

ASHEBORO CITY BOARD OF EDUCATION
March 14, 2013
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. Posting of the Colors - Asheboro High School JROTC Cadets
- D. Pledge of Allegiance – Austin Stanley, Asheboro High School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight –
- B. Board Spotlight – Asheboro High School

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – February 14, 2013
- B. Audit Contract
- C. Asheboro High School PAGE Field Trip – Washington, DC
- D. Personnel

V. Information, Reports and Recommendations

- A. Policies
 - Policy 2430 – Dissemination of Policies
 - Policy 3120 – Lesson Planning
 - Policy 3300 – School Calendar and Time for Learning
 - Policy 3430 – School Improvement
 - Policy 3460 – Graduation Requirements
 - Policy 4050 – Children of Military Families
 - Policy 4150 – School Assignment
 - Policy 4155 – Assignment to Classes
 - Policy 5000 – Schools and the Community
 - Policy 5020 – Visitors to the Schools

VI. Action Items

- *A. Policies
 - Policy 1310/4002 – Parental Involvement
 - Policy 1320/3560 – Title I Parent Involvement
 - Policy 4153 – School Improvement Choice Transfer (Removal of Policy)

- Policy 4700 – Student Records
- *B. 21st Century Grant Approval
- *C. Proposal to Add Middle School Course – Exploring Business, Marketing, and Entrepreneurship

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2012-2013 Board Goals, March Update
- D. Teacher Salary Analysis for North Carolina

VIII. Board Operations

- A. Important Dates to Remember:
 - Commissioners' Meeting – March 11, 2013, 6:00 p.m., Historic Courthouse
 - Budget Work Session – March 18, 2013, 7:00 p.m., Central Office Board Room
 - Digital Learning Expo – March 22, 2013, 1:00 – 4:30 p.m., Asheboro High School Gymnasium
 - South Asheboro Middle School 50th Anniversary Celebration – March 24, 2013, at SAMS, 2:00-5:00 p.m.
 - NSBA Annual Conference – April 13-15, 2013, San Diego, CA
 - Budget Work Session – April 23, 2013, 7:00 p.m., Central Office Board Room

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
March 14, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. Opening

IV. *Consent Agenda

D. Personnel

VI. Action Items

***B. 21st Century Grant Approval (Updated)**

***D. Resolution in Opposition to School Property Transfer from Local School Boards to County Commissioners**

VII. Board Operations

B. Executive Session – Personnel

IX. Adjournment

Mission Statement

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

March 14, 2013

Community Partner Spotlight:

The Community Partner Spotlight this month is The Heart of North Carolina Visitors Bureau. The Visitors Bureau is offering AHS students hands-on internship opportunities in tourism and marketing.

Board Spotlight:

The Board Spotlight comes to you this evening from Asheboro High School. MSgt. James Worstell and Cadet Austin Stanley will share information about the Air Force Junior Officers Training Corp program at AHS.

Minutes of the Asheboro City Board of Education
February 14, 2013
7:30 p.m.

Policy Committee

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

Gidget Kidd
Jane Redding

Steve Jones

Committee members absent were Archie Priest, Jr, Phillip Cheek, and Chris Yow.

Staff members present were: Dr. Diane Frost, Carla Freemyer, Jennifer Smith, and Dr. Drew Maerz.

The meeting was called to order at 6:10 PM and Dr. Maerz began review of the agenda.

- Policy 2430 – Dissemination of Policies
 - Change in wording that all board policies will be maintained in both electronic and physical form.
- Policy 3120 – Lesson Planning
 - Technical changes made to bring policy into compliance with G.S. 115c-301.1.
- Policy 3300 – School Calendar and Time for Learning
 - Changes due to recent legislative action for school calendar, instructional day, opening and closing dates, and school year.
- Policy 3405 – Students At-Risk
 - Changes made regarding Personal Education Plans and transition plans required by G.S. 115C-105.41(b).
- Policy 3430 – School Improvement
 - Minor language change and clarification to policy and adding information about Education Value Added Assessment System (EVAAS).
 - Technical changes made to bring policy into compliance with G.S. 115C-105.27.
- Policy 3460 – Graduation Requirements
 - Added graduation requirement that beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction.
 - Changes made to reflect State Board Policy GCS-C-003.
- Policy 4050 – Children of Military
 - Wording change regarding collection of information for students whose immediate family members serving in the military.
- Policy 4150 – School Assignment
 - Item 6 under Section C has been added to address the transfer of homeless students.
 - Changes have been made to Section D reflecting conditions for reassignment.
- Policy 4155 – Assignment to Classes
 - Minor language and technical changes have been made.
- Policy 5000 – Schools and the Community
 - Paragraph 2 was added that the school system shall publish on its website all performance information required by law G.S. 115C-47(58)

- Policies that address the relationship between the school system and the community will be linked to the system's website.
- Policy 5020 – Visitors to the Schools
 - Additions have been made to bring policy into compliance with G.S. 115C-46.2.

All policies discussed tonight will go to full board in March for 30-day review.

With no further business, the meeting was adjourned at 6:49 PM.

Finance Committee

The Finance Committee convened at 6:55 p.m. in the Professional Development Center conference room with the following board members present:

Gus Agudelo
Joyce Harrington
Jane Redding

Linda Cranford
Kyle Lamb

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

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

Lonnie Keogh from Cherry, Bekaert LLP reviewed the 2011-2012 Audit Report.

Mr. Blair reviewed the following items:

- Budget amendments – State (S-03), Federal (F-02), Current Expense (CE-01), and Capital Outlay (CO-2)
- Budget calendar
- Signature card – South Asheboro Middle School
- Project bid and budget for replacing the restrooms and concession stand at Lee J. Stone Stadium

There being no further business, the meeting adjourned at 7:25 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
Linda Cranford
Steve Jones
Kyle Lamb

Gustavo Agudelo
Joyce Harrington
Gidget Kidd
Archie Priest, Jr.

Board members absent were Phillip Cheek, Dr. Kelly Harris, and Chris Yow.

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

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

Following a moment of silence led by Chairman Redding, Marvin Ruiz-Rodriguez, a fourth grade student at Charles W. McCrary Elementary School, led the pledge of allegiance.

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

Special Recognition and Presentations

Carla Freemyer recognized Ms. Stephanie Bundy with Habitat for Humanity of Randolph County for their work with McCrary Elementary School. Habitat volunteers and staff have been working with students and teachers at McCrary to build doghouses that will be donated to the Randolph County Animal Shelter.

This year, Charles W. McCrary Elementary School started a boys' book club for boys in third through fifth grade. Cassie Salabak, media specialist at Charles W. McCrary, started the club to increase boys' interest in reading. Ms. Salabak, staff, and students shared the positive results of the club and its benefits to the students involved.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – January 10, 2013, and February 2, 2013*

**Budget Amendments – State (S-03), Federal (F-02), Current Expense (CE-01), and Capital Outlay (CO-02) (Copies of the budget amendments will become a part of these minutes.)*

**Budget Calendar (A copy of the Budget Calendar will become a part of these minutes.)*

**North Asheboro Middle School Field Trip – Washington, DC (A copy of the North Asheboro Middle School field trip will become a part of these minutes.)*

**Signature Card – South Asheboro Middle School (A copy of the signature card will become a part of these minutes.)*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Allred, Kathy	LP	Instructional Assistant	1/18/2013
Brown, Ashley	LP	1st Grade	2/28/2013
Kingston, Chris	SAMS	EC Functional Skills	2/8/2013
Lennon, Barbara	SAMS	Mathematics	1/18/2013
Martin, Jessica	GBT	Instructional Assistant	1/17/2013
McInnis, Jennifer	AHS	Spanish	1/22/2013
Mize, Melanie	CWM	SW/Parent Involvement Specialist	6/30/2013
Richburg, Jane	CO	Attendance Social Worker	6/28/2013
Rice, Larry	AHS	Science	6/30/2013
Washington, Rhonda	AHS	Science	3/1/2013

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Baltes, Sammie Joe	GBT	Instructional Assistant	1/18/2013
Buckner, Lynn		Substitute (\$91 per day)	1/22/2013
Church, MaryAnne	AHS	CTE (Interim)	1/22/2013 - 6/11/2013

APPOINTMENTS (con't)

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Hildreth,	Misty	AHS	Science	1/28/2013
McElroy,	David	SAMS	Mathematics	1/22/2013
McLelland,	Angela	SAMS	Data Manager/Treasurer	2/11/2013
Robbins,	Jennifer	AHS	CTE	1/28/2013
Setzer,	Tim	AHS	CTE (Interim)	1/22/2013 - 6/11/2013
Smith,	Charlene	SAMS	Math Coach (Interim)	1/29/2013 - 5/31/2013
Brown,	Laura	CO	Receptionist	3/1/2013
Byrd,	Catherine	SAMS	EC Functional Skills	3/7/2013
Hill,	Lori	DLL	Instructional Assistant	2/1/2013
Partin,	Melissa	AHS	Science	8/19/2013
Rutkowski,	Jennifer	LP	Instructional Assistant	2/4/2013
Antonia,	Dana		Substitute (\$70/day)	2/18/2013
Duplantis,	Randi		Substitute (\$70/day)	2/18/2013
Faglier,	Kim		Substitute (\$70/day)	2/18/2013
Hunt,	Ronda		Substitute (\$70/day)	2/18/2013
Jones,	Mary		Substitute (\$70/day)	2/18/2013
Jordan,	Rebecca		Substitute (\$70/day)	2/18/2013
Markham,	Sonia		Substitute (\$70/day)	2/18/2013
Moore,	Larry		Substitute (\$70/day)	2/18/2013
Moore,	Virginia		Substitute (\$70/day)	2/18/2013
Morton,	Elizabeth		Substitute (\$70/day)	2/18/2013
Phillips,	Jennifer		Substitute (\$70/day)	2/18/2013
Saunders,	Cynthia		Substitute (\$70/day)	2/18/2013
Sloyan,	Joan		Substitute (\$70/day)	2/18/2013
Sykes,	Jessica		Substitute (\$70/day)	2/18/2013
Sykes,	Laura		Substitute (\$70/day)	2/18/2013
Wilett,	Julie		Substitute (\$70/day)	2/18/2013
Winley,	Danielle		Substitute (\$70/day)	2/18/2013

LEAVES OF ABSENCE

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Davis,	Janet	AHS	Science	12/17/2012 - 6/14/2013
Teague,	Vickie	DLL	Custodian	12/12/2012 - 9/14/2013

TRANSFERS

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Davidson,	Mandy	AHS to DLL to	Spanish	1/22/2013
Roman,	Josie	NAMS	Instructional Assistant to Spanish	1/28/2013
Saunders,	Vivian	ECDC	Parent Educator, FT to PT	1/14/2013

Information, Reports and Recommendations

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

- Policy 1310/4002 - Parent Involvement
- Policy 1320/3560 - Title I Parent Involvement
- Policy 4153 - School Improvement Choice Transfer (Removal of Policy)
- Policy 4700 - Student Records

Mike Mize reviewed the long range facility needs for Asheboro City Schools which will be presented to the Randolph County Board of Commissioners at their March 11, 2013, meeting.

