

**ASHEBORO CITY BOARD OF EDUCATION**  
**July 12, 2012**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

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

**II. Special Recognition and Presentations**

- A. Daniel Brantley, Asheboro High School NCHSAA 3A Individual Golf Champion

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – June 14, June 21, and June 25, 2012
- B. School Treasurers 2012-2013
- C. Executive Summary for Title II Application 2012-2013
- D. Executive Summary for Title III Application 2012-2013
- E. Personnel

**V. Information, Reports and Recommendations**

- A. Air Quality Flags
- B. Summer School Programs Overview
- C. Athletic Program Update
- D. Policies
  - Policy 2000 – Operational Goals of the Board
  - Policy 2010 – Board and Superintendent Relations
  - Policy 2100 – Board Member Legal Status
  - Policy 2110 – Board Member Elections
  - Policy 2113 – Board Member Resignation
  - Policy 2115 – Unexpired Term Fulfillment
  - Policy 2116 – Removal from Office
  - Policy 2120 – Code of Ethics for School Board Members
  - Policy 2121 – Board Member Conflict of Interest
  - Policy 2122 – Role of Board Members in Handling Complaints
  - Policy 2123 – Board Member Opportunities for Development
  - Policy 2125/7315 – Confidential Information
  - Policy 2126/4705/7825 - Confidentiality of Personal Identifying Information

- Policy 2130 – Board Member Compensation and Expenses
- Policy 2200 – Election of Officers/Organization of Board

**VI. Action Items**

**\*A. Policies**

- Policy 1300 – Governing Principle-Parent Involvement
- Policy 1400 – Governing Principle-School Initiatives
- Policy 1500 – Governing Principle-Safe, Orderly and Inviting Environment
- Policy 1600 – Governing Principle-Professional Development
- Policy 1700 – Governing Principle-Removal of Barriers
- Policy 1742/5060 – Responding to Complaints
- Policy 1800 – Governing Principle-Stewardship of Resources
- Policy 1000 – Legal Status of the Board and the School District
- Policy 1520 – Identification Card System
- Policy 1100 – Governing Principles
- Policy 1740/4010 – Student and Parent Grievance Procedure
- Policy 1750/7220 – Grievance Procedure for Employees
- Policy 1760/7280 – Prohibition Against Retaliation

**\*B. 2012-13 Strategic Plan Milestones/Board Goals**

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

**A. Calendar of Events**

**VIII. Board Operations**

**A. Important Dates to Remember:**

- Board of Education Meeting – August 9, 2012
- Convocation – August 17, 2012, Asheboro High School

**B. Executive Session – Superintendent Evaluation**

**IX. Adjournment**

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

**ASHEBORO CITY BOARD OF EDUCATION**  
**July 12, 2012**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

- I. **Opening**
  
- IV. **\*Consent Agenda**
  - E. Personnel
  - F. Signature Cards – Asheboro High School and South Asheboro Middle School
  
- VII. **Superintendent's Report/Calendar of Events**
  - B. Key Legislation of the 2012 Session of the General Assembly
  
- IX. **Adjournment**

**Mission Statement**

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

## **Minutes of the Asheboro City Board of Education**

**June 14, 2012**

### **Policy Committee**

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

Chris Yow, Chairman	Jane Redding
Gustavo Agudelo	Archie Priest

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Jennifer Smith and Dr. Hazel Frick.

Mr. Yow called the meeting to order at 6:00 PM and Dr. Frick began review of the agenda.

- Policy 2000 – Operational Goals of the Board
- Policy 2010 – Board and Superintendent Relations
- Policy 2100 – Board Member Legal Status
  - Review only – no revisions needed
- Policy 2110 – Board Member Elections
  - Minor additions made including “following the laws of the US and the Constitution” to the oath/affirmation that newly elected board members must take
- Policy 2113 – Board Member Resignation
  - Review only – no revisions needed
- Policy 2115 – Unexpired Term Fulfillment
  - Section added to clarify the process for filling a vacancy
- Policy 2116 – Removal From Office
  - Addition made to cover removal of a board member who willfully neglects his or her duties
- Policy 2120 – Code of Ethics for School Board Members
- Policy 2121 – Board Member Conflict of Interest
  - Review only – no revisions needed
- Policy 2122 – Role of Board Members in Handling Complaints
  - Title change and review
- Policy 2123 – Board Member Opportunities for Development
- Policy 2125/7315 – Confidential Information
  - Minor changes and updates to cross references and legal references
- Policy 2126/4705/7825 – Confidentiality of Personal Identifying Information
  - Review only – will be removing this policy from the 2000 section, following the action of the SBA.

- Policy 2131 – Board Member Compensation and Expenses
- Policy 2200 – Election of Officers/Organization of Board
  - Review only – no revisions needed

All policies will go to the Board in July for 30-day review.

With no further business, the meeting was adjourned at 6:20 PM.

### **Finance Committee**

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

Kelly Harris, Chairman	Kyle Lamb
Linda Cranford	Archie Priest
Joyce Harrington	Jane Redding

Committee members absent were Gidget Kidd.

Staff members present were Dr. Diane Frost and Harold Blair. Tom Quinn was also present.

The meeting was called to order and Tom Quinn presented information about the Child Nutrition program and new federal regulations. One of the items discussed was the federal requirement to raise lunch prices for paying students by a minimum of \$.05 for the 2012-2013 school year. The federal government is requiring districts to charge a paying student lunch price that is comparable to the federal free lunch reimbursement. Districts must raise lunch prices each year until the amounts are comparable.

Following the discussion regarding the Child Nutrition program, Mr. Blair presented the continuing budget resolution, pay date information, and budget amendment CN-01.

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

### **Board of Education**

#### **Opening**

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

Jane Redding, Chairman	Gustavo Agudelo
Kyle Lamb	Archie Priest
Dr. Kelly Harris	Joyce Harrington
Chris Yow	Phillip Cheek
Steve Jones	Linda Cranford
Archie Smith, Jr., Attorney	

Board member absent was Gidget Kidd.

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

Chairman Redding called the meeting to order and welcomed all in attendance.

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

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

### **Special Recognition and Presentations**

Jennifer Smith recognized Suzanne Benhart for being named Band Director of the Year for the 2012-2013 School Year by the Central District Bandmaster's Association. This award is presented yearly to a band director selected by their peers in the Central Region of North Carolina.

Dr. Tim Allgood recognized Daniel Brantley, a senior at Asheboro High School, as NCHSAA 3A Individual Golf Champion. Daniel could not attend the meeting but hopes to attend the Board meeting in July.

Dr. Allgood presented Felicia Foster from Balfour Elementary who was selected as Asheboro City Schools' Instructional Assistant of the Year. Dr. Allgood also introduced Marcella Brittain from Lindley Park Elementary who was recognized as Asheboro City Schools' Classified Employee of the Year.

### **Public Comments**

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

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

### **Consent Agenda**

The following items under the Consent Agenda were approved:

*\*Approval of Minutes – May 10, 2012, and May 31, 2012*

*\*Discard Items (A copy of the Discard Items will become a part of these minutes.)*

*\*2012-2013 Continuing Budget Resolution (A copy of the Continuing Budget Resolution will become a part of these minutes.)*

*\*2012-2013 Payroll Calendar (A copy of the payroll calendar will become a part of these minutes.)*

*\*Budget Amendment CN-01 (A copy of the budget amendment CN-01 will become a part of these minutes.)*

*\*Personnel*

### **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Davis, Benjamin	AHS/JROTC (date amended)	6/30/12
Foxx, Shelia	BAL/Special Education	5/31/12
Furman, James	AHS/Latin	6/12/12
Hicks, Amanda	NAMS/Science	6/12/12
Jones, Brenda	NAMS/Language Arts	6/12/12
Morgan, Vicki	DLL/Kindergarten	6/12/12
Thompson, April	NAMS/Assistant Principal	7/21/12
Cox, Sarah	LP/Kindergarten	6/12/12

**RESIGNATIONS/RETIREMENTS/SEPARATIONS cont'd**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Hyatt, Pamela	BAL/5 <sup>th</sup> Grade	6/12/12
Lamb, Kerri	CO/Lead Teacher Sec. Lit.	7/17/12
McDowell, Carol	LP/Instr. Asst.	6/12/12
Snotherly, Jill	GBT/Technology	6/12/12
Stone, Connie	NAMS/Science	6/12/12
Thomas, Helena	SAMS/Mathematics	6/12/12

**APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Allred, Kari	BAL-NAMS/ESL	8/15/12
Andrews, Laura	CWM/5 <sup>th</sup> Grade	8/15/12
Biaggi, Mary Ellen	CWM/ESL	8/15/12
Byrum, Georgia Ellen	AHS/Marketing	8/15/12
Hall, Haven	NAMS/Biotechnology	8/15/12
Hayes, Krystle Michelle	AHS/English	8/15/12
Henderson, Katie	CWM/3 <sup>rd</sup> Grade	8/15/12
Hinch, Thomas	LP/4 <sup>th</sup> Grade	8/15/12
Johnson, Ebony	LP/4 <sup>th</sup> Grade	8/15/12
Kivett, Roger	DLL/Head Custodian	5/14/12
Mazur, Victoria	AHS/ESL	8/15/12
Moore, Sarah	LP/Kindergarten	8/15/12
Peterson, Katherine	GBT	8/15/12
Porreca, Laura	BAL/Special Education	8/15/12
Przybylowski, Mary Jo	BAL/Second Grade	8/15/12
Ray, Crystal	DLL/Kindergarten	8/15/12
Roth, Brittany	GBT/5 <sup>th</sup> Grade	8/15/12
Schlatterer, Sharon	NAMS/Special Ed.	8/15/12
Vea, John	NAMS/Science	8/15/12
Ward, Clyde	NAMS/Social Studies	8/15/12
White, Elizabeth	LP/ESL	8/15/12
Worstell, James	AHS/JROTC	8/1/12

**LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Marsh, Michelle	DLL/Instructional Assist.	8/22/12 to 12/14/12

**ADMINISTRATIVE CONTRACT**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Maerz, Drew	CO/Director of Test. & Accountability	TBD
Zehmer, Jessica Brooke	LP/Assistant Principal	7/24/12 to 6/30/14

**TRANSFERS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Frost, Sharon	CO/Instructional Facilitator to GBT/Kind	8/15/12
Little, Tracy	ECDC/Pre-Kindergarten to BAL/Kind	8/15/12
O'Briant, Lynda	NAMS/Business Ed. to AHS/Business Ed.	8/15/12
Norris, Sammie	GBT/2 <sup>nd</sup> Grade to SAMS/Science	8/15/12

*\*Revised Pay Date – June 2012 and June 2013 (A copy of the revised pay dates will become a part of these minutes.)*

### **Information, Reports and Recommendations**

Pam Johnson, Director of Exceptional Children Services, shared an overall review of Asheboro City Schools' Continuous Improvement Performance Plan for 2010-2011 comparing Asheboro City Schools with the state on certain indicators. Ms. Johnson also reported on strategies in progress to enhance certain areas.

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

- Policy 1300 – Governing Principle-Parent Involvement
- Policy 1400 – Governing Principle-School Initiatives
- Policy 1500 – Governing Principle-Safe, Orderly and Inviting Environment
- Policy 1600 – Governing Principle-Professional Development
- Policy 1700 – Governing Principle-Removal of Barriers
- Policy 1742/5060 – Responding to Complaints
- Policy 1800 – Governing Principle-Stewardship of Resources
- Policy 1000 – Legal Status of the Board and the School District
- Policy 1520 – Identification Card System
- Policy 1100 – Governing Principles
- Policy 1740/4010 – Student and Parent Grievance Procedure
- Policy 1750/7220 – Grievance Procedure for Employees
- Policy 1760/7280 – Prohibition Against Retaliation

Dr. Tim Allgood, Assistant Superintendent of Human Resources, informed board members teachers eligible for Career Status were being presented for consideration with final approval being requested at the June meeting.

### **Action Items**

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

- Policy 3430 – School Improvement Plan
- Policy 1010 – Board Authority and Duties
- Policy 2123 – Board Member Opportunities for Development
- Policy 4150 – School Assignment
- Policy 4155 – Assignment to Classes
- Policy 4600 – Student Fees
- Policy 5030 – Community Use of Facilities
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7425 – School Administrator Contracts
- Policy 7500 – Workday and Overtime
- Policy 7540 – Voluntary Shared Leave
- Policy 8000 – Fiscal Goals
- Policy 8340 – Insurance
- Policy 9000 – Planning to Address Facility Needs



Board members unanimously approved the adoption of the above policies. (A copy of the policies will become a part of these minutes.)

A motion was made by Mr. Lamb, seconded by Mr. Priest, and unanimously approved by the Board, to approve the following personnel transactions.

**Teachers Eligible for Career Status Consideration – June 2012**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b>	
Dillion, Stacey	2 <sup>nd</sup> Grade
Hyatt, Pamela	5 <sup>th</sup> Grade
Hynd, Lesley	3 <sup>rd</sup> Grade
McCann, Ashley	Kindergarten
Tonkin, Sarah	5 <sup>th</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Chriscoe, Charity	3 <sup>rd</sup> Grade
Johnson, Kristin	4 <sup>th</sup> Grade
Soto, Emily	3 <sup>rd</sup> Grade
<b><u>Guy B. Teachey School</u></b>	
Havens, Ashley	1 <sup>st</sup> Grade
McBride, Julia Katherine	4 <sup>th</sup> Grade
Norris, Sammie	2 <sup>nd</sup> Grade
Prichard, Pamela	1 <sup>st</sup> Grade
<b><u>Lindley Park School</u></b>	
Burden, David	4 <sup>th</sup> Grade
Harvey, Katie	Kindergarten
Kearns, Beth	5 <sup>th</sup> Grade
Myers, Cynthia	1 <sup>st</sup> Grade
<b><u>Early Childhood Development Center</u></b>	
Federhart, Stacey	Pre-Kindergarten
Kidd, Amy	Hearing Impaired
<b><u>North Asheboro Middle School</u></b>	
Hussey, Makenzie	Language Arts
<b><u>South Asheboro Middle School</u></b>	
Hynd, Michael	Mathematics
Landis-Mullins, Kathleen	Science
<b><u>Asheboro High School</u></b>	
Hoover, Jennifer	English
Luck, Margaret	Special Education
Saunders, Kathleen	English
Stanich, Martin	ESL
Tune, D’Vera	Guidance

Julie Pack, Director of Secondary Education, presented the 2012-2013 Career and Technical Education Local Plan for board approval. Upon motion by Mr. Lamb, seconded by Mr. Cheek, the motion to approve the plan passed unanimously. (A copy of the plan will become a part of these minutes.)

