV. Asheboro City Schools Mentoring Program

Based on the belief that quality mentors are a critical key to the success of beginning teachers, Asheboro City Schools is committed to identifying, training, and assigning accomplished teachers as mentors. Asheboro City Schools assigns mentors using the following guidelines outlined in SBE policy TCP-A-004:

1. Successful teaching in the area of licensure

- Appraisal ratings among the highest in the school (regardless of instrument/process used);
- Strong recommendations from principal and peers;

2. Commitment

- Willingness to serve as a mentor;
- Willingness to participate in on-going annual professional development related to mentoring;

3. Other

- Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study; and
- Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

Mentor Training

As required by the state, mentor training has been offered through the Department of Public Instruction by Regional Education Facilitators and through courses offered at the local community college (RCC). ACS also utilizes an in-house trained mentor who works collaboratively with the Coordinator for Beginning Teacher Support to plan and facilitate mentor training. In addition, the Coordinator for Beginning Teacher Support developed a combination of online and face-to-face training for prospective mentors. This training utilizes PD 360, an online research-based, high quality professional development video series, reflections and activities from identified mentor texts, resources from the NC State Department of Public Instruction, and the New Teacher Center in Santa Cruz, CA. The online components of the training occur through the use of a wiki space managed by the Coordinator for Beginning Teacher Support.

Mentor Expectations

- Mentors act as positive role models for new teachers. They share with novice teachers the objectives, culture, and expectations of the school and school system.
- Mentors promote professional growth, self-confidence, and success on the part of the novice teacher.
- Mentors offer assistance to novice teachers in lesson planning, classroom management, discipline, time management, teaching strategies, motivation, and other areas.
- Mentors conduct informal observations and offer constructive feedback to their mentees.
- Mentors are required to meet regularly with their mentees and to log these contacts.
- Mentors are encouraged to utilize the ACS Collaborative Assessment Log (modified from the New Teacher Center Induction Program, Santa Cruz, CA).
- Mentors assist mentees with developing their Individual Growth Plans and completing their Professional Development Logs.
- Mentors also attend BT meetings with their mentees throughout the year.

Lead Mentors

In addition to individual mentor assignments, Asheboro City Schools has identified and trained a cohort of Lead Mentors to serve each school. This additional layer of support has proven to be beneficial for both beginning teachers and mentors in each school. The ACS Lead Mentor cohort initially began as a collaborative grant opportunity with a local Institute of Higher Education (IHE), the University of NC at Greensboro. As grant funding expired, ACS has sustained the cohort through support from Title II funding. Ongoing, high quality professional development for the cohort is facilitated by the Coordinator for Beginning Teacher Support and summer institute opportunities that continue to be offered by the NC Teacher Academy at the University of NC at Greensboro. Professional development for lead mentors includes: cognitive and instructional coaching; implementation of the ACS Collaborative Assessment Log; teacher leadership development; analysis of student work; and, other formative assessment strategies.

V. Individual Growth Plan (IGP)/Evaluation Data

Development of an Individual Growth Plan (IGP)

As outlined in TCP-A-004, beginning teachers in ACS are required to develop annually an individual growth plan. Development of the IGP is based on a self-assessment completed by the new teacher and collaborative conversations with both the new teacher's mentor and an administrator. The IGP is reviewed at the mid-year and again at the end of the school year. Individual growth plans are collected and reviewed by the Assistant Superintendent and the Coordinator for

Beginning Teacher Support with administrators and placed on file in the office of the Assistant Superintendent for Human Resources.

Evaluations

In compliance with GS 115C-333, each beginning teacher in ACS is observed annually at least three times by a qualified school administrator. A peer who has received training and who by local decision is not the new teacher's mentor conducts the fourth observation. A pre-conference is required for at least one of the four observations. At least one observation is announced. Each observation must be for a at least one continuous period of instructional time that is at least 45 minutes in length and must be followed by a post-conference. A summative evaluation conference is held by the principal with the BT on or by April 30. Observations and summative evaluations are reviewed and collected periodically by the Assistant Superintendent for Human Resources and the Coordinator for Beginning Teacher Support and placed in the individual personnel files of new teachers.

Program Evaluation

The Beginning Teacher Support Program is evaluated through surveys; informal mentor, Lead Mentor, and mentee reflections; the NC Teacher Working Conditions Survey; the ACS annual teacher turnover report; school needs assessments; and, ACS professional development evaluations.

Asheboro City Schools Beginning Teacher Induction Plan approved by the Asheboro City Schools Board of Education on:

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

Group Making Request: PAGE of Asheboro School: ACS

Destination: Atlanta Ga, Huntsville AL Date of Trip: March 5, 6, 7

Number of Students Involved: 25-30 Percent of Total Group: 55-60%

Reasons for Students Not Attending: NOT PAGE Member

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): 0

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 5 am Return Time: 9 pm Round Trip Miles (estimated): 1100

Estimated Cost to the Student: \$ 330 ^{ee}

Purpose(s) of the Field Trip: To visit CNN studios, Cyclorama, US Space + Rocket Ctr., Georgia Aquarium, + World of Coke.

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.

Chaperones names will follow with forms (18-20 chaperones)

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.

Rob Elliott Sponsor 2-8-10 Date

Approved: Pat York Principal 2-8-10 Date

Approved: Brad Rein Superintendent or Designee 2/8/10 Date

Transportation Scheduled: [Signature] Transportation Supervisor 2-8-10 Date

Special Comments/ Response: _____



Executive Summary 2009-2010
April Thompson, Asheboro City Schools Coordinator
Asheboro City Schools Board Presentation
Thursday, February 18, 2010

As we prepare for the final seventeen months of programming for the GEAR UP grant, I would like to share highlights, the direction of the program and the summer enrichment opportunities provided to the students. Currently, we are serving students that are in grades 8-11 at North Asheboro Middle and Asheboro High School.