Action Items

Mr. Blair presented the 2011-2012 Audit. The audit was conducted and received a qualified “clean” opinion from the accounting firm of Cherry, Bekaert LLP. A motion was made by Mr. Lamb, seconded by Mr. Priest, to approve the audit as presented. Motion passed unanimously. (A copy of the 2011-2012 Audit will become a part of these minutes.)

Harold Blair and Mike Mize presented the project and budget bid for the Lee J. Stone Stadium Concession Stand and Restroom project. Ms. Cranford made the motion to accept the construction bid of \$423,600.00 from S.E. Trogdon and Sons, with Ms. Kidd seconding. The Board unanimously approved accepting the bid for \$423,600.00 from S.E. Trogdon & Sons for construction of the concession stand and restrooms. (A copy of the construction bill will become a part of these minutes.)

The total project budget of \$479,362.00 for Asheboro High School’s Restroom and Concession stand was presented as well. A motion was made by Mr. Lamb, seconded by Mr. Agudelo, and Board members unanimously approved the total project budget of \$479,362.00.

Superintendent’s Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates: District Spelling Bee, February 19; All County Band Concert, February 22; ACS Digital Learning Expo, March 22; FAN Workshop-5th Grade Parents, March 25; spring musical, “Hairspray,” beginning April 19; and the Teacher of the Year Banquet, May 22.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Frost presented an update on the 2012-2013 Asheboro City Schools’ Strategic Plan goals.

Board Operations

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

- All County Band Concert - February 22, 2013, Performing Arts Center
- Commissioner’s Meeting - March 11, 2013, Historic Courthouse
- Budget Work Session - March 18, 2013, 7:00 p.m., Central Office Board Room
- Digital Learning Expo - March 22, 2013, Asheboro High School Gymnasium
- NSBA Annual Conference – April 13-15, 2013, San Diego, CA
- Budget Work Session - April 23, 2013, 7:00 p.m., Central Office Board Room

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. The meeting adjourned at 8:22 p.m.

Chairman

Secretary

Asheboro City Schools
Audit Contract – Cherry, Bekaert LLP
2012-2013

Cherry, Bekaert LLP has requested a 4% increase in the audit contract fee for the 2012-13 fiscal year. The contract fee has remained constant over the last 6 years at \$42,500. The increase would set the fee at \$44,200, and they have submitted a commitment letter to freeze the fee at that rate for the next three fiscal years (years ending 2013, 2014, and 2015).

February 22, 2013

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

Dear Harold:

This engagement letter between the Asheboro City Board of Education (hereafter referred to as the "Board") and Cherry Bekaert LLP (the "Firm" or "CB") sets forth the nature and scope of the services we will provide, the Board's required involvement and assistance in support of our services, the related fee arrangements and other Terms and Conditions, which are attached hereto and incorporated by reference, designed to facilitate the performance of our professional services and to achieve the mutually agreed upon objectives of the Board.

SUMMARY OF SERVICES

We will provide the following services to the Board as of and for the year ended June 30, 2013:

Audit services

1. We will audit the basic financial statements of the Board as of and for the year ended June 30, 2013 including the governmental activities, the business type activities, each major fund and the remaining fund information.
2. We will audit the supplementary information other than RSI, including the schedule of expenditures of federal and State awards. As part of our engagement, we will apply certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves.
3. We will apply limited procedures to the required supplementary information (RSI) (e.g., pension plan information or management's discussion and analysis (MD&A)) which will consist of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the financial statements.

Accounting and other services

We will provide the following additional services:

1. Complete the appropriate sections of and sign the Data Collection Form.

YOUR EXPECTATIONS

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

Asheboro City Board of Education

February 22, 2013

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The engagement will be led by Eddie Burke, who will be responsible for assuring the overall quality, value, and timeliness of the services provided to you.

AUDIT SERVICES

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

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

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

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

ACCOUNTING AND OTHER SERVICES

Data Collection Form

We will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will provide copies of our reports to the Board; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the designated federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period.

Asheboro City Board of Education

February 22, 2013

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Management's responsibilities related to accounting and other services

For all nonattest services we perform in connection with the engagement, you are responsible for designating a competent employee to oversee the services, make any management decisions, perform any management functions related to the services, evaluate the adequacy of the services, and accept overall responsibility for the results of the services.

Prior to the release of the report, Management will need to sign a representation letter acknowledging your responsibility for the results of these services.

FEES

The estimated fee contemplates only the services described in the Summary of Services section of this letter. If Management requests additional services not listed above, we will provide an estimate of those fees prior to commencing additional work.

The following summarizes the fees for the services described above:

<u>Description of Services</u>	<u>Estimated Fee</u>
Audit services	
Audit of the financial statements	<u>\$ 44,200</u>

The fees will be billed periodically as work progresses. Invoices are due on presentation. A service charge will be added to past due accounts equal to 1-1/2% per month (18% annually) on the previous month's balance less payments received during the month, with a minimum charge of \$2.00 per month.

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

Sincerely,

CHERRY BEKAERT LLP



ATTACHMENT – Engagement Letter Terms and Conditions

Asheboro City Board of Education

ACCEPTED BY: _____

TITLE: _____ DATE: _____

Cherry Bekaert LLP
Engagement Letter Terms and Conditions

The following terms and conditions are an integral part of the attached engagement letter and should be read in their entirety in conjunction with your review of the letter.

LIMITATIONS OF THE AUDIT REPORT

Should the Board wish to include or incorporate by reference these financial statements and our report thereon into *any* other document at some future date, we will consider granting permission to include our report into another such document at the time of the request. However, we may be required by generally accepted auditing standards (“GAAS”) to perform certain procedures before we can give our permission to include our report in another document such as an annual report, private placement, regulator filing, official statement, offering of debt securities, etc. You agree that you will not include or incorporate by reference these financial statements and our report thereon, or our report into any other document without our prior written permission. In addition, to avoid unnecessary delay or misunderstandings, it is important to provide us with timely notice of your intention to issue any such document.

LIMITATIONS OF THE AUDIT PROCESS

In conducting the audit, we will perform tests of the accounting records and such other procedures as we consider necessary in the circumstances to provide a reasonable basis for our opinion on the financial statements. We also will assess the accounting principles used and significant estimates made by Management, as well as evaluate the overall financial statement presentation.

Our audit will include procedures designed to obtain reasonable assurance of detecting misstatements due to errors or fraud that are material to the financial statements. Absolute assurance is not attainable because of the nature of audit evidence and the characteristics of fraud. For example, audits performed in accordance with GAAS are based on the concept of selective testing of the data being examined and are, therefore, subject to the limitation that material misstatements due to errors or fraud, if they exist, may not be detected. Also, an audit is not designed to detect matters that are immaterial to the financial statements. In addition, an audit conducted in accordance with GAAS does not include procedures specifically designed to detect illegal acts having an indirect effect (e.g., violations of fraud and abuse statutes that result in fines or penalties being imposed on the Board) on the financial statements.

Similarly, in performing our audit we will be aware of the possibility that illegal acts may have occurred. However, it should be recognized that our audit provides no assurance that illegal acts generally will be detected, and only reasonable assurance that illegal acts having a direct and material effect on the determination of financial statement amounts will be detected. We will inform you with respect to errors and fraud, or illegal acts that come to our attention during the course of our audit unless clearly inconsequential. In the event that we have to consult with the Board’s counsel or counsel of our choosing regarding any illegal acts we identify, additional fees incurred may be billed to the Board. You agree to cooperate fully with any procedures we deem necessary to perform with respect to these matters.

If, for any reason, we are unable to complete the audit, or are unable to form, or have not formed an opinion on the financial statements, we may decline to express an opinion or decline to issue a report as a result of the engagement. We will notify the appropriate party within your organization of our decision and discuss the reasons supporting our position.

MANAGEMENT’S RESPONSIBILITIES RELATED TO THE AUDIT

Management is responsible for the fair presentation of the financial statements in conformity with GAAP, including the appropriate basis of accounting is applied by all component units, if applicable, for making all financial records and related information available to us, for ensuring that all material information is

disclosed to us, and for identifying and ensuring that the Board complies with the laws and regulations applicable to its activities and with the provisions of contracts and grant agreements.

Management is responsible for the preparation of the supplementary information in conformity with GAAP. Management agrees to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. Management also agrees to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon.

Management is also responsible for adjusting the financial statements to correct material misstatements, informing us of events that occurred subsequent to the balance sheet date until the date of the auditors' report that might affect the financial statements or related disclosures and informing us of any discovery of facts related to items that existed at the financial statement date that might affect the financial statements or related disclosures.

Management is responsible for informing us of its views regarding the risk of fraud at the Board. Management must inform us of their knowledge of any allegations of fraud or suspected fraud affecting the Board received in communications from employees, former employees, regulators, or others and for informing us about all known or suspected fraud affecting the Board involving (a) Management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.