Julie Pack also presented a recommendation for a new middle school course that introduces students to biotechnology. A motion was made by Mr. Jones, seconded by Dr. Harris, and the Board unanimously approved Exploring Biotechnology in Health Science to be added to the middle school curriculum for school year 2012-2013. (A copy of the new course will become a part of these minutes.)

Carla Freemyer presented the 2012 Graduation Guarantee for board approval. A motion was made by Ms. Harrington, seconded by Mr. Cheek, to approve the 2012 Graduation Guarantee as presented. Motion passed unanimously. (A copy of the 2012 Graduation Guarantee will become a part of these minutes.)

Due to new federal regulations, Tom Quinn, Child Nutrition Director, requested board members approve an adjustment of \$.05 to school lunch prices for the 2012-2013 school year. A motion was made by Mr. Lamb, seconded by Ms. Cranford, and unanimously approved by the Board to increase elementary lunch prices to \$2.00 and secondary lunch prices to \$2.10.

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

Ms. Freemyer reviewed the latest edition of Points of Pride highlighting: graduation; Class of 2012 scholarship awards; and award ceremonies in the schools.

Carla Freemyer reported on the Calendar of Events noting the following: Beginning of the Year Convocation; open house dates at schools for school year 2012-13; Summer Feeding Program at McCrary Elementary; and football games to kick off the season.

Superintendent Frost presented an update on the 2011-2012 Asheboro City Schools' Strategic Plan goals noting that a full update will be given at the June 25 Annual Board Goals Session.

### **Board Operations**

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

- County Commissioners' Meeting – Monday, June 18, 2012, 6:00 p.m.
- Legislative Issues Board Retreat – Thursday, June 21, 2012, 5:30 – 8:30 p.m., Professional Development Center
- Annual Board Goals – June 25, 2012, 5:30 – 8:30 p.m., Professional Development Center
- Board of Education Meeting – July 12, 2012, Professional Development Center

Dr. Frost, Chairman Redding, and the Board expressed their thanks and appreciation to Dr. Hazel Frick, director of Testing and Accountability, who is retiring with 32 years of service.

### **Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:37 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

**Minutes of the Asheboro City Board of Education**  
**June 21, 2012**  
**Legislative Issues**  
**Board Retreat**  
**5:30 p.m.**

The Asheboro City Board of Education met in a legislative update session on Thursday, June 21, 2012, in the Professional Development Center with the following members present:

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

Board members absent were Gustavo Agudelo and Kyle Lamb.

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

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

Dr. Frost informed board members that the budget has passed in the legislature but has not been signed yet into law by Governor Perdue. Harold Blair indicated that Asheboro City Schools had expected our discretionary reduction to increase by \$230,000. However, the discretionary funding decreased by \$190,000 which has the net effect of improving our budget by approximately \$420,000.

A salary increase of 1.2% for state employees was included in the budget and will become law when the governor signs the budget bill.

Jennifer Smith and Wendy Rich reported on the sections of House Bill 950 and Senate Bill 795 (Part I) that addresses K-3 Literacy. This part of the bill is to ensure that every student is reading at or above grade level by the end of third grade.

Harold Blair provided information on HB950 and SB795 (Part VI) that addresses funding for the addition of five instructional days to the school year. This provision does not affect Asheboro City Schools.

Dr. Allgood shared information on HS790 and SB795 (Part VII) that establishes NC Teacher Corps to recruit and place recent graduates of colleges and universities and mid-career professionals as teachers in high-needs public schools. Dr. Allgood also provided information on SB 795 (Part VIII) that increases standards for teaching licenses.

Mr. Blair reported that on SB795 (Part XI) that would appropriate funds for 2,261 additional Pre-K slots was not in the budget.

Dr. Allgood reported that SB795 (Part XIV) that removes teacher tenure and creates teacher contracts for terms of one, two, three, or four years is not a part of the budget that passed. However, he does feel that this issue will be brought up again in the future.

Senate Bill 795 (Part XV) which would create a tax credit for corporations to donate funds to non-profits for scholarships to non-public schools-scholarship-funding organizations is not a part of the budget.

Julie Pack shared that SB795 (Part XVI) that would provide funds to pay fees for AP exams and bonuses for teachers whose students earn scores of 3 or higher on AP exams was not approved in the budget bill.

Dr. Frost shared with board members that in HB950 the provision for a letter grade accountability system for each school and LEA did pass in the bill. This system does not include a growth component and would not give a fair representation of our schools and system. Dr. Frost also reported on HS950 provision that allows local boards of education to develop a plan of performance pay for all licensed personnel. This is an option we may want to research further.

Dr. Brad Rice provided information on HB177 and SB920. Under HB177, the State Energy Office is charged with studying the feasibility and desirability of advancing the use of alternative fuels by state agencies. Revision 4 from June 12, 2012, removed required replacement buses to be fueled by compressed natural gas. SB920 is not law yet but would stipulate that school buses would be replaced at 300,000 miles without an age component. Asheboro City Schools' buses average 29 years of service.

There being no further business, the meeting adjourned at 7:30 p.m.

---

Chairman

---

Secretary

**Minutes of the Asheboro City Board of Education**  
**June 25, 2012**  
**Summer Board Retreat**  
**5:30 p.m.**

The Asheboro City Board of Education met in a work session on Monday, June 25, 2012, in the Professional Development Center with the following members present:

Jane Redding, Chairman  
Linda Cranford  
Phillip Cheek  
Kyle Lamb  
Chris Yow

Gustavo Agudelo  
Joyce Harrington  
Dr. Kelly Harris  
Archie Priest, Jr.

Board member absent was Gidget Kidd. Steve Jones arrived at 6:15 p.m. and departed at 7:26 p.m.

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Dr. Brad Rice, Harold Blair, Dr. Hazel Frick, Mike Mize, Jennifer Smith, Wendy Rich, Pam Johnson, and Julie Pack.

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

Dr. Frost reviewed the 2011-2012 accomplishments of the strategic plan milestones highlighting the increase in graduation rate at 85% this year and the gains made in high school proficiency.

Staff members noted accomplishments for the 2011-2012 school year reviewing programs implemented for higher student achievement, utilization of technology to enhance learning, expansion of programs, closing the achievement gap, recruitment of 21<sup>st</sup> Century teachers, administrators and staff, providing safe and nurturing schools with a healthy, active lifestyle, strong family, community, and higher education partners, and our facilities as a point of pride.

Dr. Frick provided preliminary information on the 2011-2012 student achievement data indicating the preliminary results show Asheboro City Schools will make expected growth. Asheboro High School has achieved high growth this year.

Dr. Allgood presented a PowerPoint overview about Teacher Effectiveness and Support for Growth. The evaluation system for teachers and principals continues to evolve, as the state strives to use meaningful evaluation to increase the effectiveness of teachers and school leaders. A sixth standard for teachers – Contribute to Academic Success – and an eighth standard for administrators – Academic Achievement Leadership – have been added effective with the 2011-2012 school year. Also new are Status categories, based on student achievement growth as indicated on Standards 6 and 8. The Status categories are:

1. In Need of Improvement
2. Effective
3. Highly Effective.

A teacher's or administrator's status will be based on a three-year rolling average of student achievement data. Measures of Student Learning (MSLs) will be created during the 2012-2013 school year in content areas where there is not an End-of-Grade (EOG) or End-of-Course (EOC) test.

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

---

Chairman

---

Secretary



# 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

---

## **School Treasurers 2012-2013**

Jamie H. Baker  
**Asheboro High School**

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

Lisa M. Rhodes  
**Balfour Elementary School**

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

Tammy S. Henderson  
**Charles W. McCrary Elementary School**

Tari E. Johnson  
**Donna Lee Loflin Elementary School**

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

Mary Ann Ingold  
**Lindley Park Elementary School**

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

**Title II, Part A – Executive Summary  
Improving Teacher Quality  
Asheboro City Schools – 2012-2013 Grant Application**

The No Child Left Behind (NCLB) Act of 2001 establishes ESEA, Title II, Part A funding for Improving Teacher Quality. Major factors in determining uses of this funding are:

- District-Wide Needs Assessment to determine professional development to enhance subject matter and teaching skills;
- District-Wide Needs Assessment to determine professional development to enhance instructional leadership for principals;
- Recruitment, hiring, and retention of Highly Qualified Teachers (HQT);
- Equitable distribution of HQT to Title I schools.

I. Participation in Planning

- A. Non-public school participation: Directors of non-public schools with students in our attendance area were invited to a meeting for explanation of federal programs. A letter of intent for participation was completed by each non-public school. No non-public school chose to participate.
- B. Needs Assessment: A comprehensive needs assessment is completed annually, including: ACS Strategic Plan; ACS Professional Development Survey; ACS Self-Assessment of Professional Development; Beginning Teacher Support needs; and various focus groups that include beginning teachers, mentors, and administrators.
- C. Use of Title II-A funds was determined to be the following:
  1. Class-size reduction teachers: Continue funding class-size reduction teachers in grades K-2 with the largest projected class size. Employ class-size reduction teachers who are HQT.
  2. Instructional Support: Fund a lead teacher in Mathematics and Science to support teachers in those content areas.
  3. Tuition Assistance Program and Recruitment and Retention of HQT: Funding will be used to support teachers and administrators who wish to add area(s) of licensure or to obtain a higher level of licensure. Funding may be used for emerging best practices in recruiting and retaining HQT.
  4. Professional Development: Funds will be used to support the second cohort of the ACS Teacher Leadership Academy (TLA). This professional development opportunity focuses on the development of teacher leaders.
  5. Mentoring Support: Funds will be used to provide support to beginning teachers in their first and second year of employment.

II. Planning Budget Summary:

A. Planning Allocation	\$245,000
B. Class-Size Reduction Teacher	45,000
C. Instructional Support	90,000
D. Tuition Assistance	18,000
E. Professional Development	60,000
F. Mentoring Support	24,000
G. Indirect Costs	8,000



**The No Child Left Behind Act of 2001 (P.L. 107-110)**  
**Title III: Application 2012-13**  
**Improving the Academic Achievement of the Disadvantaged**  
**Executive Summary – July 12, 2012**  
**Asheboro City Schools**

**Description:**

Local Education Agencies eligible to receive Title III funds must agree to spend those funds to educate Limited English Proficient (LEP) students.

LEA plans are designed to meet federal and state requirements in order to ensure that LEP students acquire academic English language proficiency and achieve the challenging academic standards for all students in North Carolina.

The items in this application reflect the requirements of Title III of the No Child Left Behind Act of 2001 and correlate with the items on the NC Title III Self-Monitoring Instrument completed in December 2008.

**The Plan:**

LEP students are provided equitable access in the least segregative manner. Students are served through either consultative or direct instructional services. The ACS Title III plan describes scientifically-based teaching methodologies and strategies that are used to support LEP learners. Instructional program types described in the plan include: English as a Second Language classes, ESL co-teaching, sheltered instruction, and content-based ESL/ExCell instruction. Both ESL and content teachers are expected to participate in high quality professional development.

Decisions regarding placement of and instructional support for LEP students are based primarily on data from the WIDA/ACCESS test, which is administered annually to LEP students. EOG and EOC proficiency levels of LEP students provide summative data for LEP students. Regular education teachers, ESL teachers, administrators and parents work collaboratively to examine formative and summative data to determine the most appropriate placement in the least segregative manner for LEP students.

Parental and community involvement in the education of LEP students is critical. Parental and community participation in programs for LEP students include: ESL nights, Parent Advisory Council activities, and the use of interpreters.

Assurances included in our plan:

- The Title III Plan is developed in collaboration with various members of the administration, ESL staff members, and parents.
- Teachers of LEP students in language instruction educational programs are fluent in English.
- We provide ongoing, high quality professional development to school personnel and members of the community.
- We consult with non-public schools to identify their LEP students and provide equitable participation of eligible students within the LEAs attendance area
- Parents of LEP students will be informed in a language they understand of their child's eligibility for participation in a bilingual/ESL program within 30 days of the beginning of the school year or within 14 days of enrollment.
- Programs, strategies, and activities under the Title III grant will be scientifically-research based.
- The LEA will comply with the statutory mandate for reporting the adequate yearly progress made by LEP students in language and academic content.

**Budget:**

The 2011-12 Title III Planning Allotment of \$106,000.00 will be used to fund one district LEP Lead Teacher and professional development supplemental to the core ESL program services.