Attached you will find the service report for the year ending August 31, 2009 and a report of current services. As you can see we are continuing to provide assistance in the areas of: College Visits, Computer Assisted Lab, Counseling/Advising/Academic Planning/Career, Job Shadowing, Mentoring, Summer Programs, Tutoring, Academic Enrichment, and Workshops. We have worked with both schools to provide unique services to support instruction and student learning.

The GEAR UP grant will end with the class of 2011. As the junior class prepares for graduation I think that is important to look at Goal 6 on the GEAR UP School Report Card. This Goal 6 states: 85% of the 12 graders in GEAR UP schools will apply to a post-secondary education institution by 2011. Currently the data shows that 84.9% AHS students during the 2007-2008 school year applied to an institution and 70% of those who applied are in a 2 year (44.2%) or 4 year (55.8%) institution. It is my hope that we not just meet this goal but to exceed it.

As we work to prepare our 11 grade cohort for graduation I would like to share some of the additional services they have had been provided to help them prepare for post-secondary opportunities. This was the 3rd year the PSAT was made available to the students. The guidance counselors have worked diligently to help students interpret their results, ways to improve their GPA, college admissions, financing and to provide them with tools to help prepare for the SAT. This spring GEAR UP will pay for the SAT for all juniors interested on March 13, 2010 as a part of the Longitudinal Study.

The Longitudinal Study and School Report Card have provided our school with data that looks at the High School Engagement, College Knowledge, Post-Secondary plans, PSAT and SAT data. We utilize this data as we prepare the Work Plan for the upcoming year and address the needs of our students.

Additionally, GEAR UP provides summer programs and scholarships to students in the cohort. This summer 119 students in middle school and high school had the opportunity to participate in a myriad of academic enrichments. Students participated in programs on the following college campuses: UNC-A, UNC-W, ECSU, and NCSU.

For many of our parents, this was their first time sending their child off to a residential program and/or visiting a college campus. I remind them that this week long trip will help them prepare for the college experience in a few short years. The 39 students were selected for week long enrichments on college campuses, and they benefited from support of college professors, current college mentors, and living and learning in an environment that fosters future success.

Since all of our students could not participate in the residential programs six incredible teachers, Mrs. Heather Soja, Professor Katrina Staley, Mrs. Rebecca Harris, Ms. Kerri Lamb, Mrs. Brooke Davis and Mrs. Lucia Moody collaborated and developed the E3 – Engage Enrich, Excite Math and Science enrichment at the Zoo School. 85 students registered for this two week, day program. We maintained an average of 75 students attending daily. Students participated in academically rich hands on learning in a small classroom learning environment.

Students had the option of taking classes to help them prepare for the upcoming classes they would take in the fall in the areas of math and science. The classes that were offered to students were: Algebra I, Geometry, Advanced Math, Biology, Earth Environmental and Biology. Each class was one hour and thirty minutes followed by activities that included: team building, CFNC career assessments, a ropes course, college tours, and afternoon experiments and problem solving groups.

At this time I would like to invite Mrs. Soja to come speak about her Chemistry Class and Mrs. Staley to speak about the Advanced Math strategies that they used in each of their classes to support their students.

<Teachers speak>

In closing I would like to thank the Board, Parents, Administrators, Teachers, Counselors, and students of both North Asheboro Middle School and Asheboro High School for their support and leadership in the implementation of the grant and the innovative ideas that have encouraged students to pursue their dreams and prepare for post-secondary education.

GEAR UP Student Service Report Enrolled All Grades (09-01-2008 to 08-31-2009)

<u>Program</u>	<u>District</u>	<u>School</u>	<u>Service Description</u>	<u>Total Hours</u>	<u>Total Services</u>	<u>Avg Svc Hours</u>	<u># Undup Persons</u>	<u>Avg Hrs per Undup Pers</u>
GEAR UP North Carolina								
Asheboro City Schools								
Asheboro High								
			College Visit/College Student Shadowing	1,941.00	282	6.88	253	7.67
			Computer Assisted Lab	745.50	493	1.51	280	2.66
			Counseling/Advising/Acad Planning/Career Counsel	444.00	670	0.66	406	1.09
			Job Site Visit/Job Shadowing	158.50	27	5.87	27	5.87
			Mentoring	8.50	15	0.57	12	0.71
			Summer Programs	4,219.00	537	7.86	56	75.34
			Tutoring/Homework Assist/Acad Enrichment	1,395.00	685	2.04	388	3.60
			Workshops	310.50	284	1.09	36	8.63
		Asheboro High	Totals	9,222.00	2,993	3.08	636	14.50
North Asheboro Middle								
			College Visit/College Student Shadowing	341.50	49	6.97	47	7.27
			Computer Assisted Lab	66.50	61	1.09	59	1.13
			Counseling/Advising/Acad Planning/Career Counsel	1,023.00	1,028	1.00	140	7.31
			Cultural Events	177.50	121	1.47	120	1.48
			Educational Field Trips	678.00	122	5.56	57	11.89
			Family Events	52.50	35	1.50	35	1.50
			Job Site Visit/Job Shadowing	1,183.00	396	2.99	242	4.89
			Mentoring	180.00	181	0.99	54	3.33
			Other (please specify)	8.00	2	4.00	2	4.00
			Summer Programs	824.00	106	7.77	13	63.38
			Tutoring/Homework Assist/Acad Enrichment	4,376.50	4,094	1.07	192	22.79
			Workshops	328.00	272	1.21	89	3.69
		North Asheboro Middle	Totals	9,238.50	6,467	1.43	247	37.40
		Asheboro City Schools	Totals	18,460.50	9,460	1.95	849	21.74