Management is responsible for the design and implementation of programs and controls over financial reporting and to prevent and detect fraud. Appropriate supervisory review procedures are necessary to provide reasonable assurance that adopted policies and prescribed procedures are adhered to and to identify errors and fraud or illegal acts. As a part of our audit, we will consider the Board's internal control structure, as required by GAAS, sufficient to plan the audit and to determine the nature, timing, and extent of auditing procedures necessary for expressing our opinion concerning the financial statements. An audit is not designed to provide any assurance on internal controls. As part of our consideration of the Board's internal control structure, we will inform you of matters that come to our attention that represent significant deficiencies or material weaknesses in the design or operation of the internal control structure.

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

At the conclusion of the engagement, Management will provide to us a representation letter that, among other things, addresses (1) Management's responsibilities related to the audit and confirms certain representations made to us during the audit, including, Management's acknowledgement of its responsibility for the design and implementation of programs and controls to prevent and detect fraud; (2) Management's responsibilities related to the monitoring of internal control over financial reporting; and (3) Management's knowledge, directly or from allegations by others, of fraud or suspected fraud affecting the Board. The representation letter will also affirm to us that Management believes that the effects of any uncorrected misstatements, if any, pertaining to the financial statements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The Firm will rely on Management providing these representations to us, both in the planning and performance of the audit, and in considering the fees that we will charge to perform the audit.

AUDIT PROCEDURES – GENERAL

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

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

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

AUDIT PROCEDURES – INTERNAL CONTROLS

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

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

AUDIT PROCEDURES - COMPLIANCE

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

Communications

At the conclusion of the audit engagement, we may provide Management and those charged with governance a letter stating any significant deficiencies or material weaknesses which may have been identified by us during the audit and our recommendations designed to help the Board make improvements in its internal control structure and operations related to the identified matters discovered in the financial statement audit. As part of this engagement we will ensure that certain additional matters are communicated to the appropriate members of the Board. Such matters include (1) our responsibility under GAAS; (2) the initial selection of and changes in significant accounting policies and their application; (3) our independence with respect to the Board; (4) the process used by Management in formulating particularly sensitive accounting estimates and the basis for our conclusion regarding the reasonableness of those estimates; (5) audit adjustments, if any, that could, in our judgment, either individually or in the aggregate be significant to the financial statements or our report; (6) any disagreements with Management concerning a financial accounting, reporting or auditing matter that could be significant to the financial statements; (7) our views about matters that were the subject of Management's consultation with other accountants about auditing and accounting matters; (8) major issues that were discussed with Management in connection with the retention of our services, including, among other matters, any discussions regarding the application of accounting principles and auditing standards; and (9) serious difficulties that we encountered in dealing with Management related to the performance of the audit.

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

OTHER MATTERS

Access to working papers

The working papers and related documentation for the engagement are the property of the Firm and constitute confidential information. We have a responsibility to retain the documentation for a period of time to satisfy legal or regulatory requirements for records retention. Except as discussed below, any requests for access to our working papers will be discussed with you prior to making them available to requesting parties.

We may be requested to make certain documentation available to regulators, governmental agencies (e.g., SEC, PCAOB, HUD, DOL, etc.) or their representatives ("Regulators") pursuant to law or regulations. If requested, access to the documentation will be provided to the Regulators. The Regulators may intend to distribute to others, including other governmental agencies, our working papers and related documentation without our knowledge or express permission. You hereby acknowledge and authorize us to allow Regulators access to and copies of documentation as requested. In addition, our Firm, as well as all other major accounting firms, participates in a "peer review" program covering our audit and accounting practices as required by the American Institute of Certified Public Accountants. This program requires that once every three years we subject our quality assurance practices to an examination by another accounting firm. As part of the process, the other firm will review a sample of our work. It is possible that the work we perform for you may be selected by the other firm for their review. If it is, they are bound by professional standards to keep all information confidential. If you object to having the work we do for you reviewed by our peer reviewer, please notify us in writing.

Electronic transmittals

During the course of our engagement, we may need to electronically transmit confidential information to each other, within the Firm, and to other entities engaged by either party. Although email is an efficient way to communicate, it is not always a secure means of communication and thus, confidentiality may be compromised. You agree to the use of email and other electronic methods to transmit and receive information, including confidential information between the Firm, the Board and other third party providers utilized by either party in connection with the engagement.

Subpoenas

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

Dispute resolution procedures

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

TERMS AND CONDITIONS SUPPORTING FEE

The estimated fees set forth in the attached engagement letter are based on anticipated full cooperation from your personnel, timely delivery of requested audit schedules and supporting information, timely communication of all significant accounting and financial reporting matters, the assumption that unexpected circumstances will not be encountered during the audit, as well as working space and clerical assistance as mutually agreed upon and as is normal and reasonable in the circumstances. We strive to ensure that we have the right professionals scheduled on each engagement. As a result, sudden Board requested scheduling changes or scheduling changes necessitated by the agreed information not being ready on the agreed upon dates can result in expensive downtime for our professionals. Any last minute schedule changes that result in downtime for our professionals could result in additional fees. Our estimated fee does not include assistance in bookkeeping or other accounting services not previously described. If for any reason the Board is unable to provide such schedules, information and assistance, the Firm and the Board will mutually revise the fee to reflect additional services, if any, required of us to achieve these objectives.

The estimated fees contemplate that the Board will provide adequate documentation of its systems and controls related to significant transaction cycles and audit areas.

In providing our services, we will consult with the Board with respect to matters of accounting, financial reporting or other significant business issues as permitted by professional standards. Accordingly, time necessary to effect a reasonable amount of such consultation is reflected in our fee. However, should a matter require research, consultation or audit work beyond that amount, the Firm and the Board will agree to an appropriate revision in our fee.

The estimated fees are based on auditing and accounting standards effective as of the date of this engagement letter and known to apply to the Board at this time, but do not include any time related to the application of new auditing or accounting standards that impact the Board for the first time. If new auditing or accounting standards are issued subsequent to the date of this letter and are effective for the period under audit, we will estimate the impact of any such standard on the nature, timing and extent of our planned audit procedures and will communicate with you concerning the scope of the additional procedures and the estimated fees.

The Board agrees to pay all costs of collection (including reasonable attorneys' fees) that the Firm may incur in connection with the collection of unpaid invoices. In the event of nonpayment of any invoice rendered by us, we retain the right to (a) suspend the performance of our services, (b) change the payment conditions under this engagement letter, or (c) terminate our services. If we elect to suspend our services, such services will not be resumed until your account is paid. If we elect to terminate our services

for nonpayment, the Board will be obligated to compensate us for all time expended and reimburse us for all expenses through the date of termination.

This engagement letter sets forth the entire understanding between the Board and the Firm regarding the services described herein and supersedes any previous proposals, correspondence, and understandings whether written or oral. Any subsequent changes to the terms of this letter, other than additional billings, will be rendered in writing and shall be executed by both parties. Should any portion of this engagement letter be ruled invalid, it is agreed that such invalidity will not affect any of the remaining portions.



EisnerAmper LLP
2015 Lincoln Highway
P.O. Box 988
Edison, NJ 08818
T 732.287.1000
F 732.287.3200
www.eisneramper.com

August 27, 2010

System Review Report

To the Partners of Cherry, Bekaert & Holland L.L.P.
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Cherry, Bekaert & Holland L.L.P. (the firm) applicable to non-SEC issuers in effect for the year ended April 30, 2010. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*; audits of employee benefit plans, and an audit performed under FDICIA.

In our opinion, the system of quality control for the accounting and auditing practice of Cherry, Bekaert & Holland L.L.P., applicable to non-SEC issuers in effect for the year ended April 30, 2010, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Cherry, Bekaert & Holland L.L.P. has received a peer review rating of *pass*.

EisnerAmper LLP



AICPA Peer Review Program
Administered by the
National Peer Review Committee

October 7, 2010

Howard Joseph Kies, CPA
Cherry Bekaert & Holland LLP
1700 Bayberry Ct Ste 300 Ste 300
Richmond, VA 23226

Dear Mr. Kies:

It is my pleasure to notify you that on September 16, 2010 the National Peer Review Committee accepted the report on the most recent system peer review of your firm. The due date for your next review is October 31, 2013. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Sincerely,

Robert Rohweder
Chair—National PRC
nprc@aicpa.org 919 402-4502

cc: Lawrence Gray, CPA

Firm Number: 10011816 Review Number: 309298

CONTRACT TO AUDIT ACCOUNTS
Of Asheboro City Board of Education
Governmental Unit

On this 22nd day of February, 2013, Cherry Bekaert LLP

Auditor

2626 Glenwood Avenue, Suite 200, Raleigh, North Carolina 27608

Mailing Address

, hereinafter referred to as

the Auditor, and the Board of Education of Asheboro City Board of Education, hereinafter referred
Governing Board Governmental Unit

to as the Governmental Unit, agree as follows:

1. The Auditor shall audit all statements and disclosures required by generally accepted accounting principles and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit for the period beginning July 1, 2012, and ending June 30, 2013. The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion will be rendered in relation to (as applicable) the governmental activities, the business-type activities, the aggregate discretely presented component units, each major governmental and enterprise fund, and the aggregate remaining fund information (non-major government and enterprise funds, the internal service fund type, and the fiduciary fund types).
2. At a minimum, the Auditor shall conduct his/her audit and render his/her report in accordance with generally accepted auditing standards. The Auditor shall perform the audit in accordance with *Government Auditing Standards* if required by the State Single Audit Implementation Act, as codified in G.S. 159-34. If required by OMB Circular A-133 and the State Single Audit Implementation Act, the auditor shall perform a Single Audit. This audit and all associated workpapers may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the LGC. If the audit and/or workpapers are found in this review to be substandard, the results of the review may be forwarded to the North Carolina State Board of CPA Examiners.
3. This contract contemplates an unqualified opinion being rendered. If financial statements are not prepared in accordance with generally accepted accounting principles (GAAP), or the statements fail to include all disclosures required by GAAP, please provide an explanation for that departure from GAAP in an attachment.
4. This contract contemplates an unqualified opinion being rendered. The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract
5. If this audit engagement is subject to the standards for audit as defined in *Government Auditing Standards*, July 2007 revisions, issued by the Comptroller General of the United States, then by accepting this engagement, the Auditor warrants that he has met the requirements for a peer review and continuing education as specified in *Government Auditing Standards*. The Auditor agrees to provide a copy of their most recent peer review report regardless of the date of the prior peer review report to the Governmental Unit and the Secretary of the Local Government Commission prior to the execution of the audit contract. (See Item 22) If the audit firm received a peer review rating other than pass, the auditor shall not contract with any Local Government Units without first contacting the Secretary of the Local Government Commission for a peer review analysis that may result in additional contractual requirements.