**Asheboro City Schools  
Personnel Transactions  
July 12, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brice, Olivia	NAMS/Language Arts	7/2/12
Hicks, Nicoll	DLL/1 <sup>st</sup> Grade	7/2/12
McCann, Ashley	BAL/Kindergarten	7/2/12
Paden, Megan	NAMS/Mathematics	7/2/12

**\*B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Coatoam, Sarah	BAL/1 <sup>st</sup> Grade	8/15/12
Deaton, Amanda	GBT/4 <sup>th</sup> Grade	8/15/12
Ernst, Bradley	NAMS/Science	8/15/12
Johnson, Brandi	GBT/3 <sup>rd</sup> Grade	8/15/12
Mere, Cortney	SAMS/Language Arts	8/15/12
Millsaps, Natasha	NAMS/Language Arts	8/15/12
Nguyen, Maylin	DLL/English as a Second Language	8/15/12
Southern, Alicia	CWM/5 <sup>th</sup> Grade	8/15/12
Yorkus, Stephen	BAL/5 <sup>th</sup> Grade	8/15/12

**C. TRANSFERS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bernhardt, Elisabeth	DLL/3 <sup>rd</sup> Grade to BAL/Instructional Facilitator	8/15/12
Foscue, Tracey	CWM/5 <sup>th</sup> Grade to TBD/Gifted Education	8/15/12
Roman, Jordi	CO/ESL Lead Teacher to NAMS/Assistant Principal	7/2/12
Wiles, Deanna	DLL/5 <sup>th</sup> Grade to CWM/Instructional Facilitator	8/15/12

**\*D. ADMINISTRATIVE CONTRACT**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Roman, Jordi	NAMS/Assistant Principal	7/2/12 to 6/30/14

**Asheboro City Schools  
Personnel Transactions  
July 12, 2012**

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

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Brewer, Rebecca	CO/ Transportation Supervisor	12/31/12
Clow, Kristin	SAMS/Language Arts	7/5/12
DeCoeur, Erica	SAMS/Mathematics	7/11/12
Hussey, Makenzie	NAMS/Language Arts	7/2/12
Salamone, Jennifer	SAMS/Mathematics	7/5/12
Varner, Cheryl	AHS/English	7/2/12

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Bowman, John	Substitute Teacher - \$90.00 day	8/15/12
Dodson, Bailey	DLL/3 <sup>rd</sup> Grade	8/15/12
Jarrell, Margeaux	AHS/English	8/15/12
Lee, Summer	DLL/Kindergarten	8/15/12
Leonard, Deborah	ECDC/Pre-Kindergarten	8/15/12
Petersen, Sharon	DLL/5 <sup>th</sup> Grade	8/15/12
Popp, Laura	SAMS/Language Arts	8/15/12
Poston, Kristina	DLL/2 <sup>nd</sup> Grade	8/15/12
Reynolds, Amy	AHS/Family and Consumer Science	8/15/12
Shaw, Stephanie	DLL/5 <sup>th</sup> Grade	8/15/12
Staley, Robert	NAMS/Business Education	8/15/12
Stepp, Lauren	BAL/Kindergarten	8/15/12
Winsley, Nicole	AHS/English	8/15/12

**C. TRANSFER**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Stines, Dubraska	GBT/English as a Second Language to CO/LEP Lead Teacher	8/1/12

**Asheboro City Schools  
Certified Appointments  
July 12, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Coatoam, Sarah	Baldwin-Wallace (OH) College B: Early Childhood Education	Elementary Education

A May 2011 graduate of Baldwin-Wallace College in the Cleveland, Ohio area, Sarah Coatoam is recommended to teach first grade at Balfour School. Ms. Coatoam completed her student teaching internship in first and second grade classrooms in Elyria and Cleveland. She worked last school year in a Title I classroom in Parma Community Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Deaton, Amanda	N. C. A & T State University B: Elementary Education	Elementary Education

A teacher with four years of teaching experience, Amanda Deaton is recommended to teach fourth grade at Guy B. Teachey School. Mrs. Deaton is a Seagrove resident who has taught language arts and mathematics at Southeastern Randolph Middle School since 2008. She is excited about teaching in the elementary setting at Teachey.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Ernst, Bradley	University of Arkansas – Monticello B: Geology Greensboro College Teacher Licensure	Middle Grades Science

Bradley “Brad” Ernst is recommended to teach science at North Asheboro Middle School. Mr. Ernst worked as a geologist for six years before entering the teaching field. A Franklinville resident, Mr. Ernst is a veteran educator with over twenty years of teaching experience in Guilford County and Randolph County schools. For the past two years he taught at River Mill Academy in Graham.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Johnson, Brandi	East Carolina University B: Elementary Education	Elementary Education Gifted Education

Brandi Johnson is a resident of Asheboro who is recommended to teach third grade at Guy B. Teachey School. A veteran teacher with twelve years of experience, Ms. Johnson has taught in schools in Charlotte-Mecklenburg, Pitt County, and Randolph County. She is a National Board Certified Teacher who most recently was Curriculum Support Instructor at Farmer Elementary.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Mere, Cortney	Baldwin-Wallace (OH) College B: English/Language Arts Education	MG Language Arts

A native of West Jefferson, Ohio in the Columbus area, Cortney Mere is recommended to teach language arts at South Asheboro Middle School. Ms. Mere graduated in May from Baldwin-Wallace College having completed her student teaching internship at Asheboro High School under the supervision of Kathy Saunders and Julie Pack. Welcome back to ACS, Cortney Mere!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Millsaps, Natasha	University of North Carolina - Greensboro B: Middle Grades Education	MG Language Arts MG Social Studies

Natasha Millsaps is recommended to teach language arts at North Asheboro Middle School. A resident of Burlington, Ms. Millsaps graduated from UNC-G in May 2012, having completed her student teaching internship at Mendenhall Middle School in Guilford County Schools. She has worked with children previously in a day care, as a counselor with the YMCA, and as a tutor in an after-school program.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Nguyen, Maylin	Baylor (TX) University B: Business Administration University of North Carolina – Greensboro M: English as a Second Language	ESL

Recommended to teach English as a Second Language at Donna Lee Loflin School is Maylin Nguyen. Ms. Nguyen graduated in May from UNC-G, completing a Master's program in teaching. Her student teaching internship was completed at NAMS and SAMS. She left her position in banking to work for Communities in Schools in Waco, Texas and decided to pursue a career in teaching.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Southern, Alicia	University of North Carolina – Greensboro B: Elementary Education	Elementary Education

A native of Randolph County, Alicia Southern is recommended to teach fifth grade at Charles W. McCrary School. Mrs. Southern graduated from UNC-G in 2011, completing the prestigious Teaching Fellows Program. As a Teaching Fellow, Mrs. Southern visited Asheboro City Schools during her junior year. Last year she taught fourth grade at Gray's Chapel School.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Yorkus, Stephen	Temple (PA) University B: Elementary and Special Education	Elementary Education Special Education

Stephen Yorkus is recommended to teach fifth grade at Balfour School. He will move to Asheboro from Chalfont, Pennsylvania, just north of Philadelphia. Since graduating from Temple University, he has worked as a one-on-one educational assistant in an autistic support classroom. He also has experience teaching life skills to adults with disabilities.

**Asheboro City Schools  
Administrative Contract  
July 12, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Roman, Jordi	Southeastern (FL) University B: English Education College of New Jersey M: Education University of North Carolina – Chapel Hill M: School Administration	Principal

Jordi Roman is recommended to serve as assistant principal at North Asheboro Middle School. A veteran educator with fourteen years of experience in Venezuela and in North Carolina, Mr. Roman completed the prestigious Principal Fellows Program in May at UNC-Chapel Hill. His year-long internship was completed at NAMS with Candace Call, principal, serving as mentor and supervisor. From 2008 to 2011 Mr. Roman was ESL Lead Teacher in ACS, where he led a shift to collaboration through co-teaching and the use of sheltered instruction for English Language Learners. For ten years he was a consultant with the North Carolina Teacher Academy, leading workshops for teachers throughout our state. Welcome back to Asheboro City Schools, Jordi Roman!

**Asheboro City Schools  
Certified Appointments  
July 12, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Dodson, Bailey	East Carolina University B: Elementary Education	Elementary Education

Bailey Dodson is recommended to teach third grade at Donna Lee Loflin School. Ms. Dodson is a native of Sophia who graduated in May 2012 from ECU. Her student teaching internship was completed in Pitt County Schools. She taught in a third grade classroom at Creekside Elementary in Winterville. She is excited about beginning her career at Loflin School!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Jarrell, Margeaux	State University of New York - Fredonia B: Adolescent English Education B: Communications	English

A new resident of Asheboro, Margeaux Jarrell is recommended to teach English at Asheboro High School. Ms. Jarrell is a graduate of SUNY – Fredonia in western New York state. Her student teaching internship was completed at Dunkirk High School and Jamestown High School, where she taught students in all four high school grades. Welcome to North Carolina, Margeaux Jarrell!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Lee, Summer	Pfeiffer University B: Elementary Education	Elementary Education

A May 2012 graduate of Pfeiffer University, Summer Lee is recommended to teach kindergarten at Donna Lee Loflin School. An Asheboro native, Ms. Lee completed her student teaching internship in a first grade classroom at Loflin. She has teaching experience with pre-school age children at Samantha's Angels Day School and First Steps Early Learning Center.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Leonard, Deborah	High Point University B: Theatre University of North Carolina – Greensboro M: Birth to Kindergarten Education	Birth to Kindergarten

Deborah Leonard is recommended to teach pre-kindergarten at the Early Childhood Development Center. A theatre major originally, Ms. Leonard returned to school to earn a Master's degree and teacher licensure. She is a resident of Thomasville who has fourteen years of teaching experience as a School Readiness Specialist and a pre-kindergarten teacher in Thomasville City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Petersen, Sharon	University of North Carolina – Greensboro B: Elementary Education East Carolina University M: Media Coordinator	Elementary Education Media

A veteran teacher with eighteen years experience, Sharon Petersen is recommended to teach fifth grade at Donna Lee Loflin School. Ms. Petersen's has ten years experience in the classroom and served as a Media Specialist for eight years. She is a Randolph County resident who was employed at Level Cross Elementary School since 1997.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Popp, Laura	Indiana State University B: Elementary Education	Elementary Education MG Language Arts

Recommended to teach sixth grade language arts at South Asheboro Middle School is Laura Popp. Ms. Popp hails from Indiana, but has been an Asheboro resident since graduating from college. She has eight years of teaching experience in Randolph County Schools at Tabernacle Elementary, where she taught language arts, social studies, and science.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Poston, Kristina	Western Carolina University B: Elementary Education	Elementary Education

Kristina Poston is recommended to teach second grade at Donna Lee Loflin School. A graduate of Western Carolina in 2008, Ms. Poston is a resident of Asheboro who taught second grade at Ramseur Elementary School for the past three years. She is eager to continue her professional growth in Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Reynolds, Amy	Western Carolina University B: Family and Consumer Science Education University of North Carolina – Pembroke M: Education Administration	Family and Consumer Science Principal

A veteran teacher with fourteen years of teaching experience, Amy Reynolds is recommended to teach Family and Consumer Science at Asheboro High School. Mrs. Reynolds has been teaching in Montgomery County Schools since her graduation from Western Carolina in 1997. In 2006 she completed a Master's program in administration and aspires to be a school administrator.



<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Shaw, Stephanie	Guilford College B: Elementary Education	Elementary Education

A Sophia native and graduate of Randleman High School, Stephanie Shaw is recommended to teach fifth grade at Donna Lee Loflin School. Ms. Shaw graduated in May from Guilford College having completed her student teaching internship in a second grade classroom at Guilford Elementary in Guilford County Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Staley, Robert	East Carolina University B: Business Education	Business Education

A resident of Asheboro, Robert "Bobby" Staley is recommended to teach business education at North Asheboro Middle School. Teaching is a second career for Mr. Staley, as he owned his own construction and real estate company before entering teaching in 2007. His previous teaching experience was at North Stanly High School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Stepp, Lauren	High Point University B: Elementary Education	Elementary Education

Recommended to teach kindergarten at Balfour School is Lauren Stepp. Mrs. Stepp is a native of Randolph County and a graduate of Trinity High School. She taught for a year at New Market Elementary before staying at home with her children. Last year she was pre-school director at Hopewell United Methodist Church in Trinity.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Winsley, Nicole	University of North Carolina – Greensboro B: English	English

Nicole Winsley is recommended to teach English at Asheboro High School. A graduate of UNC-G and resident of Greensboro, Ms. Winsley taught English I, II, III, and for the last four years at Thomasville High School, where she was also advisor for the student newspaper. She is enrolled in a Master's program in Education Administration.

**RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION**

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

By: Asheboro High School  
 1221 S Park St  
 Asheboro NC 27203-6711

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR. 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 05/04/09 (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>BARNEY HAROLD BLAIR JR/ DIRECTOR OF FINA</u>	X	X
B. <u>BRIAN JONATHAN TOTH/ PRINCIPAL</u>	X	X
C. <u>JAMIE HAYES BAKER/ 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>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

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

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated 07/11/12. 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)

**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>BARNEY HAROLD BLAIR JR/ DIRECTOR OF FINA</u>	X	X
B. <u>CHARLES PAUL LYONS/ PRINCIPAL</u>	X	X
C. <u>SELINA LUANN 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>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

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

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated 07/11/12. 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)

# Air Quality Color Guide

Air Quality Index	Guidelines to protect your health	Care for the air
Good 0-50 <i>Code Green</i>	No health effects expected.	<ul style="list-style-type: none"> <li>• Conserve energy: drive less and use less electricity.</li> <li>• Carpool, use public transportation, bike, or walk whenever possible.</li> <li>• Keep your car, boat, lawnmower and other engines tuned and maintained.</li> <li>• Keep tires properly inflated and wheels aligned.</li> <li>• Never burn your trash. This is illegal and releases toxic chemicals.</li> <li>• Avoid burning leaves and brush, which is sometimes legal but always pollutes the air.</li> </ul>
Moderate 51-100 <i>Code Yellow</i>	Unusually sensitive people: consider limiting prolonged or heavy exertion.	
Unhealthy for Sensitive Groups 101-150 <i>Code Orange</i>	Children, active people, older adults, and those with heart or lung disease (like asthma): limit prolonged or heavy exertion.	
Unhealthy 151-200 <i>Code Red</i>	Children, active people, older adults, and those with heart or lung disease (like asthma): avoid prolonged or heavy exertion. Everyone else: limit prolonged or heavy exertion.	
Very Unhealthy 201-300 <i>Code Purple</i>	Everyone: avoid all exertion.	