College Preparatory Data Management System

GEAR UP Student Service Report Enrolled All Grades (09-01-2008 to 08-31-2009)

For Grant(s):

GEAR UP North Carolina

Summary of Service Types

<u>Service Desc</u>	<u>Total Hrs</u>	<u>Total Svcs</u>	<u>Avg Svc Hrs</u>	<u># Undup Persons</u>	<u>Avg Hrs per Undup Pers</u>
College Visit/College Student Shadowing	2,282.50	331	6.90	300	7.61
Computer Assisted Lab	812.00	554	1.47	339	2.40
Counseling/Advising/Acad Planning/Career Counsel	1,467.00	1,698	0.86	546	2.69
Cultural Events	177.50	121	1.47	120	1.48
Educational Field Trips	678.00	122	5.56	57	11.89
Family Events	52.50	35	1.50	35	1.50
Job Site Visit/Job Shadowing	1,341.50	423	3.17	269	4.99
Mentoring	188.50	196	0.96	66	2.86
Other (please specify)	8.00	2	4.00	2	4.00
Summer Programs	5,043.00	643	7.84	66	76.41
Tutoring/Homework Assist/Acad Enrichment	5,771.50	4,779	1.21	553	10.44
Workshops	638.50	556	1.15	125	5.11
Totals	18,460.50	9,460	1.95	849	21.74

College Preparatory Data Management System

GEAR UP Student Service Report Enrolled All Grades (09-01-2009 to 02-04-2010)

<u>Program</u>	<u>District</u>	<u>School</u>	<u>Service Description</u>	<u>Total Hours</u>	<u>Total Services</u>	<u>Avg Svc Hours</u>	<u># Undup Persons</u>	<u>Avg Hrs per Undup Pers</u>
GEAR UP North Carolina								
Asheboro City Schools								
Asheboro High								
			College Visit/College Student Shadowing	1,457.50	260	5.61	257	5.67
			Computer Assisted Lab	25.50	17	1.50	17	1.50
			Counseling/Advising/Acad Planning/Career Counsel	3,259.50	1,762	1.85	947	3.44
			Cultural Events	638.00	638	1.00	638	1.00
			Educational Field Trips	227.50	35	6.50	35	6.50
			Other (please specify)	30.00	16	1.88	16	1.88
			Tutoring/Homework Assist/Acad Enrichment	3,067.00	3,041	1.01	65	47.18
			Workshops	322.00	303	1.06	65	4.95
		Asheboro High	Totals	9,027.00	6,072	1.49	964	9.36
North Asheboro Middle								
			Computer Assisted Lab	80.00	80	1.00	40	2.00
			Counseling/Advising/Acad Planning/Career Counsel	322.00	183	1.76	139	2.32
			Educational Field Trips	150.00	25	6.00	25	6.00
			Job Site Visit/Job Shadowing	258.00	43	6.00	43	6.00
			Tutoring/Homework Assist/Acad Enrichment	1,540.00	1,540	1.00	22	70.00
		North Asheboro Middle	Totals	2,350.00	1,871	1.26	139	16.91
		Asheboro City Schools	Totals	11,377.00	7,943	1.43	1,103	10.31

College Preparatory Data Management System

GEAR UP Student Service Report Enrolled All Grades (09-01-2009 to 02-04-2010)

For Grant(s):

GEAR UP North Carolina

Summary of Service Types

<u>Service Desc</u>	<u>Total Hrs</u>	<u>Total Svcs</u>	<u>Avg Svc Hrs</u>	<u># Undup Persons</u>	<u>Avg Hrs per Undup Pers</u>
College Visit/College Student Shadowing	1,457.50	260	5.61	257	5.67
Computer Assisted Lab	105.50	97	1.09	57	1.85
Counseling/Advising/Acad Planning/Career Counsel	3,581.50	1,945	1.84	1,086	3.30
Cultural Events	638.00	638	1.00	638	1.00
Educational Field Trips	377.50	60	6.29	60	6.29
Job Site Visit/Job Shadowing	258.00	43	6.00	43	6.00
Other (please specify)	30.00	16	1.88	16	1.88
Tutoring/Homework Assist/Acad Enrichment	4,607.00	4,581	1.01	87	52.95
Workshops	322.00	303	1.06	65	4.95
Totals	11,377.00	7,943	1.43	1,103	10.31

Policy 2120: Code of Ethics for School Board Members

As recommended to the Board Policy Committee, January 14, 2010

This policy defines and describes the accepted code of ethics to which all members of the Board of Education must adhere. This policy has been updated to include a new requirement found in North Carolina General Statute 115C-50 for board members to participate in a minimum of 12 hours of training annually. The training includes but is not limited to public school law, public school finance, and duties and responsibilities of local boards of education.

CODE OF ETHICS FOR SCHOOL BOARD MEMBERS

Policy Code: **2120**

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. The board accepts the code of ethics established by the North Carolina School Boards Association. In accordance with this code, each member of the board will commit to the following:

1. attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff and all elements of the community;
5. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
6. communicate to other board members and the superintendent expressions of public reaction to board policies and school program;
7. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
8. comply with North Carolina General Statute 115C-50 by earning the required 12 hours of training annually;
9. support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
10. avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or partisan gain;
11. take no private action that will compromise the board or administration, and respect the confidentiality of information that is privileged under applicable law; and

12. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -50

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

Administrative Procedure: None

Policy 4100: Age Requirements for Initial Entry

As recommended to the Board Policy Committee, January 14, 2010

The Board of Education requires all students to meet the eligibility requirements for school admission established by the State and the Board. The age requirement has been revised to comply with North Carolina General Statute stating that a child presented for enrollment during the first 120 days of a school year must reach the age of five on or before August 31 of that school year.