If the audit engagement is not subject to *Government Accounting Standards*, the Auditor shall provide an explanation as to why in an attachment.

6. It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to the SLGFD within four months of fiscal year end. Audit report is due on: October 31, 2013. If it becomes necessary to amend this due date or the audit fee, an amended contract along with a written explanation of the delay must be submitted to the Secretary of the Local Government Commission for approval.
7. It is agreed that generally accepted auditing standards include a review of the Governmental Unit's systems of internal control and accounting as the systems relate to accountability of funds, adherence to budget requirements, and adherence to law requirements. In addition, the Auditor will make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his findings, together with his recommendations for improvement. That written report must include all matters defined as "significant deficiencies and material weaknesses" in AU 325 of the *AICPA Professional Standards*. The Auditor shall file a copy of that report with the Secretary of the Local Government Commission.
8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the Local Government Commission. This includes annual or special audits, agreed upon procedures related to Internal Control, bookkeeping or other assistance necessary to prepare the Unit's records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina. Invoices for services rendered under these contracts shall not be paid by the Governmental Unit until the invoice has been approved by the Secretary of the Local Government Commission. (This also includes any progress billings.) [G.S. 159-34 and 115C-447] The process for invoice approval has changed. All invoices for Audit work must be submitted by email in PDF format to the Secretary of the Local Government Commission for approval. The invoices must be emailed to: lgc.invoices@nctreasurer.com

Email Subject line should read "unit name – invoice. The PDF invoice marked approved with approval date will be returned by email to the Auditor for them to present to the Local Government Unit for payment. Approval is not required on contracts and invoices for system improvements and similar services of a non-auditing nature.

9. In consideration of the satisfactory performance of the provisions of this agreement, the Governmental Unit shall pay to the Auditor, upon approval by the Secretary of the Local Government Commission, the following fee, which includes any cost the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (Federal and State grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts:

Year-end bookkeeping assistance – [For audits subject to Government Auditing Standards, this is limited to bookkeeping services permitted by revised Independence Standards] N/A

Audit \$44,200

Preparation of the annual financial statements N/A

Prior to submission of the completed audited financial report, applicable compliance reports and amended contract (if required) auditors may submit invoices for approval for services rendered, not to exceed 75% of the total of the stated fees above. If the current contracted fee is not fixed in total, invoices for services rendered may be approved for up to 75% of the prior year audit fee. **The 75% cap for interim invoice approval for this audit contract is \$ 33,150**

10. The auditor working with a local governmental unit that has outstanding revenue bonds will include in the notes to the audited financial statements, whether or not required by the revenue bond documents, a calculation demonstrating compliance with the revenue bond rate covenant. Additionally, the auditor should be aware that any other bond compliance statements or additional reports required in the authorizing bond documents need to be submitted to the Local Government Commission simultaneously with the local government's audited financial statements unless otherwise specified in the bond documents.
11. After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include but not be limited to the following information: (a) Management's Discussion and Analysis, (b) the financial statements and notes of the governmental unit and all of its component units prepared in accordance with generally accepted accounting principles, (c) supplementary information requested by the client or required for full disclosure under the law, and (d) the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board as soon as practical after the close of the accounting period.
12. If the audit firm is required by the NC CPA Board or the Secretary of the Local Government Commission to have a pre-issuance review of their audit work, there must be a statement added to the engagement letter specifying the pre-issuance review including a statement that the Unit of Government will not be billed for the pre-issuance review. The pre-issuance review must be performed **prior** to the completed Audit being submitted to the Local Government Commission. The pre-issuance report must accompany the audit report upon submission to the Local Government Commission.
13. The Auditor shall electronically submit the report of audit to the Local Government Commission when (or prior to) submitting the invoice for services rendered. The report of audit, as filed with the Secretary of the Local Government Commission, becomes a matter of public record for inspection and review in the offices of the Secretary by any interested parties. Any subsequent revisions to these reports must be sent to the Secretary of the Local Government Commission. These audited financial statements are used in the preparation of Official Statements for debt offerings (the auditors' opinion is not included), by municipal bond rating services, to fulfill secondary market disclosure requirements of the Securities and Exchange Commission, and other lawful purposes of the government, without subsequent consent of the auditor. If it is determined by the Local Government Commission that corrections need to be made to the unit's financial statements they should be provided within three days of notification unless, another time frame is agreed to by the Local Government Commission.

The Local Government Commission's process for submitting contracts, audit reports and Invoices are subject to change. Auditors should use the submission process in effect at the time of submission.

In addition, if the North Carolina Office of the State Auditor designates certain programs to be audited as major programs, a turnaround document and a representation letter addressed to the State Auditor shall be submitted to the Local Government Commission.


14. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the Secretary of the Local Government Commission, this agreement may be varied or changed to include the increased time and/or compensation as may be agreed upon by the Governing Board and the Auditor.
15. If an approved contract needs to be varied or changed for any reason, the change must be made in writing, signed and dated by all parties and pre-audited if the change includes a change in audit fee. This document and a written explanation of the change must be submitted by email in PDF format to the Secretary of the Local Government Commission for approval. The portal address to upload your amended contract and Letter of explanation documents is <http://nctreasurer.slgfd.leapfile.net> **No change shall be effective unless approved by the Secretary of the Local Government Commission, the Governing Board, and the Auditor.**

16. Whenever the Auditor uses an engagement letter with the client, Item 17 is to be completed by referencing the engagement letter and attaching a copy of the engagement letter to the contract to incorporate the engagement letter into the contract. In case of conflict between the terms of the engagement letter and the terms of this contract, the terms of this contract will control. Engagement letter terms are deemed to be void unless the conflicting terms of this contract are specifically deleted in Item 22 of this contract. Engagement letters containing indemnification clauses will not be approved by the Local Government Commission.
17. Special provisions should be limited. Please list any special provisions in an attachment.
Please see the attached engagement letter.
18. A separate contract should not be made for each division to be audited or report to be submitted. A separate contract must be executed for each component unit which is a local government and for which a separate audit report is issued.
19. The contract must be executed, pre-audited, physically signed by all parties and submitted in PDF format including unit and auditor signatures to the Secretary of the Local Government Commission. The current portal address to upload your contractual documents is <http://nctreasurer.slgfd.leapfile.net> Electronic signatures are not accepted at this time. Included with this contract are instructions to submit contracts and invoices for approval as of March 5, 2012. These instructions are subject to change. Please check the NC Treasurer's web site at www.nctreasurer.com for the most recent instructions.
20. The contract is not valid until it is approved by the Local Government Commission. The staff of the Local Government Commission shall notify the unit and auditor of contract approval by email. The audit should not be started before the contract is approved.
21. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the Local Government Commission.
22. All of the above paragraphs are understood and shall apply to this agreement, except the following numbered paragraphs shall be deleted: (See Item 16.)
23. **All communications regarding Audit contract requests for modification or official approvals will be sent to the email Addresses provided in the following areas.**

Audit Firm Signature:

Firm Cherry Bekaert LLP

By Eddie Burke
(Please type or print name)


(Signature of authorized audit firm representative)

Email Address of Audit Firm:
eburke@cbh.com

Date February 22, 2013

Unit Signatures:

By _____
(Please type or print name and title)

(Signature of Mayor/Chairperson of governing board)

Date _____

Date Governing Body Approved Audit Contract - G.S. 159-34(a)

Unit Signatures (continued):

By _____
(Chair of Audit Committee- please type or print name)

(Signature of Audit Committee Chairperson)

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

This instrument has been preaudited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act. Additionally, the following date is the date this audit contract was approved by the governing body.

Governmental Unit Finance Officer (Please type or print name)

(Signature)

Email Address of Finance Officer

Date _____
(Preaudit Certificate must be dated.)

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

RECEIVED FEB 13 2013

Group Making Request: _____ PAGE of Asheboro School: _____

Destination: Washington, DC Date of Trip: Friday, May 24 – Monday, May 27, 2013

Number of Students Involved: 31 Percent of Total Group: 31/42 = 74%

Reasons for Students Not Attending: none

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

If using a Charter Bus service, state name of Vendor here: Horizon Coach Lines

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

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

Departure Time: noon Return Time: 10:30 pm Round Trip Miles (estimated): 667

Estimated Cost to the Student: \$365 (includes transportation, room, and meals during the trip)

Purpose(s) of the Field Trip: Opportunity for interested 8th grade and high school students to experience our nation's history, government, and national treasures firsthand in Washington, DC. Planned tours include the US Capitol, the Library of Congress, Arlington Cemetery, the Smithsonian Air and Space Museum, Memorials on the National Mall, the National Archives, and Mount Vernon. We are also waiting for word on whether or not we will be able to tour the White House. We will be staying at the Hawthorn Suites Alexandria.