## The daily air quality forecast covers two common air pollutants:

**Ground-level ozone** forms when pollutants from cars, power plants, and other sources combine in hot sunlight. Ozone is a lung irritant that causes shortness of breath, irritates throats and eyes, and aggravates asthma. Ozone levels are highest outdoors from early afternoon to early evening on hot, sunny days.

**Particle pollution** is a mixture of very small solids and liquids suspended in air. These tiny particles can reach deep into the lungs, where they can aggravate asthma and other lung conditions, and even cause heart problems. Particle pollution can be high at any time of day or night, and any time of year. High particle levels often are caused by forest fires or residential wood burning, especially when weather conditions causes pollution to stay close to the ground.

The daily forecast always tells you which pollutant is of greatest concern.

Air Quality Forecasts and Information: [www.ncair.org](http://www.ncair.org) / 1-888-RU4NCAIR (1-888-784-6224)

# What Color Is Your Air?

## *Facts you should know about air quality*

### **How can air quality affect your health?**

Air pollution irritates the lungs and respiratory system, and can even affect the heart. Air pollution can make asthma worse, trigger asthma attacks, or cause the onset of asthma. Even healthy people can have trouble taking deep breaths on “bad air” days, and can experience damage to lung tissues. Repeated damage, especially during childhood, can reduce lung function permanently. Particle pollution, a type of air pollution, has been linked to serious cardiac problems including arrhythmias and heart attacks.

### **Who’s at risk?**

Anyone can experience health effects – whether noticed or unnoticed – at air pollution levels of code red or above. But these sensitive groups can be affected at lower levels:

- All children. Children breathe at a higher respiratory rate, their lungs are still developing, and they are likely to be active outdoors. Children also have a higher rate of asthma.
- Older adults, because they are more likely to have undiagnosed heart or lung disease.
- Anyone with respiratory disease such as asthma or emphysema, and anyone with a heart condition such as coronary artery disease or congestive heart failure.
- Anyone who is frequently active outdoors. In addition, certain “unusually sensitive” individuals can experience breathing problems even at code yellow levels.

### **How can you protect your health?**

- Know the Code. Pay attention to the daily air quality forecast.
- Know your body. Be aware of any health conditions that may increase your risk. Notice if you experience

breathing difficulties or other problems on bad air days.

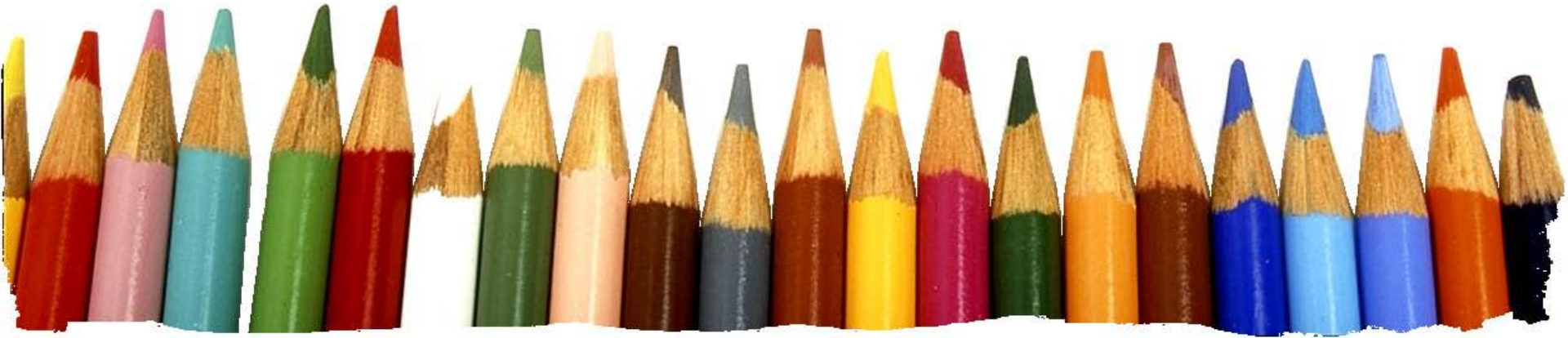
- Limit your outdoor physical activity on code orange or worse days, especially if you’re a member of a sensitive group. Pollution exposure depends on the length of time and level of exertion. Any activity that raises your breathing rate increases your risk. You don’t need to stay indoors, but “take it easy” outdoors to reduce your risk.
- If you have a heart condition, use special caution on forecasted high particle pollution days. Particle pollution can be high at any time of day or night, unlike ozone pollution, which is highest in the afternoons. Particles also can penetrate indoors, unlike ozone, so indoor particle levels may be higher than normal on high particle pollution days. Limit indoor exertion, as well as outdoor exertion, on forecasted high particle days.
- Do your share to care for the air. Driving less, keeping your car tuned, and using less electricity reduces emissions from cars and coal-fired power plants, so that everyone can breathe easier.

### **How can I get the daily air quality forecast?**

- Subscribe to e-mail or text forecast notifications at [www.enviroflash.info](http://www.enviroflash.info)
- Check the NC Division of Air Quality website at [www.ncair.org](http://www.ncair.org)
- Check your newspaper’s weather page, or watch your local TV weather report. Some TV news broadcasts report orange, red, or purple forecasts only.
- Call the Air Awareness hotline at 1-888-RU4NCAIR (1-888-784-6224)

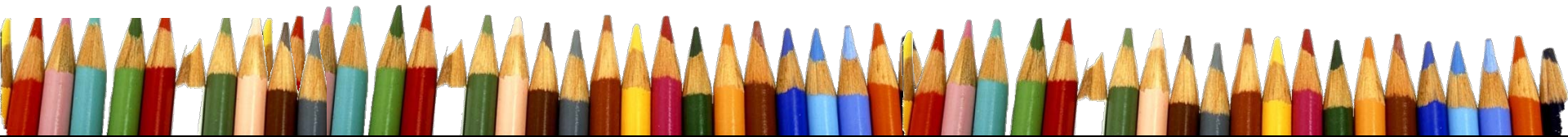
# Summer Opportunities for ACS Students 2012

***Asheboro City Schools  
Board of Education Meeting  
July 12, 2012***



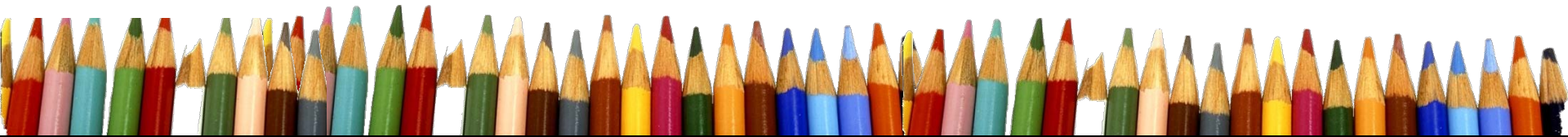
# Jumpstart

- Target: Rising Kindergarteners (Approximately 24 identified students using Dial 4 screener)
- Dates: July 9 -27 (5 days per week – am)
- Focus: The focus of Jumpstart is to help students who are at risk for delays to learn skills needed to have a more successful transition to Kindergarten (e.g. walking in line, sitting in a group, interacting with peers,...)



# Balfour

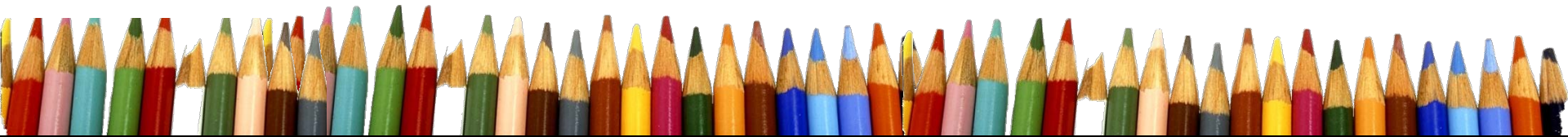
- Target group: Rising 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade **English Language Learners** (approximately 30)
- Dates: June 18 – Aug. 9 (2 days per week -am)
- Focus: *Literacy!* Small reading groups, access to Literacy Closets, Media Center, Technology, reading logs – parent participation at home





# Guy B. Teachey

- Target: Rising 2<sup>nd</sup> and 3<sup>rd</sup> graders (approximately 30-40)
- Dates: June 19 – Aug. 9 (2 days per week – am)
- Focus: *Literacy!* Comprehension Toolkit (S. Harvey & A. Goudvis), Scholastic's READ180



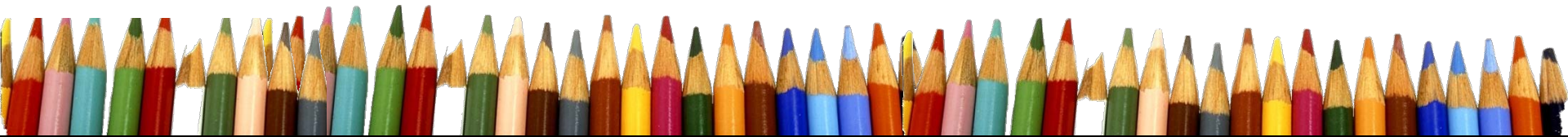
# Donna Lee Loflin

- Target group: Rising 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders – (Approximately 36 students within three guided reading levels of being on grade level)
- Dates: July 16 -27 (5 days per week – am)
- Focus: *Literacy! Grade level texts, Socratic Seminars,...*
- **SUMMER READING Program for ALL STUDENTS : Media Center/Technology Lab**



# Lindley Park

- Target: Rising 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders (approximately 45 students)
- Dates: July 10-27 (5 days per week – am)
- Focus: *Literacy!* Leveled Literacy Intervention, Shared Reading, Pilot group: 3<sup>rd</sup> grade using Scholastic's System 44



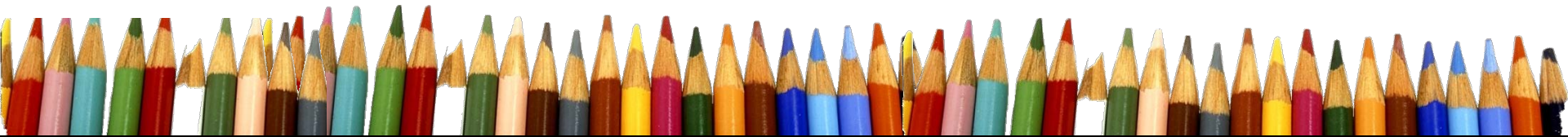
# McCrary

- Target: Rising 1<sup>st</sup>, 2<sup>nd</sup>, and **3<sup>rd</sup>** graders (approximately 30 students)
- Dates: July 10 -27 (5 days per week – am)
- Focus: *Literacy!* Leveled Literacy Intervention, Math (numeration)



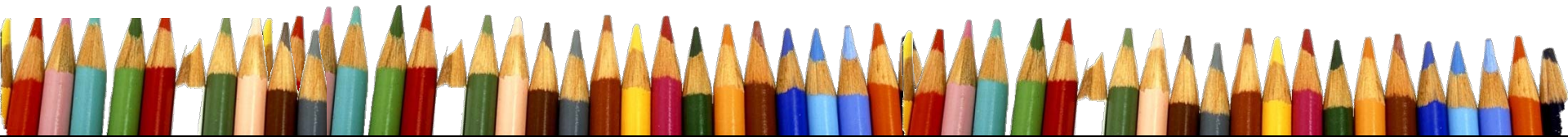
# South Asheboro Middle

- Target: Rising 6<sup>th</sup> graders (approximately 32)
- Dates: June 18-23 & August 9-10 (am)
- Focus: *Transition Year!* Student Leadership, Getting organized, AVID strategies



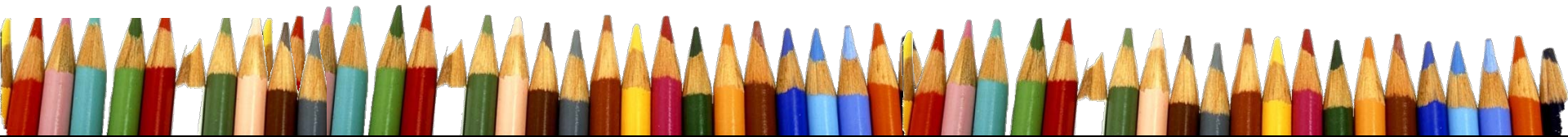
# North Asheboro Middle

- **Target:** Rising 7<sup>th</sup> and 8<sup>th</sup> graders (approximately 30 students identified as not having been successful in 6<sup>th</sup> and 7<sup>th</sup> grades during 2011-12 school year)
- **Dates:** July 23 (5 days per week – 8:30 am – 3:00 pm)
- **Focus:** *Literacy!*, Project-based learning (research and select a grant project that will benefit the Asheboro community), Leadership development, Skill development



# Asheboro High School

- Target: Rising 9<sup>th</sup> graders (approximately 60)
- Dates: July 9 – 27 (5 days per week)
- Focus: *Transition Year! Literacy – emphasis on writing, Technology, Presentation Skills*
- **ALSO: Credit Recovery Opportunities**  
(2 weeks in June – ELA/Math & 4 weeks for failed courses: gr 9 -11)





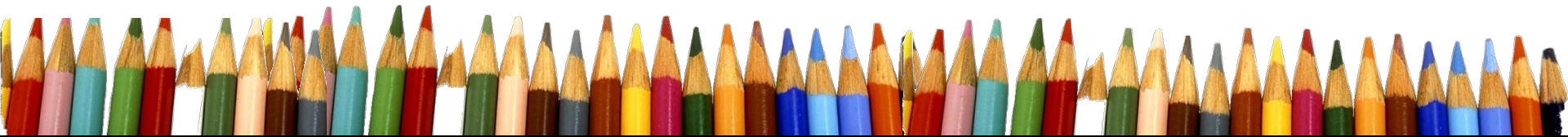
# Additional Enrichment Opportunities

- **GEAR UP:** July 9-17 – Rising 11<sup>th</sup>-12<sup>th</sup> graders (approximately 60 students)

Focus: *Literacy*, Math, Transition Skills

- **Project STEM Stars Summer Enrichment** (Golden Leaf): July 16-20 – Rising 6<sup>th</sup> graders; July 23-27 – Rising 7<sup>th</sup> graders (approximately 40 per grade)

Focus: STEM activities at the AHS Zoo School and other locations (RCC, Science Museum,...)