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including age. Any parent or legal guardian who is unclear whether age requirements are met is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in either of the following circumstances:

1. the child reaches or reached the age of 5 on or before ~~October 16~~ August 31 of that school year; or
2. the child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of 5 on or before ~~October 16~~ August 31 in this circumstance.)

~~Beginning with the 2009-2010 school year, the date in paragraphs 1 and 2 above shall be August 31.~~

B. DISCRETIONARY ENROLLMENTS

The board may allow a child to be enrolled in the following circumstances:

1. the child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry; or
2. the child reached the age of 4 on or before April 16; and the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to school. In making such a determination, the principal will follow guidelines established by the State Board of Education. This local board regards admission of a four year old to be an extraordinary measure and not to be used merely because the child is developmentally advanced.

C. GRADE LEVEL OF INITIAL ENTRY

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child can be served more appropriately in the first grade.

D. EVIDENCE OF AGE

The principal may require the parent or guardian of any child presented for admission for the first time to furnish a certified copy of the child's birth certificate or other satisfactory evidence of the child's date of birth. However, for a student who is considered homeless, the inability to provide documentation shall not prohibit or cause a delay in enrollment of the student. The homeless liaison will work with the student, parent/guardian, school personnel and other agencies to obtain necessary enrollment records or information in a timely manner.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 *et seq.*; G.S. 115C-288, -364; 16 N.C.A.C. 6E.0105, State Board of Education Policy HSP-J-001

Cross References: Homeless Students (policy 4125)

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

Administrative Procedure: None

Updated: January 10, 2008, February 12, 2009

Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying including Hazing

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

Based on the requirements of the School Violence Prevention Act, Asheboro City Schools existing board policy has been reviewed and revised to replace Policy 1735/4025/7235, Harassment, including Bullying and Hazing, Defined and Policy 1736/4026/7236, Sexual Harassment Defined. It was replaced with the NCSBA version with the addition of hazing. This policy prohibits unlawful discrimination and harassment along with bullying and hazing by students, employees, volunteers, and visitors during any school function at a school or school-related location at any time of day when an individual is subject to the authority of school personnel.

**PROHIBITION AGAINST DISCRIMINATION,
HARASSMENT AND BULLYING including Hazing** *Policy Code:1710/4021/7230*

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. **Discrimination, Harassment and Bullying, including Hazing**

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying.

Students are expected to comply with the behavior standards established by board policy and the student code of conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious, and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide or school system-wide response is necessary. Such classroom, school-wide or school system-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the superintendent to address the behavior.

2. **Retaliation**

The board prohibits reprisal or retaliation against any person for reporting or

intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, and visitors. “Visitors” includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school personnel; and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

- a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:
- (1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
 - (2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;
- (2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- (3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

- c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Hazing means to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. It is unlawful for any student to engage in hazing or to aid or abet any student in the commission of this offense.

D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, and on cell phones and the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. COORDINATORS

The superintendent or designee shall publish the names, office addresses and phone numbers of the "Title IX coordinator" (for sex discrimination) and the "Section 504" and "ADA coordinator(s)" (for discrimination on the basis of disability) in a manner intended to ensure that students, employees, applicants, parents and other individuals who participate in the school system's programs are aware of the coordinators. The coordinators shall coordinate the school system's efforts to comply with and carry out its Title IX, Section 504 and ADA responsibilities, which include investigating any complaints communicated to school officials alleging noncompliance with Title IX, Section 504 or the ADA or alleging actions which would be prohibited by those laws.

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action or other steps taken by the school system to provide an environment free of discrimination, harassment and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.9 through -407.12; 126-16; State Board of Education Policy HRS-A-007

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (1730/4022/7231), Prohibition Against Retaliation (1760/7280), School Plan for Management of Student Behavior (policy 4302), Professional Employees: Demotion and Dismissal (7930), Classified Personnel: Suspension and Dismissal (7940)

Adopted:

Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Complaint Procedure

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

This policy replaces Policies 1745/4027, Sexual Harassment Complaint Procedure for Students, and 1755/7237, Sexual Harassment Complaint Procedure for Employees. It provides a detailed outline of steps required for reporting and investigating complaints in compliance with federal requirements and North General Statute 115C-407.10.

DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE

Policy Code: 1720/4015/7225

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, including Hazing. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 1710/4021/7230 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against,

harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment; or
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows:
 - i. If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.
 - ii. If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.
 - iii. If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.
 - iv. If the alleged perpetrator is the assistant superintendent for human resources, the superintendent or designee is the investigator.
 - v. If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
 - vi. If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
- b. As applicable, the investigator shall immediately notify the Title IX, Section 504 or ADA coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to

suggest a course of corrective action.

- d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.
- e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.
- b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
- c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504 or ADA coordinator.
- b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from

recurring;

- ii. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.

4. Appeal of Investigative Report

- a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent for human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection E.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any

meeting with school system officials.

5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; *Racial Incidents and Harassment Against Students at Educational Institutions: Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Gebser v. Lago Vista Independent School District*, 524 U.S. 274, (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-407.10; State Board of Education Policy HRS-A-007

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Assaults, Threats and Harassment (policy 4331)