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

Lowell Pocock, Mary Pocock, Sharon Andrews, Rob Clauser, Brenda Clawson, Geoffrey Crawford, Judy Dupree, Janet Hughes, Beth Kearns, either Mini or Kulvinder Singh, Doug Ward,

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

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

Lowell Pocock Sponsor 2-11-13 Date

Approved: John Principal 2-13-13 Date

Approved: Brad Kai Superintendent or Designee 2/14/13 Date

Transportation Scheduled: _____ Transportation Supervisor _____ Date _____

Special Comments/ Response: _____

**Asheboro City Schools
Personnel Transactions
3/14/2013**

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

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Hamrick	Gene	CO	Computer Systems Specialist	7/1/2013
Humphrey	Leigh	AHS	Exceptional Children	3/27/2013
Tonkin	Elizabeth	LP	Reading	6/11/2013
Vann	Faye	CWM	Instructional Assistant	7/1/2013
Williams	Mark	BAL	ESL	3/15/2013
Williams	Marty	CO	Lead Teacher Instructional Technology	7/1/2013

***B. APPOINTMENTS**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Harsh	Douglas	BAL	5th Grade	8/19/2013
Robbins	Jennifer	AHS	CTE	1/30/2013
Trollinger	Sarah	SAMS	Mathematics	8/19/2013

***C. ADMINISTRATIVE CONTRACTS**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Mock,	Cecil	AHS	Assistant Principal, BCA	03/11/13 - 06/30/15

***D. TRANSFERS**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Brown	Jessica	LP	Instructional Asst. to 1st grade Teacher	3/1/2013
Rutkowski	Jennifer	LP	Substitute to Instructional Assistant	2/4/2013

Asheboro City Schools
Personnel Transactions - Addendum
3/14/2013

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

<u>NAME</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Allred Kari	NAMS/BAL	English as a Second Language	6/30/2013

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Herrin Kirstin	DLL	Instructional Assistant	3/14/2013
Allen Robert		Substitute (\$91/day)	4/8/2013
Brewer Megan		Substitute (\$70/day)	3/15/2013
Collins Latonya		Substitute (\$70/day)	3/15/2013
Cox Curtis		Substitute (\$70/day)	3/15/2013
Derue Colin		Substitute (\$70/day)	3/15/2013
Ivey Kitty		Substitute (\$70/day)	3/15/2013
Jessup Sonya		Substitute (\$70/day)	3/15/2013
Johnson Tina		Substitute (\$70/day)	3/15/2013
Kilby Keith		Substitute (\$70/day)	3/15/2013
Pegram Christopher		Substitute (\$91/day)	3/15/2013
Sanders Eric		Substitute (\$70/day)	3/15/2013
Siler Christina		Substitute (\$70/day)	3/15/2013
Toponce Kelly		Substitute (\$70/day)	3/15/2013
White Marlenea		Substitute (\$70/day)	3/15/2013
Wicker Ashley		Substitute (\$70/day)	3/15/2013

**Asheboro City Schools
Certified Appointments
March 14, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Harsh, Douglas	University of Wyoming B: Elementary Education Grand Canyon University M: Teacher Leadership	Elementary

Mr. Harsh and his family are excited to have the opportunity to relocate from Wyoming to North Carolina. He is a veteran teacher of nine years, with the past eight years at 5th grade. He has implemented the Common Core into his classroom this year, is experienced in Guided Reading and sets high expectations in his classroom.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Trollinger, Sarah	Appalachian State University B: Elementary Education M: Mathematics	Elementary Mathematics

Ms. Trollinger is a Blue Comet and we are excited to welcome her into the Asheboro City Schools family. She will graduate this summer with her Master's degree in Mathematics from Appalachian State University and will be moving back to Asheboro. Ms. Trollinger has spent several days over this school year substituting at South Asheboro Middle School and she believes this will be a great place to begin her teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Robbins, Jennifer	East Carolina University B: Athletic Training M: Health Education	Health Occupations/ Allied Health

A Randolph County native, Jennifer Robbins is recommended to teach Health Occupations at Asheboro High School. Ms. Robbins comes to Asheboro City Schools from Randolph Community College and previously taught Health and Physical

Education at Grimsely High School. Additionally she is AAOS Certified Instructor for the following: first aid, CPR and AED.

**Asheboro City Schools
Administrative Contract
March 14, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Mock, Cecil	UNC-Pembroke B: Health/Physical Education North Carolina A&T University M: School Administration	Principal

Mr. Cecil Mock is recommended to serve as assistant principal at Asheboro High School. A veteran educator with twenty years of experience in both Randolph and Lee counties, Mr. Mock currently serves as assistant principal at J. Glenn Edward Elementary, and was previously assistant principal at SanLee Middle School. We are excited to have Mr. Mock join the Asheboro City Schools family.

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

DISSEMINATION AND PRESERVATION OF POLICIES

Policy Code:

2430

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

All policies adopted by the board of education will be maintained in both electronic and physical form. The electronic form shall be accessible through the school system website. The physical form shall be kept in a policy manual that will constitute a public record and that will be open for inspection at the board of education offices during regular office hours. The board will endeavor to keep both the electronic policies on the website and the physical policy manual updated with the most recent policies adopted by the board. Any discrepancies between the policies on the website and in the physical manual shall be resolved in accordance with the board's most recent action on the policy.

~~In addition,~~ The superintendent shall ensure that all board members and employees have convenient access to copies of the board's policies y manual.

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

Legal References: G.S. 115C-36

Cross References:

Issued:

Revised: September 27, 2012

Instructional delivery plays a crucial part in the attainment of educational goals and objectives. Well-prepared lesson plans help ensure superior delivery of the curriculum program.

Each teacher shall prepare daily lesson plans based on the North Carolina Standard Course of Study and applicable curriculum and instructional guides developed by the school system. The following criteria should be followed regarding lesson plans:¹

1. Daily lesson plans should be accessible to the school principal at any time during the school day.
2. Teachers shall maintain lesson plans for one year in order to allow the teacher and supervisory staff the opportunity to assess instructional delivery and evaluate whether there are gaps in the curriculum.²
3. When planning lessons, teachers must³ consider:⁴
 - a. specific outcomes and objectives that relate to the curriculum;
 - b. planned activities, instructional strategies and special materials;
 - c. effective use of technological resources;
 - d. activities to address individual student needs;
 - e. assessment/evaluation criteria; and
 - f. evidence of curriculum alignment and continuity of the instructional program.

Teachers are responsible for seeking clarification whenever they are unsure about the requirements of this policy.

Pursuant to the school improvement plan, every full-time assigned classroom teacher must be provided duty-free instructional planning time⁵, with the goal of providing an average of at least five hours of planning time per week.⁶

Principals are responsible for ensuring compliance with this policy. Staff development opportunities should be provided, as necessary, to facilitate compliance.

Legal References: G.S. 115C-47, -105.27, -288, -301.1, -307

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Technology in the Educational Program (policy 3220), School Improvement Plan (policy 3430)

Adopted:

1 The board may implement further criteria to ensure accountability.

2 This provision is optional.

3 In the alternative, this requirement could be made more flexible by using the word “should” instead of “must.”

4 Alternatively, the board could require teachers to include these items in written lesson plans.

5 G.S. 115C-301.1 requires that all full-time assigned classroom teachers be provided a daily duty-free period during regular student contact hours: (1) to the maximum extent that the safety and proper supervision of children allow and (2) insofar as state funds are provided for this purpose.

6 This is required by G.S. 115C-105.27(b)(7). Although the statute mandates that all full-time assigned classroom

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

A. INSTRUCTIONAL TIME

Interruptions of instructional time and time off task must be kept to a minimum.¹ The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

B. SCHOOL DAY

Every school will provide a minimum of 5.5 hours per day of instructional time unless the board has approved a school improvement plan for that school that provides varying amounts of instructional time. The daily schedule for elementary schools is 7:55 AM – 2:25 PM, for middle schools, 8:30 AM – 3:30 PM and for the high school, 8:30 AM – 3:24 PM. The “instructional” day includes only those hours a student is assigned to a teacher for the primary purpose of instruction. Breaks in the instructional day for changing classes, homeroom, lunch, pep rallies and similar non-instructional activities are not part of the instructional day and may not be counted towards the minimum instructional hours requirement established in Section D, below.²

C. OPENING AND CLOSING DATES

Except for year-round schools or schools operating under a modified calendar, the opening date for students will ~~not be before~~ no earlier than the Monday closest to August 25~~6~~, and the closing date for students will ~~not be after~~ no later than the Friday closest to June 10~~1~~.³

1 The policy may more specifically address announcements and other common non-instructional activities that may interrupt instructional time.

2 This definition of an instructional day is consistent with State Board Policy GCS-G-001 and Section 15.1.4 of NC Department of Public Instruction’s *NC Employment Benefits and Policy Manual*.

3 These requirements do not apply to any school that the school board designated as having a modified calendar for the 2003-04 school year or to any school that was part of a planned program in the 2003-04 school year for a system of modified calendar schools, so long as the school operates under a modified calendar. G.S. 115C-84.2(d). The requirements also do not apply to any approved cooperative and innovative high school established pursuant to G.S. 115C-238.50 through -238.55.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

~~Upon a showing of good cause, as defined~~ ~~When allowed by law~~ G.S. 115C-84.2(d),⁴ the board will seek a waiver of the opening and/or closing dates from the State Board of Education if the board determines that a waiver is in the best interest of the students and the school system.⁵

D. SCHOOL YEAR CALENDAR

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days ~~and/or~~ 1025 hours of instruction covering at least nine months.⁶ A school “month” is defined as 20 days of instruction. If school is closed early or opened late due to inclement weather, the day and the number of instructional hours originally scheduled may count towards the required minimum number of instructional days or hours. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

~~If, upon request of the board, the State Board of Education grants a waiver of the 185 instructional day requirement to allow up to five of those days to be used as teacher workdays, the required number of instructional hours will be reduced by the equivalent of each instructional day waived.~~

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round ~~or extended~~ calendar.⁷ The superintendent and individual schools are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. ~~An extended school year or a year-round school may be included as a part of a school improvement plan.~~

Any calendar adopted by the board will be consistent with the following requirements.⁸

4 G.S. 115C-84.2(d) states that, “‘good cause’ means that schools in any local school administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations.” Partial days of closure cannot be counted.

5 The best interest determination is optional. Such a waiver would allow the board to set an opening date no earlier than the Monday closest to August 19.