## 2011/2012 AHS STUDENT ATHLETE DATA

These are the results for varsity sports teams at Asheboro High School. 393 students were members of varsity teams. Many of these students are multi-sport participants.

<u>FALL/WINTER SPORTS</u>	<u>NUMBER OF ATHLETES</u>	<u>GRADE POINT AVERAGE</u>
FOOTBALL*	44	3.25
WOMEN'S GOLF*	6	3.62
WOMEN'S CROSS COUNTRY*	9	3.61
MEN'S CROSS COUNTRY*	19	3.54
MEN'S SOCCER	17	2.72
WOMEN'S TENNIS*	17	3.60
VOLLEYBALL*	10	3.64
MEN'S BASKETBALL*	13	3.15
WOMEN'S BASKETBALL	10	2.99
CHEERLEADING*	18	3.54
WRESTLING	40	2.99
MEN'S SWIMMING*	13	3.55
WOMEN'S SWIMMING*	10	3.40

<u>SPRING SPORTS</u>	<u>NUMBER OF ATHLETES</u>	<u>GRADE POINT AVERAGE</u>
BASEBALL*	15	3.23
MEN'S GOLF*	15	3.45
WOMEN'S SOCCER*	16	3.46
SOFTBALL*	16	3.46
MEN'S TENNIS*	20	3.28
MEN'S TRACK	55	2.90
WOMEN'S TRACK	26	3.09

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

AHS varsity teams earned a 3.30 GPA. (393 varsity student athletes)

271 varsity student/athletes (107-female, 164-males) qualified for the NCHSAA Scholar Athlete Award with a 3.50 (weighted) GPA during the 2011/2012 school year.

This data was collected and compiled from NCWISE.

AHS were conference champions in the following sports: (Mid- Piedmont Conference 3-A)

Men's Golf  
Men's Tennis  
Women's Tennis  
Women's Soccer

AHS was the runner-up in the Wells Fargo Cup for the Mid Piedmont Conference.

71 AHS student/athletes were voted to the All MPC all-conference teams.

John Thornburg was selected MPC Male Athlete of the Year. He was all-conference in football, wrestling, and baseball.

Jay Moore, Graham Helsabeck, Brian Nance, and Chuck Henderson were named as Coaches of the Year for their respective teams in the conference.

Marlee Pukerson, Cole Boroughs, Avery Robinson, Austin Allen, and Abigail Bullins were voted as player of the years in their respective sports.

11 of 12 eligible teams qualified for post season playoffs. (Men's golf finished 5<sup>th</sup> in the 3-A State Championships.)

Individual sports were represented in state championships in track, cross-country, golf, and wrestling. John Thornburg captured the individual 3-A State Championship in wrestling. Daniel Brantley won the individual 3-A State Championship in golf. John Trollinger placed 3<sup>rd</sup> in the State 3-A Track Championships in the 1600 meter run. The 400 meter relay team of Tierra Lester, Kyosha Lowery, Destinee' Martin, and Atiyah Hamilton placed 4<sup>th</sup> in the State 3-A Track Championships.

Micaela Hayes has been chosen to participate in the NCCA summer East-West football game (cheerleader).

Dee Bulla  
Athletic Director  
Asheboro High School

Athletic Review  
July 2012

AHS

Number of Student-Athletes: 393 (duplicated count)

Runner-Up for Wells Fargo Cup = Overall athletic excellence

Mid-Piedmont Conference Champions (4): Men's Golf (Graham Helsabeck)  
Men's Tennis (Jay Moore)  
Women's Tennis (Jay Moore)  
Women's Soccer (Beth Luck)

Number of All-Conference student/athletes: 71

MPC Male Student-Athlete of the Year: John Thornburg  
All-MPC - Football, Wrestling, Baseball

Coach of the Year (4) Jay Moore (Tennis)  
Graham Helsabeck (Golf)  
Brian Nance (Men's Basketball)  
Chuck Henderson (Football)

Player of the Year (5) Marlee Purkerson (Women's Tennis)  
Cole Boroughs (Football)  
Avery Robinson (Men's Soccer)  
Abigail Bullins (Women's Soccer)

Varsity Teams Qualifying for NCHSAA Playoffs:  
11 of 12

Outstanding Team Achievement in NCHSAA Playoffs:  
Men's Golf - 5<sup>th</sup> in 3-A Championships

Outstanding Individual Achievement in NCHSAA Playoffs:  
John Thornburg State Champion, 3-A Wrestling  
Daniel Brantley State Champion, 3-A Men's Golf  
John Trollinger 3<sup>rd</sup> Place, 3-A Men's Track, 1600 Meter Run  
Tierra Lester  
Kyosha Lowery 4<sup>th</sup> Place, 3-A Women's Track, 400 Meter Relay  
Destinee Martin  
Atiyah Hamilton

NCCA East-West Football Game: Micaela Hayes (Cheerleading)

NAMS

Number of Student-Athletes: 206 (duplicated count)

Randolph County Conference Champions (2): Volleyball (tournament)  
Boy's Soccer (tournament)

Randolph County Conference Sportsmanship Award

SAMS

Number of Student-Athletes: 302 (duplicated count)

Randolph County Conference Champions (2): Football  
(Regular Season & Tournament)  
Boy's Basketball - Undefeated  
(Regular Season & Tournament)

Wrestler of the Year: Nicholas Coe

2 Student-Athletes/3 Conference Champions (Football/Basketball/Track):  
Wayne Robertson  
Terry Richmond

Combined Team

Randolph County Conference Champions (1) Boy's Track - Undefeated

Ejection-Free AHS  
NAMS

Violations of Requirements - Drug/Alcohol: 3  
Alcohol at school function (30 days)  
Drug possession (30 days)  
Drug paraphernalia (30 days)

Concussion Awareness Act Recorded Incidents  
AHS - 16  
NAMS - 3  
SAMS - 0

By Sport  
Football - 13  
Soccer - 3  
Cheerleading - 2  
Basketball - 1

Policy 2110: Board Member Elections

**As recommended to the Board Policy Committee, June 14, 2012**

Two additions have been made to this policy in Section D., Oath of Office. In the actual oath of office, a statement making it applicable to United States Constitution and laws as well as North Carolina constitution and laws, has been included. Also added is a statement clarifying that if a board member assumes the duties of office before taking the oath, s/he will be removed from office. Formatting changes have also been made.

**A. QUALIFICATIONS**

There is a basic concept of responsibility attached to service as a member of this board of education. Board members are individually and collectively trustees; they serve as trustees of our community's children. More specifically, the "estate" which members of this board hold "in trust" is (1) the present welfare of our children and community as it may be enhanced by a program of public education; and (2) the future welfare of our community, state and nation as the children in school today become the responsible adults of tomorrow.

In terms of this concept, this board of education is responsible to our community at-large and also to the State of North Carolina. This responsibility looms large, and it is one which can be filled best by persons of sound judgement, broad vision, dedication to the interest of education and unselfish concern for the public welfare.

As elected representatives of the public, board members are expected to be free from prejudice, bias or commitment to special interests.

Any person possessing the qualifications for election to public office as provided for in Article VI, Section 6 of the Constitution of North Carolina and who is a qualified voter and resident of the district from which he/she seeks to be elected will be eligible to serve as a member of the board of education.

Any person elected or appointed to the board and also employed by the board will resign his/her employment before taking office as a member of the board.

**B. MEMBERSHIP AND TERMS OF OFFICE**

The board of education will consist of eleven members. All terms will be for six years with the terms staggered so that no more than four will expire every two years.

**C. METHOD OF ELECTION**

All elections are nonpartisan and are to be held at the time of the November general election in odd-numbered years.

The elections shall be held and conducted by the Randolph county Board of Elections under the same provisions of the General Statutes which are applicable to the election of municipal officers in the City of Asheboro.

**D. OATH OF OFFICE**

Before taking office, newly elected board members will take and sign the following oath or affirmation on or before the regular December meeting of the board of education following their election:

“I do solemnly swear (or affirm) that I will support and defend the Constitution and laws of the United States and the Constitution and laws of the State of North Carolina and that I will honestly, faithfully, and impartially discharge my duties as a member of the Asheboro City Board of Education to the best of my ability.”

If a board member enters into the duties of his or her office before taking, subscribing and filing the oath of office, he or she will be ejected from office.

Legal References: N.C. Const., art. VI, §§ 6 and 7; G.S. 14-229; 115C-35; -37, Local Modification, Randolph County: 1967, c. 739; 1973

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

Updated: February 12, 2009<sub>2</sub>

## Policy 2115: Unexpired Term Fulfillment

**As recommended to the Board Policy Committee, June 14, 2012**

The beginning paragraph has been added to clarify how vacancies in the membership of the board of education will be filled in case of death, resignation, or otherwise.

Remaining board members will appoint a person to serve until the election of board members, at which time the remainder of the unexpired term will be filled by election.



All vacancies in the membership of the board of education caused by death, resignation or otherwise, will be filled by a person appointed by the remaining members of the board to serve until the next election of board members, at which time the remaining unexpired term will be filled by election.

Immediately upon the occurrence of a vacancy in the membership of the board, an announcement of such vacancy shall be made at a board meeting. Arrangements will be made to notify all absent members of the vacancy. The board chairperson will appoint three board members to an ad hoc committee to make one or more nominations for the position at the next regular meeting of the board.

After nominations have been made by the ad hoc committee, the board, in open session, will elect, by majority vote, the person to fill the vacancy in the membership. The elected candidate will be administered the oath of office at the next meeting of the Board.

Legal References: G.S. 115C-37(f)

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

Updated:

Policy 2116: Removal from Office

**As recommended to the Board Policy Committee, June 14, 2012**

This policy defines conditions where an individual may not serve on the board or may be removed from the Board. A paragraph has been added in order to comply with G.S. 14-230 which states that a board member who omits, neglects, or refuses to complete his/her duties or willfully violates the oath of office is subject to removal from office by a court.

## **REMOVAL FROM OFFICE**

*Policy Code: 2116*

---

A person who has been impeached from any office or adjudged guilty of a felony, corruption, or malpractice in any office and who has not been restored to the rights of citizenship is disqualified for office.

A board member who changes residence such that he or she is no longer entitled to vote in an election for the office he or she holds is disqualified from continuing to hold the office.

In addition, as provided by G.S. 14-230, a board member who willfully and corruptly omits, neglects or refuses to discharge any of the duties of office or who willfully and corruptly violates the oath of office is subject to removal from office by a court.

A member of the local board of education who becomes disqualified for office may be subject to removal under G.S. 1-515.

Legal References: N.C. Const. art. VI; G.S. 1-514 to -532, 14-228 to -234.1

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

Revised: January 10, 2008<sub>2</sub>

**As recommended to the Board Policy Committee, June 14, 2012**

Formatting changes along with legal/cross references have been made to Policy 2000: Operational Goals of the Board.

The title of Policy 2122 has been changed to the “Role of Board Members in Handling Complaints.”

Policy 2126/4705/7825: Confidentiality of Personal Identifying Information has been removed from the 2000 series because it is no longer applicable to that section; however, it will remain in the 4000 and 7000 series.

The following policies have been reviewed and necessary changes have been made to legal/cross references:

- Policy 2010: Board and Superintendent Relations
- Policy 2100: Board Member Legal Status
- Policy 2113: Board Member Resignation
- Policy 2120: Code of Ethics for School Board Members
- Policy 2121: Board Member Conflict of Interest
- Policy 2123: Board Member Opportunities for Development
- Policy 2125/7315: Confidential Information
- Policy 2130: Board Member Compensation and Expenses
- Policy 2200: Election of Officers/Organization of Board

The board recognizes the trust and accountability it owes citizens, staff, parents and students in the manner in which it transacts the business of the school district. The board strives to conduct itself in accordance with the following operational goals:

1. acting in accordance with the code of ethics, as provided in policy 2120;
2. maintaining effective board/superintendent relations;
3. operating cost effectively and efficiently;
4. conducting business openly;
5. meeting requirements and duties for the board as established in board policy or law; and
6. making decisions with the board's goals, objectives and other principles as the guiding focus.

The board will endeavor to evaluate on a periodic basis its efforts to follow these operational goals. The board may use outside consultants, including the North Carolina School Boards Association, to assist the board in its self-evaluation.

Legal References: G.S. 115C-36

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 2010), Board Member Elections (policy 2110), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on June 14, 2012

The board believes that legislation of policies is the most important function of this school board, and that the execution of the policies should be the function of the superintendent.

Delegation by the board of its executive powers to the superintendent provides freedom for the superintendent to manage the schools within the board's policies, and frees the board to devote its time to policy making and appraisal functions.

The board recognizes the importance of an effective working relationship between the board and superintendent. The board further recognizes the distinct and separate areas of responsibility of the board and superintendent to the school district. The superintendent is responsible for the administration of the system of schools consistent with the board's policies.