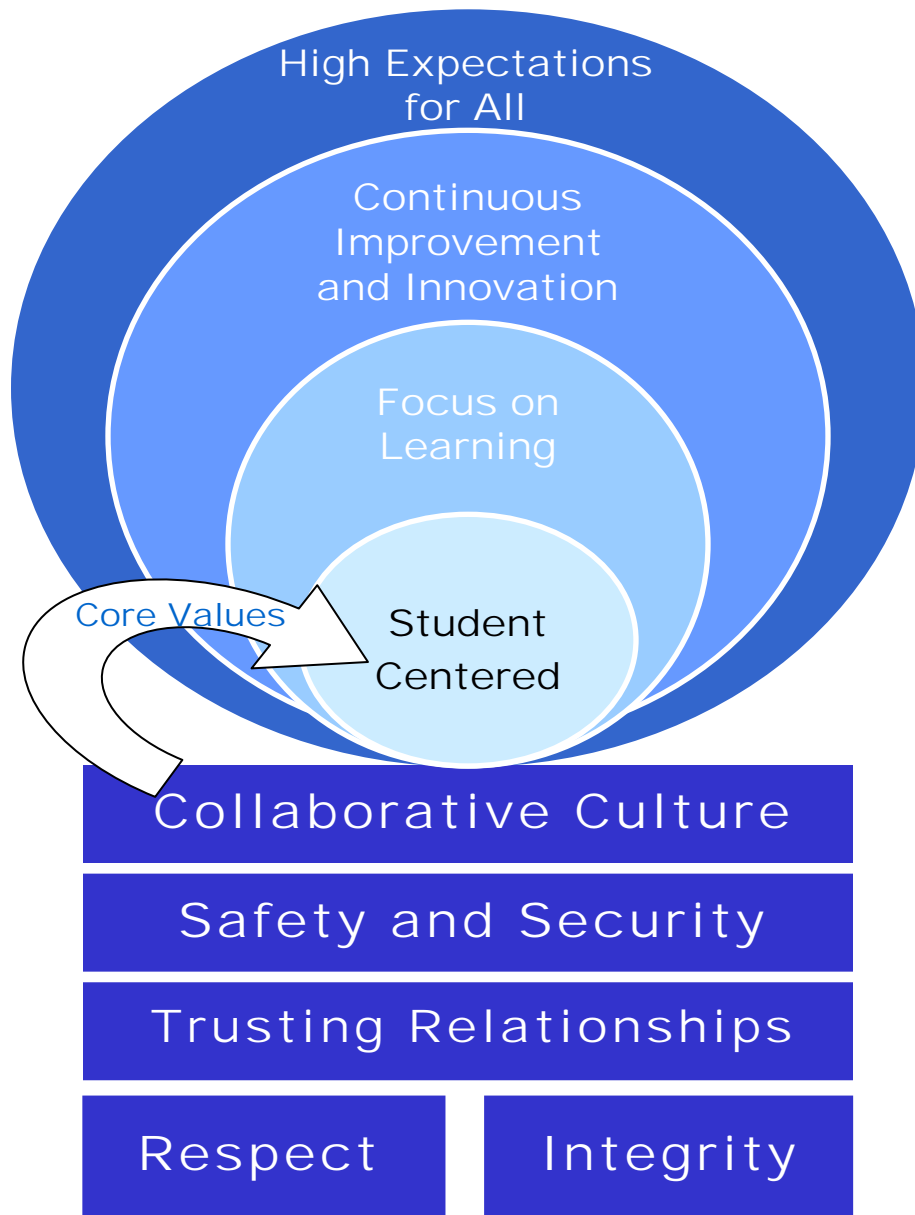
Adopted:

Vision Statement

Asheboro City Schools will be a system of excellence where every student graduates, and is globally competitive for careers, college, and citizenship.

Mission Statement

We are committed to providing high 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.



Asheboro City Schools

...the subject is excellence!

Financial Education (LIFE) (Transitional Pilot)**Course Number:** 7086**Recommended Maximum Enrollment:** 20**Prerequisite:** None**Description:**

This course is designed to increase financial literacy among high school juniors and seniors and prepare them to be successful managers of their personal, family, and environmental resources. Students learn to manage resources through authentic applications that are relevant to their lives - e.g., spending plans, cost analyses, strategic career plans, comparison shopping, individual and family scenarios, and product care demonstrations. Lesson activities are derived from a series of highly motivational, activity-based lessons produced by the Family Economics and Financial Education (FEFE) Project of University of Arizona. Students compile a portfolio of work products and assessments for each application. Recommended work-based learning strategies include job shadowing and service learning. FCCLA leadership applications provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Long-Range Facility Plans

1/25/2010

Projects	Dates	Budget
1 Old Balfour/Early Childhood Development Center	2010-2012	
1 Demolish and replace Early Childhood Development Center		\$5,500,000
2 Warehouse replacement		\$125,000
		<hr/>
		\$5,625,000
2 AHS Addition	2012-2015	
1 Increase core capacity from 989 to 1450 (media center, cafeteria/kitchen, commons area)		\$9,000,000
2 21st century classroom upgrades (cultural arts, academic programs, technology)		\$6,000,000
3 Systems upgrades (HVAC, electrical, wireless, lighting, asbestos floors)		\$5,000,000
		<hr/>
		\$20,000,000
3 North Asheboro Middle School Addition	2013-2014	
1 Increase core capacity 465 to 700 (media center, cafeteria/kitchen, commons area)		\$1,440,525
2 21st century classroom upgrades (academic spaces, art education, vocational, physical education)		\$2,351,698
3 Systems upgrades (HVAC, electrical, lighting ,asbestos floors)		\$2,620,343
		<hr/>
		\$6,412,566
4 New Elementary School	2015-2017	
Land purchase - 30 acres (2012-2015)		\$600,000
New construction		\$12,500,000
		<hr/>
		\$13,100,000
	Subtotal:	\$45,137,566

Long-Range Facility Plans

1/25/2010

Projects	Dates	Budget
<u>Infrastructure and Systems Upgrades</u>		2010-2020
1 Roof replacements		\$3,764,814
2 HVAC replacements		\$5,118,900
3 Window replacements		\$1,139,420
4 Lighting replacements		\$1,419,072
5 Asbestos removal		\$626,500
6 Electrical upgrades		\$576,000
7 Kitchen renovations		\$1,154,790
8 Water conservation		\$866,406
Totals:		\$14,665,902