6 Other requirements related to the school calendar specified in G.S. 115C 84.2 may be addressed. Article IX of the North Carolina Constitution sets a nine-month minimum for the length of the school year. Local boards may risk running afoul of this provision if they reduce the number of instructional days below the threshold of 180 (9 months x 20 days per month). Boards should consult legal counsel before adopting a calendar of fewer than 180 days.

7 An extended school year may be beneficial to some students, and the board may want to consider policies to encourage identification of those students and programs to help them.

8 These provisions are required by statute. Other requirements or limitations related to the school calendar specified in G.S. 115C-84.2 may also be addressed.

1. The calendar will consist of 215 days and shall meet state requirements for the minimum instructional days and/or the minimum instructional hours.
- ~~1.2.~~ At least ~~ten~~ of the days on the calendar will be designated as annual vacation leave days.
- ~~3.~~ Ten of the days on ~~the~~ calendar will be designated as include the same or an equivalent number of legal holidays as those designated by the State Personnel Commission for State employees, including Veteran's Day if it falls on a weekday..
4. Schools will not be scheduled on Sundays.
- ~~3.~~ The remaining 195 days are to be workdays for teachers. The total number of workdays for teachers employed for a 10-month term will not exceed 195 days. Those 195 days will be scheduled as follows.
6. One hundred and eighty five days ~~The Calendar~~ will designate be "instructional" days when students ~~are~~ must be present.⁹ These will be designated as "instructional" teacher workdays.
7. The remaining 40 days will be scheduled by the board, in consultation with school principals, as "flexible" teacher workdays days, and may be used by the board, superintendent or school principals for use as teacher workdays, additional instructional days or other lawful purposes. Each principal may schedule those days on the school calendar that have not been reserved by the board for other purposes. Before scheduling these "flexible" days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.
8. Of the 10 "flexible" teacher workdays days described in subsection D.73.b, the board will designate at least two days as protected days on which teachers may take accumulated vacation leave. All other "flexible" days may be designated as days on which teachers may take accumulated leave, but the board will give teachers at least 14 calendar days' notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.
9. Further, ~~The~~ board may, due to school closings because of inclement weather or other reasons, use any of the "flexible" 40 days designated in subsection D.73.b above as make-up days for those instructional days that were missed. If necessary, these make-up days may be scheduled after the last day of student attendance. *If either of the two protected days described in subsection D.8 above*

⁹ The board may designate the specific number of instructional days and/or instructional hours to be included in the calendar.

~~are scheduled as a make-up day, teachers may take accumulated vacation leave on the make-up day and will not be required to work. The board will give teachers at least 14 days' notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.~~

~~Further, if it is unable to schedule student makeup days until after the scheduled end of the school year, the school board may designate some of the "flexible" workdays described in subsection D.3.b above as additional make-up days after the last day of student attendance.~~

10. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that the significance of Memorial Day is recognized in the school on that day.¹⁰ If students are not scheduled to attend school on Memorial Day, recognition of the significance of Memorial Day will be provided at another time as part of the citizenship curriculum (see policy 3530, Citizenship and Character Education).
11. If the school calendar requires students to attend school on September 17, which is Constitution and Citizenship Day, each principal shall ensure that the signing of the United States Constitution is commemorated in the school on that day. If students are not required to attend school on September 17, the principal shall ensure that Constitution and Citizenship Day is commemorated during the preceding or following week (see policy 3530, Citizenship and Character Education).¹¹

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -36, -47, -84.2, -105.21(b)(2), -238.31, -288; State Board of Education Policy GCS-G-001; N.C. Employment Benefits and Policy Manual (most current version), North Carolina Department of Public Instruction

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted: January 12, 2012

¹⁰ G.S. 115C-12(33) requires all schools, especially those that hold school on Memorial Day, to recognize the significance of Memorial Day. This subsection is intended to help schools meet this requirement. The provisions requiring instruction about Memorial Day on the holiday and requiring instruction about Memorial Day as part of the citizenship curriculum are optional and may be modified. To assist schools in meeting the requirement, the State Board of Education must develop recommended instructional programs that enable students to gain a better understanding of the meaning and importance of Memorial Day.

¹¹ The provisions of this subsection are required by federal law. 36 U.S.C. 106(d).

A. PRINCIPLES

¹Principals, assistant principals, teachers and other instructional staff are responsible for designing and implementing strategies to reach the educational goals of the board at each school. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.²

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school.

¹ G.S. 115C-47(38) requires local boards to adopt a policy ensuring that each principal establishes a school improvement team. This policy meets that requirement.

² Alternatively, the board may limit the plan to identifying efforts to improve student performance that are specified in the School-Based Management and Accountability Program (G.S. 115C art. 8B). Other efforts may be addressed in other processes established by the board.

Each group of school personnel will elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105.27. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review and amend school improvement plans.⁴

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. As a public body, the school improvement team will comply with the Open Meetings Law in regard to its meetings.

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.⁵
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.⁶
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Algebra I⁷ or Integrated Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. ~~The plan of a school that serves students in kindergarten or first grade must determine how to prepare those students to read at grade level by the time they enter second grade. The plan also must require that kindergarten~~

3 G.S. 115C-105.27 mandates the specific composition of the team. The policy may further state the legal requirements for the school improvement plan in G.S. 115C-105.27. The board may establish a process for electing parents to the school improvement team. Otherwise, the process in G.S. 115C-105.27 must be followed. The policy also may establish guidelines for the decision-making structure and process of the school improvement team.

4 This provision is required by G.S. 115C-47(38).

5 This provision is required by G.S. 115C-105.27(b)(4).

6 This provision is required by G.S. 115C-105.27. See also G.S. 115C-105.35.

7 G.S. 115C-105.27(a) refers specifically to courses “such as Algebra I.”

~~and first grade teachers notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.⁸~~

- e.d. The plan must identify how staff development funds allocated to the school will be used.⁹
- f.e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.¹⁰
- g.f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher,¹¹ with the goal of providing an average of at least five hours of planning time per week.¹²
- h.g. ¹³As part of the school system's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- h. For schools identified by the Department of Public Instruction as Focus or Priority schools, the school improvement plan must identify the interventions the school will implement to address students' academic needs. Such interventions must include strategies to address the needs of

~~8 This provision is required by G.S. 115C-105.27(b)(1a).~~

9 This provision is required by G.S. 115C-105.27(b)(1).

10 This provision is required by G.S. 115C-105.27(b)(6). The statute does not mandate a daily duty-free lunch period for every teacher. Instead, it gives the school improvement team the option to either provide a daily duty-free lunch period for every teacher or to establish alternative ways to provide some form of duty-free lunch. Thus, the school improvement team has the discretion to decide which form of duty-free lunch will work best in the school.

11 G.S. 115C-301.1 requires that all full-time assigned classroom teachers be provided a daily duty-free period during regular student contact hours (i) to the maximum extent that the safety and proper supervision of children allow and (ii) insofar as state funds are provided for this purpose.

12 This provision is required by G.S. 115C-105.27(b)(7). Although G.S. 115C-301.1 mandates that all full-time assigned classroom teachers receive duty-free instructional planning time, the statute does not mandate a specific amount of time. However, G.S. 115C-105.27(b)(7) establishes a weekly goal of five hours that the school improvement team should strive to attain.

13 ~~This provision is required by G.S. 115C-105.27(b)(2) requires the plan to address school safety and discipline concerns but does not specify the means for doing so.~~ A safe school plan is no longer statutorily required. If the board requires a safe school plan, we recommend integrating the safe school plan into the school improvement plan. Also, the board may add to the list of components that professional development will be provided to support the goals and objectives of the safe school plan.

~~all children, particularly the lowest achieving, and how those needs will be met in a timely and effective manner.¹⁴~~

- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.¹⁵
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year.¹⁶ The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.¹⁷

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components.

- a. a request for waivers of state laws, rules or policies. Any waiver request must (1) identify the school making the request; (2) identify the particular state law, rule or policy that inhibits the school's ability to improve student performance; (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested waiver will permit the school to improve student performance.¹⁸
- b. a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment

¹⁴ Focus and priority schools are being identified under the state's No Child Left Behind waiver. The Department of Public Instruction has provided a directive that "focus schools" must identify their interventions within their school improvement plans. Although "priority schools" are required to identify interventions, there is no clear requirement that they do so within their school improvement plans.

¹⁵ Under G.S. 115C-105.32, a parental involvement plan is "encouraged" but is not required; however, the referenced parental involvement policy requires a school plan. If the board does not want to mandate a parental involvement plan, this provision may be listed under optional components.

¹⁶ The annual process for review is not statutorily required. The intent of the requirement in this policy is to ensure that school personnel, the superintendent and the board review the progress at each school every year.

¹⁷ Although the notification process in this provision is not legally required, the intent of this provision is to ensure that the superintendent and board are aware of and have the opportunity to evaluate modifications being made to school improvement plans. The board should reject any modification that is unlawful or that impedes student performance.

¹⁸ G.S. 115C-105.26 establishes the waivers that may be sought.

categories involved in the transfer and identify how the transfer will facilitate improving student performance.¹⁹

- c. a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.²⁰
- d. the use of textbooks that have not been adopted by the State Board.²¹

4. Process

School improvement teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.²²

²³The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.²⁴

After review, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the reason(s) for the rejection.²⁵ Any plan modified by the school improvement team after being rejected by the board must be submitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if the dispute resolution process is not utilized, the board may develop a school improvement plan for the school.

19 G.S. 115C-105.25(b) identifies the permissible transfers.

20 This is permitted by G.S. 115C-105.32.

21 This is permitted by G.S. 115C-98(b2)(2).

22 A time frame should be established by the local board or the superintendent, and it may be included in this policy. NCSBA does not include specific time frames in its model policy because it is hard to predict from year to year when the student performance data will be made available to local school systems.

23 Review by the superintendent is optional but recommended.

24 This section is optional. Alternatively, the board may establish a specific time frame for submission of plans to the board or use other standards, such as “immediately,” to indicate timeliness.