To maintain a cohesive relationship between the board and the school district, the superintendent will serve as secretary of the board and will assist all board committees. The superintendent will keep the board informed of the operation of the district. The superintendent will make recommendations to the board as required by law, board policy and as otherwise determined appropriate by the superintendent. The superintendent also will assist the board in making sound decisions and meeting the requirements of law by providing information and advice regarding all matters which require board action.

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

Cross References: Board Authority and Duties (policy 1010), Duties of Officers (policy 2210)

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

Reviewed by Policy Committee on June 14, 2012

The board of education is a body corporate. Members of the board have authority only when acting as a board legally in session. The board will not be bound in any way by any statement or action on the part of an individual member, except when such action is at the specific instruction of the board.

Legal References: G.S. 115C-40, -41

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

Reviewed by Policy Committee on June 14, 2012

A board member will, upon deciding to submit his/her resignation, give the board chairperson a written notice of such resignation at least thirty (30) days in advance of the effective date of his/her termination of membership on the board. The board chairperson will submit the notice of resignation to board members as soon as possible and by no later than the next regular meeting of the board.

Legal References:

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

Reviewed by Policy Committee on June 14, 2012.



# **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 a code of ethics as required by G.S. 160A-86 and G.S. 115C-47(57).

## **A. BOARD MEMBER ETHICAL REQUIREMENTS**

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;
2. the need to uphold the integrity and independence of the board member's office;
3. the need to avoid impropriety in the exercise of the board's and board member's official duties;
4. the need to perform faithfully the duties of the office; and
5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

## **B. SPECIFIC BOARD MEMBER COMMITMENTS**

In order to implement the above standards, each member of the board commits to do 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 independent judgment and refuse to surrender that judgment to individuals or special interest groups;
4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;
5. respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in closed session;

6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
7. communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
8. 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;
9. comply with North Carolina General Statute 115C-50 by earning annually the required 12 hours of training;
10. comply with G.S. 160A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;
11. support the employment of those persons best qualified to serve as school employees and avoid allowing personal relationships and biases to influence decision making;
12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;
13. 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;
14. take no private action that will compromise the board or administration; and
15. 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, -47(57), -50; 160A-86, -87

Cross References: Board Member Opportunities for Development (policy 2123)

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

Updated: March 11, 2010, June 10, 2010

Reviewed by Policy Committee on June 14, 2012

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with his or her duties as a public official, including ethical duties as specified in the Code of Ethics for School Board Members, policy 2120.

A member of the board will not do any of the following:

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

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the contract or attempt to influence any other person who is involved in making or administering the contract.

Legal References: G.S. 14-234; 133-32

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict of Interest (policy 7730)

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

Revised: July 14, 2011

Reviewed by Policy Committee on June 14, 2012

## **ROLE OF BOARD MEMBERS IN HANDLING COMPLAINTS** *Policy Code:2122*

---

### **A. ROLE OF BOARD MEMBERS IN HANDLING COMPLAINTS**

An individual board member who receives a complaint or inquiry from a parent or interested citizen concerning a school matter will refer the complainant to the appropriate school administrator and will, when appropriate, advise the complainant of the procedures in place for making such complaints.

The board member also may refer the complainant to the superintendent who will determine an appropriate means of responding to the complaint. The board attorney also may be notified of the complaint in accordance with board policy 2610, Board Attorney.

Individual board members will refrain from taking individual action with regard to such complaints other than referring them to the proper administrative employee.

### **B. ROLE OF BOARD MEMBERS IN VISITS TO SCHOOLS**

Members of the board of education are encouraged to visit schools in order to inform themselves and to gain a clearer understanding of the daily operation of the system. Members of the board of education wishing to visit a school in the district in their official capacity as board members should generally inform the superintendent or his designate of the desire to visit. Policy questions arising from such visits should be directed to the superintendent.

In matters relating to the education of their own children, members of the board of education act as parents rather than board members and have the same rights and responsibilities as other parents.

Board members should confer, in the same manner as other parents, with the individual teacher or principal about matters growing out of their children's participation in the public schools.

### **C. ROLE OF BOARD MEMBERS IN INFORMAL MEETINGS WITH INDIVIDUAL OR GROUPS OF PATRONS CONCERNING SCHOOL MATTERS**

The board of education encourages citizen participation in the public schools. Board policies provide guidance for such citizen participation. Individual board members should inform any citizen or group of citizens with whom they meet that in such meetings they act only as individuals and not for or on behalf of the board of education unless they have been so authorized by official board action. In addition, board members should attempt to avoid situations in which their presence could be inferred by the citizens as being officially representative of the board.

Individual members of the board of education should refrain from meeting with groups of school employees to discuss matters relating to employment or conditions of work without specific authorization by board action.

When a request is received by a board member to meet with any informal citizen group about school matters, the individual board member should inform the board chairman and the superintendent of the request.

Legal References: G.S. 115C-36

Cross References: Board Attorney (policy 2610), Responding to Complaints (policy 1742/5060)

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

Updated:

## **BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT**

*Policy Code:* **2123**

---

Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school board associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training annually.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the annual 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50; 160A-86, -87

Cross References: Code of Ethics for School Board Members (policy 2120)

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

Revised: November 14, 2002, June 10, 2010,

Employees and board members have an absolute duty to maintain the confidentiality of records as required by law. Employees and board members, by the nature of their occupation, are exposed to confidential information which should not be repeated or discussed except with those recognized by law as having a right to the information. Any employee or board member who is not sure whether particular information may be protected by state or federal confidentiality laws should seek clarification from his or her immediate supervisor or the assistant superintendent for human resources (for employees) or from the superintendent or board attorney (for board members). Where violations occur, appropriate disciplinary action will be taken.

It is a criminal violation for an employee or board member to do either of the following:

- knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file, or
- knowingly and willfully examine, remove or copy a personnel file that he/she is not specifically authorized to access pursuant to G.S. 115C-321.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; G.S. 115C-47(18), -321, -402

Cross References: Communicable Diseases (policy 4230), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records = Retention, Release and Disposition (policy 5070/7350), Personnel Files (policy 7820)

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

Revised: May 11, 2006

Reviewed by Policy Committee on June 14, 2012



## **CONFIDENTIALITY OF PERSONAL IDENTIFYING INFORMATION**

*Policy Code: 2126/4705/7825*

---

The board recognizes the need to protect students, approved volunteers, board of education members, and employees from the improper release of social security numbers and other personal identifying information. To this end, the board will ensure that all schools comply with the Identity Protection Act of 2005 and any other federal and state laws governing the collection, use and disclosure of personal identifying information. No person shall knowingly disclose, transfer or unlawfully use the social security number or other personal identifying information of any employee, student or other individual.

For purposes of this policy, personal identifying information includes social security numbers; employer taxpayer identification numbers; drivers license numbers; state identification card numbers; passport numbers; checking accounts; savings accounts; credit card and debit card numbers; personal identification (PIN) codes; digital signatures; any numbers or information that can be used to access an individual's financial resources; biometric data; fingerprints; and passwords.

The superintendent shall establish rules and regulations to implement this policy. The superintendent shall ensure that:

1. The confidentiality of social security numbers and personal identifying information is maintained consistent with legal requirements.
2. The unlawful collection, disclosure and use of social security numbers and personal identifying information is prohibited.
3. Access to and dissemination of information or documents containing social security numbers and personal identifying information is limited internally within the school system and externally with the general public.
4. Documents containing social security numbers and personal identifying information are disposed of properly.
5. Social security numbers and personal identifying information are redacted from public documents.
6. Social security numbers and personal identifying information are collected only when specifically authorized by law or if collection is imperative for the performance of the school system's duties and such need has been clearly documented.
7. Board procedures governing the maintenance and destruction of records are followed for all documents containing social security numbers and other personal identifying information.

8. In the event of a security breach, in which personal information is accessed and acquired without authorization, the notice requirements of G.S. 75-65 are followed.

This policy and its rules shall be published in the appropriate handbooks, manuals and other similar documents.

Any individual who fails to comply with this policy and the superintendent's rules and regulations will be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees. In addition, such person may be subject to criminal prosecution.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Article 2A of Chapter 75 of the General Statutes; G.S. 14-113.20; 132-1.10, 143-64.60

Cross References: Confidential Information (policy 2125/7315), Student Records (policy 4700), Personnel Files (policy 7820), School Volunteers (policy 5015)

Issued: January 31, 2006

Revised: August 31, 2006; October 15, 2007

Adopted: April 10, 2008

Reviewed by Policy Committee on June 14, 2012

## **BOARD MEMBER COMPENSATION AND EXPENSES**

---

*Policy Code: 2130*

### **COMPENSATION**

Board members will be compensated for the performance of official, within district, school business. The amount of compensation will be established according to applicable laws.

### **REIMBURSEMENT**

Board members will be reimbursed for out-of-pocket expenses incurred in the performance of their duties. Requests for reimbursement previously authorized by the board will be submitted within thirty days of incurring the expenses. Such requests will be signed by the board member incurring the expense. Requests for reimbursement submitted by the chairperson will be signed by the superintendent.

Board members wishing to take their spouses on board retreats or to conferences of the school boards' associations are responsible for the expenses of their spouse.

Legal References: G.S. 115C-38; 153A-92

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

Reviewed by Policy Committee on June 14, 2012

## **ELECTION OF OFFICERS/ ORGANIZATION OF BOARD**

*Policy Code:* **2200**

---

The board will elect a chairperson and a vice-chairperson to serve for a term of one year or until his or her successor is elected and qualified by taking the oath of office prescribed in Article VI, Sec. 7 of the North Carolina Constitution (see board policy 2110, Board Member Elections). An organizational meeting for the election and qualification of officers will be held at the regularly scheduled December meeting of the board and as often thereafter as the board will determine appropriate. The officers will be elected in the following order: chairperson, vice-chairperson.

The chairperson may serve a maximum of four successive years and then be eligible again after someone else served as chairperson.

If the chairperson resigns from office, the position will be filled by the vice-chairperson for the remainder of the term.

If the vice-chairperson resigns from office or becomes chairperson, the position will be filled at the time the vacancy occurs. The individual elected must have the majority vote of all members present.

If necessary at any meeting held to elect officers, the secretary to the board will serve as chairperson of the board for the purpose of conducting the election of the chairperson.

Legal References: G.S. 115C-37(d), -41

Cross References: Board Member Elections (policy 2110)

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

Reviewed by Policy Committee on June 14, 2012

**As recommended to the Board Policy Committee, May 10, 2012**

Minor changes to wording along with legal/cross references have been made in the following policies:

- Policy 1300: Governing Principle – Parent Involvement
- Policy 1400: Governing Principle – School Initiatives
- Policy 1500: Governing Principle – Safe, Orderly and Inviting Environment
- Policy 1600: Governing Principle – Professional Development
- Policy 1700: Governing Principle – Removal of Barriers
- Policy 1742/5060: Responding to Complaints
- Policy 1800: Governing Principle – Stewardship of Resources

Two additional policies have been reviewed and no changes made:

- Policy 1000: Legal Status of the Board and the School District
- Policy 1520: Identification Card System

**LEGAL STATUS  
OF THE BOARD AND SCHOOL DISTRICT**

*Policy Code:* **1000**

---

The legal status of the board and school district has been established by the General Assembly. In consonance with the law, the following are in effect:

- The official name of this district is: The Asheboro City Administrative Unit.
- The schools of this district will be known as: The Asheboro City Schools.
- The governing body of the Asheboro City Schools is: The Asheboro City Board of Education.

Legal References: N.C. Const., art. IX; G.S. 115C-1, -5, -40, -69

Adopted: March 12, 1998 to become effective July 1, 1998

Administrative Procedure: None

Reviewed by Policy Committee on May 10, 2012

**GOVERNING PRINCIPLE –  
PARENTAL INVOLVEMENT**

*Policy Code:* **1300**

A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools. Unless otherwise stated in specific policies, references to “parents” also include persons acting in the place of parents, such as legal guardians or legal custodians. The board’s vision for involving parents is expressed through the following board policies:

Governing Principles .....(policy 1100)  
Parental Involvement .....(policy 1310/4002)  
Title I Parent Involvement .....(policy 1320/3560)  
Discrimination, Harassment and Bullying Complaint Procedure.....(policy 1720/4015/7225)  
Nondiscrimination on the Basis of Disabilities .....(policy 1730/4022/7231)  
Student and Parent Grievance Procedure.....(policy 1740/4010)  
Responding to Complaints.....(policy 1742/5060)  
Public Participation at Board Meetings .....(policy 2310)  
Policy Development.....(policy 2410)  
Adoption of Policies .....(policy 2420)  
Curriculum Development.....(policy 3100)  
Innovation in Curriculum and Instruction.....(policy 3110)  
Selection of Textbooks and Supplementary Materials .....(policy 3200)  
Parental Inspection of and Objection to Instructional Materials .....(policy 3210)  
Technology Acceptable Use Internet and the Educational Program .....(policy 3225/4312/7320)  
School Trips .....(policy 3320)  
Evaluation of Student Progress.....(policy 3400)  
Students At-Risk of Academic Failure .....(policy 3405)  
Student Promotion and Accountability .....(policy 3420)  
School Improvement Plan.....(policy 3430)  
Class Rankings .....(policy 3450)  
Alternative Learning Programs/Schools .....(policy 3470/4305)  
Religious-Based Exemptions from School Programs.....(policy 3510)  
Special Education Programs/Rights of Students with Disabilities .....(policy 3520)  
Comprehensive Health Education Program.....(policy 3540)  
Counseling Program.....(policy 3610)  
Extracurricular Activities and Student Organizations .....(policy 3620)  
Equal Educational Opportunities .....(policy 4001)  
Age Requirements for Initial Entry.....(policy 4100)  
Discretionary Admission .....(policy 4130)  
School Assignment .....(policy 4150)  
School Improvement Choice Transfer .....(policy 4153)  
Release of Students from School .....(policy 4210)  
Student Insurance Program.....(policy 4220)  
Student Behavior Policies.....(policy 4300)  
School Plan for Management of Student Behavior.....(policy 4302)