<u>Athletics Upgrades</u>		2010-2015
1 AHS restrooms at softball field		\$130,000
2 AHS replace light poles & light upgrade at Lee J. Stone Stadium		\$75,000
3 AHS Softball Field - replace wooden bleachers		\$15,000
4 AHS Softball Field - replace light poles		\$51,000
5 AHS repair bleachers on visitor's side at Lee J. Stone Stadium		\$45,000
6 AHS power bleachers at gym		\$35,000
7 NAMS scoreboard and goal posts		\$22,000
8 AHS air conditioning in gym		\$300,000
9 NAMS bleachers @ 700 seat cap.		\$120,000
10 NAMS - add light poles and lighting		\$110,000
11 AHS restrooms at Lee J. Stone Stadium		\$175,000
12 AHS band bleachers		\$52,000
13 AHS field turf at Lee J. Stone Stadium		\$625,000
Totals:		\$1,755,000

Long Range Facility Plans Total: \$61,558,468

Asheboro City Schools Calendar 2011 - 2012 **DRAFT**

July 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Holiday
August	
17	Staff Reports
17-19, 22-24	Workdays
25	First day for students

September	
5	Holiday
October	
6	End of 6-week grading
7	Workday
November	
11, 24-25	Holidays
21	End of 6-week grading
23	Workday

December	
23, 26, 30	Holidays
27-29	Vacation/Annual Leave

January	
2	Vacation/Annual Leave
13	End of 6-week grading
16	Holiday
17-18	Workdays

February	
20	Vacation/Annual Leave

March	
1	End of 6-week grading
2	Workday

April	
6	Holiday
9-13	Vacation/Annual Leave
20	End of 6-week grading
23	Workday

May	
28	Holiday

June	
7	End of 180 days
7	Last day for students
8, 11-12	Workdays
	Holidays
	Teacher Workdays
	Required Workdays
	Vacation/Annual Leave

*Protected Workdays

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Feedback – School Calendar 2011-2012

Period of Public Review: January 19 – February 2, 2010

I have reviewed the school calendar with my students and all are concerned with the time frame for Christmas break. With only a little over a week for Christmas, it is not enough time to rejuvenate and recharge batteries to prepare for exams. I would suggest a longer Christmas and push the last day of school back a few days.

Kim Aldrich, Teacher – Asheboro High

I would like to put input in on the 2011-12 calendar. Can we lessen the workdays at the beginning and add those days to the Christmas break?

Tammy Allen, Teacher – Asheboro High

Instead of having 3 days in January, 2 weeks after Christmas break why not put one of these days with the holiday in February so there isn't such a long span between January and Spring break without a little bit of a break.

Kathy Baughman, Teacher – Balfour Elementary

Could the April 23rd workday be moved to December 22nd or January 3rd? Just a thought.
P. S. I have served on the calendar committee before and I know what a bear it is ☺.

Candace Call, Principal – Loflin Elementary

In regards to the upcoming calendar, it seems to me that there are more workdays at the beginning of the school year than we need... I wish the Christmas break were longer... I was very pushed to get everything ready this past Christmas break due to tutoring before Christmas for the EOC's which came up after we had been back 4 days (hard on regular class students) and taking my afternoons for ballgames (Christmas tournament).

Aileene Carroll, Teacher – Asheboro High

Thank you so much for the work on the calendar. I have served on that committee and I know it isn't easy. I would like to suggest the board consider moving the January 2nd Annual Leave day to December 22. I think I speak for many that commented this year that we need time before Christmas instead of after Christmas. I'm sure there is a reason for the January 2nd holiday, but if not, I would love to see you reconsider that date.

Joanne Corsbie, Teacher – Teachey Elementary

I am concerned with the shortness of the Christmas break for the 2011-2012 year. There is just not ample time for those that go out of town to visit relatives to do so and get back to work on the 2nd. Please reconsider this short time.

Heather Cox, Teacher – Asheboro High

I have an idea, if it is possible to complete, about the calendar for next year. I think most people need the time off before Christmas more than after New Year's. Would it be possible to have an annual leave day on December 22 instead of on January 2? I think that would make more sense and work better for many people. Just an idea. Thanks for allowing us to comment!

Sarah Frank, Teacher – North Asheboro Middle

After reviewing the calendar for next year I only have one concern. The short time we have off for the holiday break in December is my concern. With family members employed and going to school in Randolph County Schools it makes it so much easier when our holiday breaks are similar. This is just a selfish concern, but I felt the need to pass it along anyway. Better to have some feedback rather than none at all.

Leigh Humphrey, Teacher – Asheboro High

Is there any way at all to have more days **before** Christmas – even workdays off the beginning there are too few days off **before** Christmas.

Gayle King, Teacher – Asheboro High

After looking at the 2011-12 calendar, I was concerned about the Christmas break schedule. With how many out-of-state teachers are employed at Asheboro City Schools, it would be safer and easier for those teachers to spend time with family if they had one extra day before the 23rd to travel home. Just something to ponder! Thanks.

Emily Leonard, Teacher – Balfour Elementary

I think having another workday at the December break, on December 22nd – taking 1 away from the beginning of school – would be good. Most teachers and staff I have talked to say they'd rather have more time at Christmas.

Melanie Mize, Parent Involvement – McCrary Elementary

Is there any way to have a work day on January 3? It is so hard to get prepared to teach over Christmas.

Darlene Player, Teacher – Loflin Elementary

Just a comment on the 2011-2012 calendar. There appears to be a lot of workdays prior to school and after this past Christmas break – I feel like Christmas break is way too short. Just my thoughts.