25 This provision is required by G.S. 115C-105.27(d).

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. ~~If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team.²⁶ The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.~~

~~C. PART TWO OF THE SCHOOL IMPROVEMENT PLAN: LOCAL EDUCATION REFORM INITIATIVES²⁷~~

~~In addition to the basics emphasized in the state testing program, the board expects schools to be guided by the educational goals of the board. The board encourages the schools to consider innovative means of educating students to meet these educational goals. The board has established a vision, standards and means of accountability in its educational policies to provide guidance to the schools. Many of these policies provide an opportunity for schools to develop innovative plans as a part of their school improvement plan. Part Two of the school improvement plan should reflect the school's efforts to meet the educational goals of the board.~~

~~1. Mandatory Components of the Local Plan~~

~~Part Two of the school improvement plan must include the following:~~

- ~~a. strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program);²⁸ and~~
- ~~b. intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).~~

~~c.~~

²⁶ Other standards for review may be used in addition to or in place of these standards. The State has established that a low-performing school is one in which more than 50% of students are performing below grade level. If a school is a continually low-performing school as defined by G.S. 115C-105.37A, the school's improvement plan must be reviewed and approved by the State Board of Education.

²⁷ Part Two is optional. A local board is not required to address any of these issues in a school improvement plan or to delegate authority to schools on these issues. The purpose of Part Two is to provide a means for the board to review and approve school-level decisions on issues addressed in board policies. By distinguishing this section from Part One, the board does not lose any of its authority to be the final decision maker with regard to the implementation of its own policies.

²⁸ The reference to specific board policies may be replaced with current objectives.

2. ~~Optional Components of the Local Plan~~

~~The board strongly encourages school employees to be innovative in their efforts to meet local educational goals. Although not limited to these options, the board has encouraged innovation specifically through its policies on the following issues:²⁹~~

- ~~a. modifying the school calendar (see policy 3300, School Calendar and Time for Learning);³⁰~~
- ~~b. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);~~
- ~~c. adding hours of instructional time (policy 3300);~~
- ~~d. providing additional means for evaluating instructional programs (policy 3140, Evaluation of Instructional Programs);~~
- ~~e. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);~~
- ~~f. expanding the subject areas or objectives of the curriculum (policy 3100, Curriculum Development); and~~
- ~~g. eliminating curricula on subject areas or objectives that are not state-required (policy 3100).~~

~~³¹A school also may submit a request to the board for a waiver of board policies. Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance.~~

3. ~~Process~~

²⁹ This list may be added to or replaced to address the opportunities at the local level for educational reform. This list relates to model policies in Policies to Lead the Schools, NCSBA's reference manual of model policies.

³⁰ The principal is required to work with the school improvement team to schedule days on the school calendar and to identify the purposes for such days. See G.S. 115C-84.2(a)(5).

³¹ This provision is optional. The intent is to provide a uniform manner by which a school may be exempted from meeting the requirements of a particular board policy.

~~Part Two of the plan should be submitted at the same time as Part One of the plan. However, a school improvement team may submit a request to the superintendent for an additional month to complete Part Two of the plan³². The superintendent may approve the request if the school is working in good faith to complete the plan.~~

~~The board will act on the plan at the first meeting in which it is presented, unless further time for review is necessary. The board may accept the plan, with or without modifications, or reject the plan and provide an explanation of deficiencies of the plan. If modifications are required for board approval, the board may either make the modifications or request that the school improvement team make the modifications and resubmit the plan³³.~~

~~If a school improvement team is not satisfied with any modifications made by the board, it may submit to the board alternative modifications for consideration. Until the board acts on the school improvement team's alternative modifications, the modifications made by the board will be in effect.~~

~~Part Two of the plan may be in effect for no more than two years. The board encourages the school to evaluate the plan continually. At any time during the two-year period, a school improvement team may submit an expanded or modified school improvement plan for board consideration.³⁴ Furthermore, at any time during the two-year period, the superintendent and the board may review the plan and the board may take any actions provided in this subsection.~~

C. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of the school improvement plan.

Legal References: U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -301.1; 143 art. 33C

32 The time frame may be modified.

33 The local process allows the local board to make modifications. Alternatively, the process may be written to be consistent with the process for the state-required plan, which limits board action to acceptance or rejection.

34 The local process provides for the submission of revised plans at any time within the two-year period in order to encourage schools to be innovative. Alternatively, the process may be written to be consistent with the process for the state-required plan.

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Student Promotion and Accountability (policy 3420)

Adopted:

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A); ~~and~~
2. beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all additional course and other requirements mandated by the board of education.¹

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection D.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

Each student must meet the course unit requirements for one of the following courses of study.² Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep, College Tech Prep, College/University Prep or Future-Ready Occupational Course of Study. Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready

¹ With appropriate advance notice to students, the board may require that students successfully complete additional graduation requirements, such as a high school graduation project or a community service project as mentioned in policy 3530, Citizenship and Character Education. Students must be notified of any additional graduation requirements no later than the beginning of their junior year. Students whose projects do not meet expected standards must be given additional opportunities to complete the project successfully and additional assistance as needed with the project. Boards that want to receive credit for the optional graduation project component under the READY accountability model should specify that all school system high schools must follow the State Board of Education's Standards of Quality for Graduation Projects. See State Board policy GCS-N-009.

² If the board has additional course requirements for graduation, the courses should be listed in these charts.

Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of

Study differ depending on the year a student enters ninth grade for the first time.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and After

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology and earth/environmental science)	3
Social Studies	4 (including Civics & Economics; U.S. History Parts I and II OR AP U.S. History and one additional social studies elective; and World History)	4
Health/P.E.	1	1
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	12
Total Credits	22	28

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011 or 2011-2012

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	13
Total Credits	21	28

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

3. Career Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	3 (including Algebra I)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C.***)	4
Foreign World Language	0	
Electives	2 (arts recommended but not required)	9
Other Requirements		
Total Credits	20	28

*** Four R.O.T.C. credits may be used.

4. College Tech Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	3**** (including either Algebra I, Geometry and Algebra II; Algebra I and Technical Math I and II; or Integrated Mathematics I, II and III)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	4
Foreign World Language	0****	
Electives	2 (arts recommended but not required)	9
Other Requirements		
Total Credits	20	28

**** A student pursuing this course of study may meet the requirements of a College/University Prep Course of Study by completing two courses in the same foreign language and one additional unit of math for which Algebra II is a prerequisite.

5. College/University Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	4 (including either Algebra I, Geometry and Algebra II and a higher-level course for which Algebra II is a prerequisite; or Integrated Mathematics I, II and III and one course beyond Integrated Math III)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Foreign World Language	2 (in the same language)	2
Electives	3 (arts recommended but not required)	11
Other Requirements		
Total Credits	20	28

6. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including Occupational English I, II, III and IV)	4
Mathematics	3 (including OCS Introduction to Math, OCS Algebra I (Math A), and Financial Management)	3
Science	2 (including OCS Applied Science and OCS Biology)	2
Social Studies	2 (including Government/U.S. History and Problem-Solving/Self-Advocacy)	2
Health/P.E.	1	1
Career/Technical	4 (Vocational Education electives)	4
Foreign World Language	0	
Occupational Preparation	6 (including Occupational Preparation I, II, III and IV, which require 300 hours of school-based training, 240 hours of community-based training and 360 hours of paid employment or 360 hours of any combination of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities and volunteer and/or community service hours)	6
Electives	0 CTE Portfolio	REQUIRED
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	22

B. HIGH SCHOOL END-OF-COURSE TESTING³

Students must take all end-of-course (EOC) tests required by the State Board of Education. If required by the State Board of Education, §students who do not score at Level III or above on the first administration of an EOC test ~~must~~ shall be retested ~~in accordance with State Board policy.~~⁴

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available.⁵

C. LOCAL BOARD REQUIREMENTS

1. Course Credits

Students also are required to meet all graduation requirements of this board. All students must successfully complete the maximum number of units a student could earn in grades 9 through 12 minus four units. A total of 28 units must be earned.

2. Graduation Project

Students must satisfactorily complete a graduation project. The superintendent or the superintendent's designee will develop, monitor and score the graduation projects, using adopted rubrics. Requirements of the graduation project will include:

- a. a review process;
- b. an eight to ten page research paper written on an approved topic of student choice;
- c. a product related to the paper that requires significant hours of work;
- d. a portfolio that reflects the Graduation Project process;
- e. a presentation to a panel of community and faculty members; and literature, service-based learning or work-based learning experiences as defined by state models.

³ The State Board of Education no longer mandates high school "exit standards" that set specific graduation requirements based on standardized competency test scores. On October 7, 2010, the State Board of Education (SBE) voted to repeal SBE policies that established required "gateways" linking student promotion and graduation to performance on EOG and EOC tests. According to a DPI official, new standards will be developed that do not rely solely on test scores as a basis for promotion and graduation decisions. Current predictions are that this new accountability model should be in place for the 2013-2014 school year. Any local testing requirements for graduation may be added to this section.

⁴ See Former State Board Policy GCS-C-031, which for established retesting procedures, was rescinded by the State Board in for the 2012-13 school year. According to a DPI representative, DPI has not yet determined whether schools will be required to retest certain students in future years.

⁵ State Board of Education Policy GCS-C-003 requires that board policy address the use of EOC assessment results in assigning final grades and that the results from all operational EOC tests are counted as at least 25 percent of the student's final grade for each respective course.

D. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program will receive recognition, including a seal affixed to his or her diploma. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.⁶

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

⁶This provision is required by G.S. 115C-407.5.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent, or designee, upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent, or designee, upon recommendation by the principal. These students shall meet all state graduation requirements and successfully complete a graduation project.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy. The certificates may be awarded at the regular graduation ceremony.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, ~~034~~ GCS-N-004, -010

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: August 11, 2011

CHILDREN OF MILITARY FAMILIES

Policy Code:

4050

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological or other harm. Each school principal shall develop a means for identifying and serving the unique needs of students in the school who have immediate family members in the active or reserve components of the Armed Forces of the United States. In addition, in order to promote flexibility and cooperation among the school system, parents and guardians, and students, to promote students' well-being, and to assist students in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of these children.