School-Level Investigations Process for Addressing Misbehavior ..... (policy 4340)  
Parental Involvement in Student Behavior Issues ..... (policy 4341)  
Removal of Student During the Day ..... (policy 4352)  
Long-Term Suspension, 365 Day Suspension, Expulsion..... (policy 4353)  
Student Discipline Hearing Procedures ..... (policy 4370)  
Attendance ..... (policy 4400)  
Student Fees ..... (policy 4600)  
Student Records ..... (policy 4700)  
Surveys of Students..... (policy 4720)  
Parent Organizations ..... (policy 5010)  
School Volunteers ..... (policy 5015)  
Visitors to the Schools ..... (policy 5020)  
Registered Sex Offenders ..... (policy 5022)  
Student Health Services ..... (policy 6120)  
Administering Medicines to Students ..... (policy 6125)  
Bus Routes ..... (policy 6321)  
Student Assignment to Buses..... (policy 6322)  
Naming Facilities ..... (policy 9300)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised:



**GOVERNING PRINCIPLE --  
SCHOOL INITIATIVES**

*Policy Code:* **1400**

In a system of excellent schools, each school initiates improvements to the educational program and services for students and involves staff, parents and students in the school level decision-making processes. The board’s vision for encouraging school initiatives, including school level decision-making, is expressed through the following board policies:

School Rules ..... (policy 2475)  
Curriculum Development ..... (policy 3100)  
Innovation in Curriculum and Instruction..... (policy 3110)  
Curriculum and Instructional Guides ..... (policy 3115)  
Selection of Textbooks and Supplemental Materials ..... (policy 3200)  
School Calendar and Time for Learning ..... (policy 3300)  
Student Promotion and Accountability ~~Student Progression and Placement~~ ..... (policy 3420)  
School Improvement Plan ..... (policy 3430)  
Comprehensive Health Education Program ..... (policy 3540)  
School Plan for Management of Student Behavior ..... (policy 4302)  
Administering Medicines to Students ..... (policy 6125)  
Staff Involvement in Decision Making ..... (policy 7210)  
Budget Resolution..... (policy 8110)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised:

**GOVERNING PRINCIPLE –**  
**SAFE, ORDERLY AND INVITING ENVIRONMENT**    *Policy Code:*    **1500**

---

A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning. The board's vision for creating and maintaining a safe, orderly and inviting environment is expressed through the following board policies:

School Safety .....	(policy 1510/4200/7270)
Identification Card System .....	(policy 1520)
Prohibition Against Discrimination, Harassment <u>and Bullying</u> .....	(policy 1710/4021/7230)
Nondiscrimination on the Basis of Disabilities .....	(policy 1730/4022/7231)
School Trips .....	(policy 3320)
School Improvement Plan.....	(policy 3430)
Conflict Resolution .....	(policy 3431)
Alternative <u>Learning Programs</u> /Schools .....	(policy 3470/4305)
Citizenship <u>and Character Education</u> .....	(policy 3530)
Focus on Students .....	(policy 4000)
<u>Service Animals in Schools</u> .....	(policy 4202/5029/7272)
Release of Students from School .....	(policy 4210)
Communicable Diseases – <u>Students</u> .....	(policy 4230)
<u>Student Sex Offenders</u> .....	(policy 4260)
Student Behavior Policies .....	(policy 4300)
Authority of School Personnel.....	(policy 4301)
School Plan for Management of Student Behavior.....	(policy 4302)
<u>Integrity and Civility Standards of Expected Student Behavior</u> .....	(policy 4310)
<u>Disruptive Behavior</u> <del>Orderly Environment</del> .....	(policy 4315)
<u>Tobacco Products – Students</u> .....	(policy 4320)
<u>Narcotics, Alcoholic Beverages and Stimulant Drugs and Alcohol</u> .....	(policy 4325)
<u>Theft, Trespass and Damage to Property</u> <del>Anti-Social Behavior</del> .....	(policy 4330)
<u>Assaults, Threats and Harassment</u> .....	(policy 4331)
<u>Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety</u> .....	(policy 4333)
Criminal Behavior.....	(policy 4335)
<u>Student Searches</u> <del>Investigations</del> .....	(policy 4342)
Student Discipline Records.....	(policy 4345)
<u>Short-Term Suspension</u> .....	(policy 4351)
Removal of Student During the Day.....	(policy 4352)
Long-Term Suspension, 365 Day Suspension, Expulsion.....	(policy 4353)
Requests for Readmission of <del>Expelled</del> Students <u>Suspended for 365-Days or Expelled</u> (policy 4362)	
Visitors to the Schools .....	(policy 5020)
<u>Registered Sex Offenders</u> .....	(policy 5022)
Smoking and Tobacco Products.....	(policy 5026/7250)
<u>Weapons and Explosives Prohibited</u> .....	(policy 5027/7275)
News Media Relations .....	(policy 5040)
Emergency Closings .....	(policy 5050)

Relationship with Other Governmental Agencies ..... (policy 5100)  
Relationship with Law Enforcement ..... (policy 5120)  
Collections and Solicitations..... (policy 5220)  
Operation of Student Food Services ..... (policy 6220)  
Goals of Student Transportation Services..... (policy 6300)  
Safety and Student Transportation Services ..... (policy 6305)  
Drivers..... (policy 6315)  
Bus Routes ..... (policy 6321)  
Transportation Service/Vehicle Contracts ..... (policy 6340)  
Organization of Equipment, Materials and Supplies Services..... (policy 6510)  
Hazardous Materials ..... (policy 6540)  
Drug-Free and Alcohol-Free Workplace ..... (policy 7240)  
Drug and Alcohol Testing of Commercial Motor Vehicle Operators ..... (policy 7241)  
Staff Responsibilities ..... (policy 7300)  
School Administrator Contracts..... (policy 7425)  
Planning to Address Facility Needs..... (policy 9000)  
Facility Design..... (policy 9020)  
Care and Maintenance of Facilities..... (policy 9200)  
Care and Maintenance of Grounds and Outdoor Equipment..... (policy 9210)  
Security of Facilities ..... (policy 9220)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised:

To help ensure the safety of our students, staff, and community, the Asheboro City Schools district has implemented an identification card system for all staff and approved visitors in the schools. Requiring all staff and visitors to display identification cards will help us distinguish persons who have legitimate business in our schools from those who do not, thereby enhancing safety at our schools.

#### Responsibility of distributing and enforcing policy

The Asheboro City Schools Central Office will be responsible for the creation and distribution of photo identification cards for all staff. The central office will also provide “substitute teacher” and “visitor” cards to be used at each school.

#### Staff cards

All school staff must display their ID cards at all times when in the school building. Staff ID cards will display a photo of the staff member, the staff member’s name and title, and the school name where the staff member is assigned. All ID cards must be worn from the waist up, face forward - no clipping to pant pocket, hems of sweaters, etc.

#### Visitors, volunteer, and temporary employee cards

Visitors, volunteers, temporary employees, such as substitute and student teachers must report directly to the school office upon arrival, at which time a staff member, assigned by the principal, will give them an ID card. Visitor cards and substitute teacher ID cards will not have photos, unless it is requested by the principal, such as a long-term substitute, or regular parent volunteer. Visitors, volunteers, temporary employees, and all other persons doing business in the school must wear their ID cards at all times while on school grounds. An individual required to wear an ID card must wear it on the front part of an outer garment where it is clearly visible. Visitors, volunteers, and temporary employees must return their cards upon leaving the building (exception for long-term substitute or for a card with photo as part of the card). The principal will be responsible to develop a system for accountability of all cards at the end of each day.

#### Replacement cards

All individuals receiving cards will be responsible for the replacement cost of lost ID cards. The cost for replacing a lost card will be \$5.00. Cards damaged or broken due to normal use will be replaced at no charge, but the original card must be turned in to the central office once a new card is issued.

Legal Reference: G.S.115C-36

Adopted: February 10, 2005

Cross Reference: School Safety (policy1510), Student Safety (policy 4200/7270), Visitors to the Schools (policy 5020)

Administrative Procedure: Yes

Reviewed by Policy Committee on May 10, 2012

**GOVERNING PRINCIPLE –  
PROFESSIONAL DEVELOPMENT**

*Policy Code:* **1600**

A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance. The board's vision for professional development, including its relationship to improving student success, is expressed through the following board policies.

Professional and Staff Development.....(policy 1610/7800)  
Prohibition Against Discrimination, Harassment and Bullying .....(policy 1710/4021/7230)  
Lesson Planning.....(policy 3120)  
Evaluation of Instructional Programs .....(policy 3140)  
Technology in the Educational Program.....(policy 3220)  
Copyright Compliance .....(policy 3230/7330)  
School Improvement Plan.....(policy 3430)  
Alternative Learning Programs/Schools.....(policy 3470/4305)  
Comprehensive Health Education Program.....(policy 3540)  
Child Abuse – Reports and Investigations.....(policy 4240/7312)  
Public Records – Retention, Release and Disposition .....(policy 5070/~~7350~~)  
Student Health Services .....(policy 6120)  
Administering Medicines to Students.....(policy 6125)  
Network Security .....(policy 6524)  
Hazardous Materials .....(policy 6540)  
Drug and Alcohol Testing of Commercial Motor Vehicle Operators .....(policy 7241)  
Occupational Exposure to Bloodborne Pathogens.....(policy 7260)  
Career Status .....(policy 7410)  
School Administrator Contracts.....(policy 7425)  
Evaluation of Licensed Employees.....(policy 7810)

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

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised:

**GOVERNING PRINCIPLE –  
REMOVAL OF OVERCOMING BARRIERS**

*Policy Code:* **1700**

A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation. The board's vision for removing barriers is expressed in the following board policies:

Prohibition Against Discrimination, Harassment and Bullying .....(policy 1710/4021/7230)  
Discrimination, Harassment and Bullying Complaint Procedure.....(policy 1720/4015/7225)  
Nondiscrimination on the Basis of Disabilities .....(policy 1730/4022/7231)  
~~Harassment Defined ..... (policy 1735)~~  
~~Sexual Harassment Defined ..... (policy 1736)~~  
Student and Parent Grievance Procedure.....(policy 1740/4010)  
~~Discrimination Complaint Procedure for Students ..... (policy 1741)~~  
~~Sexual Harassment Complaint Procedure for Students ..... (policy 1745)~~  
Grievance Procedure for Employees .....(policy 1750/7220)  
~~Sexual Harassment Complaint Procedure for Employees ..... (policy 1755)~~  
School Trips ..... (policy 3320)  
Testing and Assessment Program ..... (policy 3410)  
Counseling Program.....(policy 3610)  
Equal Educational Opportunities ..... (policy 4001)  
Tuition for Discretionary Admissions ..... (policy 4135)  
Service Animals in Schools .....(policy 4204/5029/7272)  
Student Fees ..... (policy 4600)  
Support Services ..... (policy 6000)  
Goals of Student Health Services ..... (policy 6100)  
Student Health Services ..... (policy 6120)  
Goals of Student Food Services ..... (policy 6200)  
Operation of Student Food Services ..... (policy 6220)  
Free and Reduced Price Food Services.....(policy 6225)  
Goals of Student Transportation Services ..... (policy 6300)  
Participation by Historically Underutilized Businesses.....(policy 6402)  
Vendor Lists.....(policy 6442)  
Facility Design.....(policy 9020)  
Bidding for Construction Work .....(policy 9120)  
Participation by Women- and Minority-Owned Businesses.....(policy 9125)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised:

**A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS**

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy 2310, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy 3210, Parental Inspection of and Objection to Instructional Materials);
4. specific processes for addressing disciplinary consequences (policies in the 4300 series);
5. processes as provided by law for special education students (policies 3520, Special Education Programs/Rights of Students with Disabilities, and 4307, Disciplinary Action for Exceptional Children/Students with Disabilities); and
6. grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted or violated, including discrimination claims on the basis of sex or disability (policies 1740/4010, Student and Parent Grievance Procedure, and 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure).

Numerous other policies provide opportunities for parental input, including policy 1310/4002, Parental Involvement.

**B. GENERAL PROCESS**

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any board member or employee receiving a complaint should verify that the



complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.

3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school system in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.

The superintendent shall communicate the requirements in this policy to board members and employees on a regular basis.