Sarah Beth Robbins, Teacher – Asheboro High

Is there not some way we can “build” in snow days into the calendar? I know where my grandchildren attend they have 13 days build into their calendar. They do this by adding 15 minutes into the morning and 15 minutes into the afternoon. I believe if they haven’t had to use them then after each 9 weeks they have a few free days for students and workdays for teachers. You could also think about ½ day early dismissal for students and staff development for teachers.

Melinda Shuler, Teacher Assistant – Loflin Elementary

Fewer workdays at the beginning, more for Christmas PLEASE.

Devan Ward, Teacher – Asheboro High

AMENDMENT TO 403(b) PLAN

On November 13, 2008, the Board approved the Asheboro City Schools 403(b) Plan. The loan provision in Section 4.1 of the plan is more restrictive than the IRS regulations. Our current plan permits loans of 50% of the vested balance or \$50,000, whichever is less. This amendment adds the following phrase to Section 4.1(c)(2) “...or if greater, the total value of the Participant’s vested Account Balance up to \$10,000”. This change will match the IRS regulations and help employees by allowing them greater access to their vested balance if it is less than \$10,000. Below I have included an excerpt from an IRS Frequently Asked Questions website that references the change above.

<http://www.irs.gov/retirement/article/0,,id=162415,00.html>

3. Under what circumstances can a loan be taken from a qualified plan?

A qualified plan may, but is not required to provide for loans. If a plan provides for loans, the plan may limit the amount that can be taken as a loan. The maximum amount that the plan can permit as a loan is (1) the greater of \$10,000 or 50% of your vested account balance, or (2) \$50,000, whichever is less.

AMENDMENT TO 403(b) PLAN

THIS AMENDMENT to the Section 403(b) Retirement Plan of Asheboro City Schools,

WITNESSETH:

WHEREAS, the Employer as adopted a 403(b) Plan document prepared by Great American Plan AdministratorsSM, Inc.; and

WHEREAS, the 403(b) Plan document reserves the right to the Employer to amend the Plan;

NOW, THEREFORE, the Employer hereby amends Section 4.1(c) of said Plan document effective as of February 18, 2010, to read as follows:

- (c) No loan to a Participant under the Plan may exceed the lesser of:
- (1) \$50,000, reduced by the greater of
 - (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or
 - (ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or
 - (2) one half of the value of the Participant's vested Account Balance (as of the valuation date immediately preceding the date on which such loan is approved by the Administrator) or if greater, the total value of the Participant's vested Account Balance up to \$10,000.

For purposes of this Section 4.1(c), any loan from any other plan maintained by the Employer and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

THE EMPLOYER ACKNOWLEDGES THAT IT IS RESPONSIBLE FOR THE LEGAL EFFECTS OF THIS AMENDMENT, AND THAT IT HAS BEEN ADVISED OF THE IMPORTANCE OF CONSULTING WITH LEGAL COUNSEL REGARDING THE ADOPTION OF THIS AMENDMENT AND THE EFFECT OF THE PLAN AS AMENDED.

IN WITNESS WHEREOF, the Employer hereby causes this Amendment to be executed this 18th day of February, 2010.

EMPLOYER

By: _____

Name: _____

Title: _____

I am concerned with the shortness of the Christmas break for the 2011-2012 year. There is just not ample time for those that go out of town to visit relatives to do so and get back to work on the 2nd. Please reconsider this short time.

Heather Cox, Teacher – Asheboro High

I have an idea, if it is possible to complete, about the calendar for next year. I think most people need the time off before Christmas more than after New Year's. Would it be possible to have an annual leave day on December 22 instead of on January 2? I think that would make more sense and work better for many people. Just an idea. Thanks for allowing us to comment!

Sarah Frank, Teacher – North Asheboro Middle

After reviewing the calendar for next year I only have one concern. The short time we have off for the holiday break in December is my concern. With family members employed and going to school in Randolph County Schools it makes it so much easier when our holiday breaks are similar. This is just a selfish concern, but I felt the need to pass it along anyway. Better to have some feedback rather than none at all.

Leigh Humphrey, Teacher – Asheboro High

Is there any way at all to have more days **before** Christmas – even workdays off the beginning there are too few days off **before** Christmas.

Gayle King, Teacher – Asheboro High

After looking at the 2011-12 calendar, I was concerned about the Christmas break schedule. With how many out-of-state teachers are employed at Asheboro City Schools, it would be safer and easier for those teachers to spend time with family if they had one extra day before the 23rd to travel home. Just something to ponder! Thanks.

Emily Leonard, Teacher – Balfour Elementary

I think having another workday at the December break, on December 22nd – taking 1 away from the beginning of school – would be good. Most teachers and staff I have talked to say they'd rather have more time at Christmas.

Melanie Mize, Parent Involvement – McCrary Elementary

Is there any way to have a work day on January 3? It is so hard to get prepared to teach over Christmas.

Darlene Player, Teacher – Loflin Elementary

Just a comment on the 2011-2012 calendar. There appears to be a lot of workdays prior to school and after this past Christmas break – I feel like Christmas break is way too short. Just my thoughts.

Sarah Beth Robbins, Teacher – Asheboro High

Is there not some way we can “build” in snow days into the calendar? I know where my grandchildren attend they have 13 days build into their calendar. They do this by adding 15 minutes into the morning and 15 minutes into the afternoon. I believe if they haven’t had to use them then after each 9 weeks they have a few free days for students and workdays for teachers. You could also think about ½ day early dismissal for students and staff development for teachers.

Melinda Shuler, Teacher Assistant – Loflin Elementary

Fewer workdays at the beginning, more for Christmas PLEASE.