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

Cross References: Parental Involvement (policy 1310/4002), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Public Participation at Board Meetings (policy 2310), Parental Inspection of and Objection to Instructional Materials (policy 3210), Special Education Programs/Rights of Students with Disabilities (policy 3520), Student Behavior Policies (4300 series), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307)

Adopted: March 12, 1998 to become effective July 1, 1998

Updated: February 12, 2009

Administrative Procedure: None

Reviewed by Policy Committee: October 11, 2007

## **GOVERNING PRINCIPLE – STEWARDSHIP OF RESOURCES**

*Policy Code:*

**1800**

A system of excellent schools conserves financial and environmental resources and operates in an efficient manner. The board's vision for conserving resources and operating efficiently is expressed in the following board policies:

Board Member Conflict of Interest.....	(policy 2121)
Goals of the Purchasing Function.....	(policy 6400)
Ethics and the Purchasing Function.....	(policy 6401)
Organization of the Purchasing Function.....	(policy 6410)
Continuing Contracts.....	(policy 6425)
Local Purchasing Requirements for Equipment, Materials and Supplies.....	(policy 6440)
Purchase of Services.....	(policy 6450)
Goals of Equipment, Materials and Supplies Services.....	(policy 6500)
Organization of Equipment, Materials and Supplies Services.....	(policy 6510)
Use of Equipment, Materials and Supplies.....	(policy 6520)
Personal Use of Equipment, Materials and Supplies.....	(policy 6521)
Use of Equipment, Materials and Supplies by Non-School Groups.....	(policy 6522)
Instructional Materials Services.....	(policy 6525)
Resource Conservation.....	(policy 6530)
Hazardous Materials.....	(policy 6540)
Vandalism.....	(policy 6550)
Employee Conflict of Interest.....	(policy 7730)
Fiscal Goals.....	(policy 8000)
Budget Planning and Adoption.....	(policy 8100)
Grants and Funding for Special Projects.....	(policy 8210)
Penalties, Fines and Forfeitures.....	(policy 8230)
Fiscal Management Standards.....	(policy 8300)
Depositories.....	(policy 8320)
Daily Deposits.....	(policy 8325)
Insurance.....	(policy 8340)
Individual School Accounts.....	(policy 8410)
School Finance Officer.....	(policy 8510)
School Treasurer.....	(policy 8520)
Facility Design.....	(policy 9020)
Facility Construction.....	(policy 9030)
Bidding for Construction Work.....	(policy 9120)
Care and Maintenance of Facilities.....	(policy 9200)
Sale, Disposal, and Lease of Board-Owned Real Property.....	(policy 9400)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Reviewed by Policy Committee on May 10, 2012

Policy 1100: Governing Principles

**As recommended to the Board Policy Committee, May 10, 2012**

Updates have been made to this policy that include changing the Asheboro City Schools mission statement in existing policy to the new mission statement and making other minor edits to titles and phrasing of content.

The mission statement of the Asheboro City Schools is as follows: 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. ~~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.~~

Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by governing principles it considers critical to providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

1. Student success. As its top priority, a system of excellent schools provides opportunities for individual students to succeed and overall student performance to improve.
2. Parental involvement. A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools.
3. Safe, orderly and inviting environment. A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning.
4. School initiatives. In a system of excellent schools, each school initiates improvements to the educational program and services for students in alignment with system-wide goals and involves staff, parents and students in the school level decision-making processes.
5. Professional development. A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance.
6. Overcoming Removal of barriers. A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to ~~provide opportunities for individual students to overcome barriers that may impede their ability or opportunity to learn~~ eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation.
7. Stewardship of resources. A system of excellent schools conserves financial and environmental resources and operates in an efficient manner.

Legal References: G.S. 115C-36

Adopted: March 12, 1998 to become effective July 1, 1998

Revised:

## Policy 1740/4010: Student and Parent Grievance Procedure

**As recommended to the Board Policy Committee, May 10, 2012**

This policy has been reviewed and updated to provide clarification of the student and parent grievance procedure. Other than edits to phrasing, the first of two primary revisions describes the means by which the board will consider requests for discretionary appeals and determine if a hearing should be granted. This process will be carried out by a three-person panel that is appointed by the board chairperson. Second, the addition of Section F: Notice states that the superintendent or designee will provide effective notice to students, parents and school district employees of the procedure for reporting and investigating grievances.

# STUDENT AND PARENT GRIEVANCE PROCEDURE

Policy Code: 1740/4010

---

## A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

## B. DEFINITIONS

### 1. Days

Days are 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 the receipt of the grievance. 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.

### 2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

### 3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board



is without authority to act. Any claims of discrimination on the basis of race, color, national origin, sex, pregnancy, religion, age or disability also may be submitted as a grievance. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school system employee hearing and responding to the grievant.

**C. TIMELINESS OF PROCESS**

The number of days indicated at each ~~level~~ step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

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

**D. GENERAL REQUIREMENTS**

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
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 grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or

---

she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

## **E. PROCESS FOR GRIEVANCE**

### 1. Filing a Grievance

- a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
- b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
- c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.  
If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.
- d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.
- e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be

---

submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

- a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

- a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
- b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

- a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.
- b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of

---

---

education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2) The board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at the next board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

**F. NOTICE**

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

**G. RECORDS**

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 *et seq.*

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: April 14, 2005

Administrative Procedure: None

Reviewed by Policy Committee: October 11, 2007

Policy 1750/7220: Grievance Procedure for Employees

**As recommended to the Board Policy Committee, May 10, 2012**

This policy has been reviewed and updated to provide clarification of the grievance procedure for employees. The only revision, other than minor edits, describes the process by which the board will consider requests for discretionary appeals and determine if a hearing should be granted. This process will be carried out by a three-person panel that is appointed by the board chairperson.

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

**A. INFORMAL RESOLUTION**

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

**B. DEFINITIONS****1. Days**

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance 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.

**2. Final Administrative Decision**

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

**3. Grievance**

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

- a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or administrative procedure;
- b. that an ~~employee has been subject to discrimination on the basis of race, religion, sex, national origin, age or disability~~ employee's employment

status or the terms or conditions of his or her employment have been adversely affected; or

- c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the employee(s) making the claim.

5. Official

The official is the person hearing and responding to the grievant.

6. Parties in Interest

“Parties in interest” refers to the grievant and the person against whom the grievance is filed.

**C. TIMELINESS OF PROCESS**

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant’s legal rights.

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

**D. GENERAL REQUIREMENTS**

1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.



2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private.
5. The board and school system will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
6. The board and administration will cooperate with the employee and representative in the investigation of any grievance and will furnish the employee or representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

**E. PROCESS FOR GRIEVANCE**

1. Filing a Grievance
  - a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

- b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.
  - c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the assistant superintendent for human resources (or to the superintendent if the grievant's supervisor is the assistant superintendent for human resources). The person receiving the grievance hereinafter will be referred to as "official."
2. Response by Official
- a. The official shall arrange for a grievance file number to be assigned by the personnel office.
  - b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.
  - c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.
  - d. The official shall conduct any investigation of the facts necessary before rendering a decision.
  - e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.
3. Response by Superintendent

- a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within five days of receipt of the official's response.
  - b. The superintendent or designee shall arrange for a meeting with the employee(s) to take place within five days of the receipt of the appeal.
  - c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.
4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection E.4.a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit to the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.
- 2) The board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at the next board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. Notwithstanding the provisions of policy 2500, the board may choose to review discretionary appeals on the record only, without allowing oral presentations.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

#### **F. RECORDS**

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: April 14, 2005, August 14, 2008, February 12, 2009

## Policy 1760/7280: Prohibition Against Retaliation

**As recommended to the Board Policy Committee, May 10, 2012**

The first paragraph of this policy states that the board of education will not allow any type of reprisal, retaliation or discrimination against an employee under two basic conditions, the second of which has been added to the current policy. Additionally, when an employee believes that a violation of this policy exists s/he may file a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees, or a complaint in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. Each employee will receive a copy of this policy that includes a signed statement that s/he has received and understands the terms of the policy.

## PROHIBITION AGAINST RETALIATION

Policy Code: 1760/7280

The board of education prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who (1) in good faith, has made or intends to make a report that there has been a violation of federal, state or local law, regulation or public policy due to a practice, policy, act or omission of the board of education, of a school system employee or of an entity/person with whom the school system has a business relationship; or (2) has refused to carry out a directive which may constitute a violation of state or federal law, rule or regulation or poses a substantial or specific danger to public health and safety.

An employee who reasonably believes that any such violation exists ~~shall file a written complaint with the superintendent. Once a complaint is filed, the superintendent or his/her designee will conduct a prompt and thorough investigation of the complaint. Any complaint alleging inappropriate conduct by the superintendent should be filed with the board chair for investigation. The board chair will report any such complaint to the board, and the board will authorize a prompt and thorough investigation.~~ may file a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees, or a complaint in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

The provisions of this policy apply only to those situations in which an employee brings the alleged unlawful activity, policy or practice to the attention of ~~the superintendent~~ school officials or the board and provides ~~the superintendent~~ school officials or the board with a reasonable opportunity to investigate and correct the alleged unlawful activity. If necessary, ~~the superintendent~~ school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

~~The superintendent will ensure that each employee receives a copy of this policy and signs~~ Each employee will receive a copy of this policy and sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Grievance Procedure for Employees (policy 1750/7220)

Adopted: October 9, 2008

Revised:

# Asheboro City Schools Strategic Plan Milestones

## Board of Education Goals

**2012-2013**

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

1. Every student graduates college and career ready.
  - Graduation rate for 5-year cohort at 84% or better.
  - 80% or more of students demonstrate proficiency on new Math I, Biology, and English II EOC exams.
2. Every student uses technology to access and demonstrate new knowledge and skills.
  - Expand digital expo to increase student participation. Include a real world problem-solving theme.
  - Implement North Carolina online testing in grades 3-12.
3. Expand opportunities for and increase student access to small learning communities.
  - Develop internal Health Sciences small learning community with partners.
4. Increase the number of students reading on grade level by Grade 3 to 66%.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
  - Use common assessments to monitor student growth.
6. Implement innovative after school enrichment and intervention programs.
  - Evaluate effectiveness of current intervention programs.
7. Establish a rigorous and relevant CTE program.
  - Implement CTE strategic plan.

GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> century professionals.

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

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

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

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

3. Build leadership skills and capacity among all teachers and administrators, improve professional practice, and develop a culture of shared accountability and responsibility for the success of the district.

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

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

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

- All schools will complete Level 3 Positive Behavior Support Training and score > 80% on the school evaluation tool (SET).

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

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



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

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

- Middle schools participate in Science of Healthful Living Physical Education project with UNCG.
- Asheboro City Schools staff and students participate in a fitness walk in the fall (JDRF on October 20, 2012) and/or in the spring (the Human Race in March or April).

4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

- Each school conducts at least one service and/or academic project with community or global connections.

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

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

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

2. Increase communication and outreach to parents.

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

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

- Continue to refine Career and College Promise program offerings with RCC.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers.

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

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

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

1. Implement long range facilities plan.

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

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
PDC	Thursday, July 12, 2012	Board of Education Meeting	7:30pm
PDC	Thursday, August 09, 2012	Board of Education Meeting	7:30pm
	Wednesday, August 15, 2012	Teachers Return	
AHS	Friday, August 17, 2012	Convocation	7:30am
AHS	Friday, August 17, 2012	AHS vs. Providence Grove HS (endowment game)	7:30pm
AHS Zoo School	Monday, August 20, 2012	AHS Zoo School Orientation	9:00 to 11:00am
Elementary Schools	Monday, August 20, 2012	Elementary Open House	4:00 to 6:00pm
NAMS & SAMS	Monday, August 20, 2012	Grade 6 Open House	6:30 to 8:00pm
AHS	Tuesday, August 21, 2012	Grades 10 - 12 Open House	5:00 to 7:00pm
NAMS & SAMS	Tuesday, August 21, 2012	Grades 7 - 8 Open House	6:30 to 8:00pm
	Wednesday, August 22, 2012	First Day of School	
AHS	Friday, August 31, 2012	AHS vs. Randleman HS	7:30pm
AHS	Friday, September 07, 2012	AHS vs. Eastern Randolph HS (middle school night)	7:30pm
PDC	Thursday, September 13, 2012	Board of Education Meeting	7:30pm

## Key Legislation of the 2012 Session of the General Assembly

1. Improve K-3 Literacy – diagnostics/assessments, 3<sup>rd</sup> grade retention (HB 950, Section 7A.1)
2. School Performance Grades – A-F school report card (HB 950, Section 7A.3)
3. School Calendar (HB 950, Section 7A.11 – added in SB 187, section 2.5)\*
4. Teacher preparation programs: rigor in reading, mathematics, arts integration across the curriculum and in technology-based formative and summative assessments (SB 724)
5. SBE study of graduation requirements for students not planning to continue education beyond high school (SB 724)
6. Outline of Race to the Top initiatives and State Board requirement to report to Joint Legislative Education Oversight Committee on progress towards implementation on a semi-annual basis until September 15, 2014. (SB 724)
7. New class 2 misdemeanor for a student to intimidate or torment a school employee by acts such as building a fake profile or Website or posting real or doctored images of the employee; transfer of convicted student to another school is required with limited exceptions (SB 707)
8. Transfer of teacher salary funds on the step corresponding to six years of experience on the “A” Teachers salary schedule. (HB 950, Section 7.18, amended by SB 187, Section 2.4(a))
9. Five days of annual leave bonus for 2012-13 (HB 950, Section 25.5, added in SB 187, section 6B.1)
10. Repeal of teacher prepay prohibition; return of preK eligibility standards to pre-2011 session (H966)

\* The statute governing school calendars, G.S. 115C-84.2, is modified as follows:

- Requires 185 days or 1,025 hours of instruction covering at least nine calendar months.
- Eliminates the waiver of up to five instructional days if the State Board finds that it will enhance student performance.
- Changes the opening date from not before August 25 to no earlier than the Monday closest to August 26; the State Board may waive this for showing of good cause and allow the local board to set an opening date no earlier than the Monday closest to August 19. “Good cause” is limited to severe weather conditions and is defined the same as previously in statute except that partial days of closure cannot be counted. (Year-round schools also are exempted)
- Changes the closing date from not after June 10 to not later than the Friday closest to June 11
- Eliminates all waivers for educational purpose. The statute previously had allowed these waivers in order to allow a different calendar for a specific school to accommodate a special program or population of students.
- Creates an exception for cooperative and innovative high schools: these schools are not subject to calendar requirements other than 185 days or 1,025 hours of instruction covering at least nine calendar months. The exemption is written broadly to state that the requirements of the school calendar law (G.S. 115C-84.2) do not apply to these schools. This would appear to go much broader than just the opening and closing date given the breadth of this statute.
- Creates the same exception for Charlotte Mecklenburg schools that are part of a public private partnership. This also is written broadly to eliminate compliance with all of G.S. 115C-84.2 for these schools.