Devan Ward, Teacher – Asheboro High

School/Location	Date	Event	Time
Pinehurst	February 5-7, 2010	BOE Winter Retreat	
CO	Monday, February 15, 2010	Superintendent's Student Advisory Council	6:30pm
PDC	Tuesday, February 16, 2010	Strategic Planning - Coffee and Conversation	7:30am
PDC	Tuesday, February 16, 2010	District Spelling Bee	7:00pm
Mison Adonai	Thursday, February 18, 2010	Strategic Planning - Coffee and Conversation	7:30am
PDC	Thursday, February 18, 2010	Board of Education Meeting	7:30pm
Chamber	Friday, February 19, 2010	Strategic Planning - Coffee and Conversation	7:30am
AHS/PAC	Sunday, February 21, 2010	AHS Children's Theatre (Wizard of Oz & Pecos Bill)	2:30pm
CWM	Monday, February 22, 2010	Strategic Planning - Coffee and Conversation	5:30pm to 7:00pm
PDC	Monday, February 22, 2010	8th grade parent meeting - Future Ready Graduates	7:00pm
Kingdom Life Comm. Church	Tuesday, February 23, 2010	Strategic Planning - Coffee and Conversation	12noon to 1:30pm
AHS/PAC	Tuesday, February 23, 2010	Middle School Band Concert (NAMS and SAMS)	7:30pm
PDC	Wednesday, February 24, 2010	Superintendent's Student Advisory Council	7:30am
SAMS	Wednesday, February 24, 2010	Strategic Planning - Coffee and Conversation	4:00pm to 5:30pm
Asheboro Public Works	Thursday, February 25, 2010	Strategic Planning - Coffee and Conversation	12noon to 1:30pm
DLL	Thursday, February 25, 2010	Strategic Planning - Coffee and Conversation	5:30pm to 7:00pm
	Thursday, March 04, 2010	End of the Six Weeks Grading Period	
AHS	March 4 and 5, 2010	All Randolph County Band	4th evening; 5th all day
AHS	March 6 - 8, 2010	NC Student Council Convention	
AHS	Monday, March 08, 2010	Curriculum Fair/8th grade parent meeting	6:30pm
BAL	Tuesday, March 09, 2010	Reading Night and Family Book Fair	5:00pm
PDC	Wednesday, March 10, 2010	Exceptional Children Transition Fair	4:00-6:30pm
PDC	Thursday, March 11, 2010	Board of Education Meeting	7:30pm
NAMS	Saturday, March 13, 2010	Regional Middle School Math Fair	1:00 to 1:30pm open to public
AHS/PAC	Saturday, March 13, 2010	AHS Chorus Concert - 10 Year Reunion	7:30pm
	Monday, March 15, 2010	Report Cards go home	
The Exchange	Monday, March 15, 2010	Evening of Excellence	5:30pm
AHS/PAC	Thursday, March 18, 2010	AHS Band Concert	7:30pm

PDC	Friday, March 19, 2010	Legislative Breakfast - rescheduled date	8:00am
RC Bldg.	Saturday, March 20, 2010	BOE meeting with RC Board of Commissioners	8:30am
PDC	Monday, March 22, 2010	Strategic Planning - Planning Team	5:30pm to 7:00pm
PDC	Monday, March 29, 2010	Strategic Planning - Planning Team	5:30pm to 7:00pm
PDC	Tuesday, March 30, 2010	BOE Budget Work Session	7:00pm
	April 10-12, 2010	NSBA Annual Conference	
All Elementary Schools	Tuesday, April 13, 2010	Kindergarten Registration/Information Sessions	7:00pm
PDC	Thursday, April 15, 2010	Board of Education Meeting	7:30pm
NAMS	Friday, April 16, 2010	Elementary Chorus Festival	7:00pm
CO	Monday, April 19, 2010	PTO Round Table	6:30pm
PDC	Wednesday, April 21, 2010	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, April 22, 2010	BOE Budget Work Session	7:00pm
AHS/PAC	Friday, April 23, 2010	Greensboro Symphony	9:45am
	Friday, April 23, 2010	End of the Six Weeks Grading Period	
Greensboro Marriot	Saturday, April 24, 2010	AHS Prom	8:00pm
AHS/PAC	Thursday, April 29, 2010	Park Street Players present M*A*S*H	7:00pm
NAMS	Thursday, April 29, 2010	NAMS Chorus Concert	7:30pm
AHS/PAC	Friday, April 30, 2010	Park Street Players present M*A*S*H	7:00pm
AHS/PAC	Saturday, May 01, 2010	Park Street Players present M*A*S*H	7:00pm
AHS/PAC	Sunday, May 02, 2010	Park Street Players present M*A*S*H	2:00pm
AHS/PAC	Thursday, May 06, 2010	AHS Percussion Concert	7:30pm
AHS/PAC	Tuesday, May 11, 2010	Middle School Band Concert (NAMS and SAMS)	7:30pm
PDC	Thursday, May 13, 2010	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 13, 2010	AHS Jazz Band Concert	7:30pm
AHS/PAC	Tuesday, May 18, 2010	AHS Chamber Music Night	7:30pm
Pinewood	Thursday, May 20, 2010	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 20, 2010	AHS Chorus Concert	7:30pm
AHS/PAC	Thursday, May 27, 2010	AHS Band Concert	7:30pm



Points of Pride

February 18, 2010



Student Achievements:

- Senior Projects completed
- 7th graders at NAMS and SAMS complete GREAT program
- Middle School Science Fair winners announced
- School level Spelling Bee winners announced
- Six AHS students named Regional Finalist for NC Teaching Fellows scholarship

Staff Recognitions:

Parent Involvement:

- AHS AVID Parent Night held
- Future Ready Core 8th grade Parent meeting held
- Middle School Science Fair

Events bringing community into our schools:

- Middle School Science Fair
- King Comet events
- Senior Projects

Board Recognitions

- Board Appreciation Luncheon held at SAMS