~~The board will collect information and annually report to the State Board of Education in accordance with G.S. 115C-47(60) regarding (1) the number of students residing in the school system who have immediate family members who have served in the reserve or active components of the uniformed services since September 1, 2011; and (2) whether the school system employs at least one person trained to provide specific support services to meet the unique needs of these children,¹ and if so, the frequency and number of school personnel who have been subsequently trained by that employee(s).~~

A. DEFINITIONS²

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

1. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*

2. Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

3. Deployment

¹ ~~G.S. 115C-47(60) sets forth the specific areas in which the employee must be trained to meet this requirement.~~

² See G.S. 115C-407.5.

Deployment is the period one month prior to the service members' departure from their home station on military orders through six months after their return to their home station.

4. Education Records

Education records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

5. Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays and club activities.

6. Member State

A member state is a state that has enacted the Compact.

7. Non-Member State

A non-member state is a state that has not enacted the Compact.

8. Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

9. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

10. Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

11. Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

12. Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

13. Uniformed Services

The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

14. Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

B. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES APPLY

Policies and procedures that are adopted to comply with the Compact apply to the children of:

1. active duty members of the uniformed services as defined in section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*;
2. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

C. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES DO NOT APPLY

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. inactive members of the National Guard and Military Reserves;
2. members of the uniformed services now retired, except as provided in section B of this policy; and
3. veterans of the uniform services, except as provided in section B of this policy, and other U.S. Department of Defense personnel and other federal agency civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-288(m)47(60), -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Issued: October 15, 2008

Revised: September 30, 2011; September 27, 2012

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

A. ASSIGNMENT AREAS

The superintendent will recommend to the board school assignment areas for the schools in the district. The assignment areas will be developed in accordance with state requirements and court rulings; the need to serve all school-age children who live in the school district; and the effective use of each school. Assignments will be made in a non-discriminatory manner. The superintendent will review periodically the attendance areas and submit recommendations for revisions to the board when necessary.

B. ASSIGNMENT OF STUDENTS

The superintendent will assign students to particular schools based upon the established assignment areas. Notwithstanding the provisions of this policy, the superintendent shall assign homeless students in a manner consistent with state and federal law and policy 4125, Homeless Students.¹

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C will be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.²

C. APPLICATIONS FOR REASSIGNMENT³

The parent, legal guardian, or legal custodian may request reassignment to a school outside of their regular attendance area. Such an application must be submitted in writing to the office of the superintendent by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. The superintendent or designee may approve the application if space is available and one or more of the following criteria are met:

1. Employee of a Public School System

A student whose parent, legal guardian, or legal custodian is a permanent employee of the Asheboro City Schools may be reassigned.

2. Change of Domicile⁴

A student whose parent, legal guardian, or legal custodian plan to move within 90 days of the beginning of the school year may be reassigned at the beginning of the school year to the school serving the student's new domicile. A student who changes his/her domicile during the course of the school year may be reassigned to the school previously attended for the remainder of the school year. However, the student will be assigned according to the area in which they live at the beginning of the next school year.

3. Exceptional Student Program Transfers

A student in the exceptional student program may be reassigned upon the recommendation of the IEP Team.

4. Hardship

A student may be reassigned because of undue hardship, or extraordinary, compelling, specific circumstances.

5. School Utilization

A student may be reassigned when it would provide for the more orderly and efficient administration and operation of the schools in the district.

6. Transfer of Homeless Students

Students who become homeless between academic years or during an academic year may request to remain at the school of origin for the duration of their homelessness or may request to be enrolled in any public school that other students living in the same attendance area are eligible to attend. Any decision about the transfer or reassignment of a homeless student will be consistent with legal requirements and based on the student's best interest.⁵ (See policy 4126, Homeless Students.)

D. CONDITIONS FOR REASSIGNMENT

The following conditions apply to Any reassignment granted pursuant to this policy ~~will be for one school year and a written application for renewal must be made annually.~~

1. The parent is responsible for transportation (except for homeless student transfers, for which the system will provide transportation in a manner consistent with legal requirements and policy 4126).
2. The transfer or reassignment is valid for no more than one school year (except for (b) homeless student transfers for which the length of reassignment will be consistent with legal requirements and policy 4126).
3. Any transfer request that is approved based upon false or misleading information will be declared void, and the transfer will be rescinded.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

~~Domiciled students who are reassigned based upon false or misleading information on their application will have their reassignment voided and rescinded immediately.~~

~~Domiciled students who are reassigned to another school in the Asheboro City Schools will be responsible for their own transportation.~~

E. ASSIGNMENT TO ALTERNATIVE SCHOOL

Students will be assigned to the alternative school in accordance with board policy 3470/4305, Alternative Schools.

F. APPEAL OF REASSIGNMENT DECISIONS⁶

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

A final decision regarding reassignment may be appealed to the board of education. An appeal to the board of education must be received in writing no later than five working days following receipt of the decision of the superintendent. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board for a final determination. The board will make a written determination within 30 days of receiving the appeal.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; No Child Left Behind Act, 20 U.S.C. 6301 *et seq.*; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy HRSS-A-006

Cross References: Alternative Schools (policy 3470/4305), Homeless Students (policy 4126), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: April 12, 2001, November 10, 2005, March 12, 2009, June 14, 2012

Administrative Procedure: Yes

Reviewed by Policy Committee: October 11, 2007

ASSIGNMENT TO CLASSES

Policy Code:

4155

A. GENERAL AUTHORITY

The principal has the authority to assign students to classes, subject to applicable legal requirements. The principal is encouraged to seek input from the professional staff in making these decisions. Parents may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The principal shall consider parental requests in assigning students to classes. Unless otherwise required by law or the special circumstances described below, the principal shall balance any individual request for assignment or reassignment against the welfare of other students and the efficient operation of the school.

B. SPECIAL CIRCUMSTANCES

1. Multiple Birth Siblings¹

School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. "Multiple birth siblings" means twins, triplets, quadruplets or other siblings resulting from a multiple birth.

a. Consultative Meeting with the School Principal

The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made no later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.

At the meeting, the parent may request either that the students be placed (1) into the same classroom; or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

b. Initial Classroom Placement

Following the meeting, the principal shall place the students in accordance

¹ The provisions included in this section are required by G.S. 115C-366.3.

with the parent or guardian's request unless doing so would require adding an additional class at the students' grade level.

This section shall not otherwise limit the principal's authority to determine the specific classroom assignment(s) for multiple birth siblings, including the students' assignment to a specific teacher or team.

c. Change to Initial Classroom Placement

The principal may change the initial classroom assignment of one or more multiple birth siblings in the following circumstances:

- 1) the principal, in consultation with the students' classroom teacher(s), determines at the end of the first grading period that the requested placement is disruptive to the school; or
- 2) the principal determines that one or more of the multiple birth siblings must be removed from a classroom pursuant to any board discipline policy, school rule and/or the Code of Student Conduct.

2. Newly Enrolled Children of Military Families

The principal shall comply with the requirements of the Interstate Compact for Military Children (G.S. 115C-407.5) when making class assignments for children of military families, as defined in policy 4050, Children of Military Families.

a. Course Placement

When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is to be a primary concern when considering the student's course placement.

b. Educational Program Placement

For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, gifted and talented programs and

English as a Second Language programs.

c. Special Education Services

In compliance with the Individuals with Disabilities Education Act, school administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.

d. Placement Flexibility

The board authorizes and directs the superintendent and school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; G.S. 115C-36, -83.1G, -288, -366.3, -366.4, -390.7, -407.5

Cross References: Children of Military Families (policy 4050)

Issued:

Revised: June 30, 2008; October 15, 2008; September 30, 2011; January 27, 2012; September 27, 2012

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the schools system and to assist ~~help~~ the school system ~~in attaining board and school goals for student success~~ the goal of providing every student with a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all performance information required by law.¹

A. POLICIES

~~The board has established its commitment to the community in various policies, including:~~ The following policies address the relationship between the school system and the community:

1. Parental Involvement (policy 1310/4002);
2. Public Records – Retention, Release and Disposition (policy 5070/7350);
3. School Volunteers (policy 5015);
4. Compliance with the Open Meetings Law (policy 2320);
5. Registered Sex Offenders (policy 5022);
6. Distribution and Display of Non-School Material (policy 5210);
7. Community Use of Facilities (policy 5030); and
8. Visitors to the Schools (policy 5020).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;

¹ G.S. 115C-47(58) requires school systems to prominently display on their website their overall school performance score and the grade earned by each school for the current and previous four school years. In addition, beginning with the 2013-14 school year, G.S. 115C -83.1J requires school systems to annually publish certain information related to the reading proficiency performance of third-grade students.

2. identify appropriate opportunities for community input;
3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

~~All administrators also are expected to demonstrate a commitment to working with the community. Administrators will communicate to the public the goals and objectives of the schools and the progress of the schools in meeting those objectives, including the school building improvement reports required by G.S. 115C 12(9)c3. Administrators also should identify appropriate opportunities for community input.~~

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6318; G.S. 115C-12(9)c3, -36, -47, -83.1J

Cross References: Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted:

¹The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools.

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators.
2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided in policy 5030, Community Use of Facilities.
3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern. ~~In addition, the following requirements apply:~~

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.
2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Alcoholic Beverages; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.
3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. ADDITIONAL REQUIREMENTS OF PROBATION OFFICERS²

¹ This policy may be modified.

² G.S. 115C-46.2 requires the board to develop policies and guidelines for coordinating with probation officers of the Division of Community Corrections in the planning and scheduling of school visits. Much of the information in this section comes from state law.

To minimize disruption to student learning and school operations, the board establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted through the Division of Community Corrections' School Partnership Program.
2. Visits by probation officers must be authorized in advance by the school principal or designee or be the result of a request for assistance by a guidance counselor or school resource officer. The principal or designee at each school shall coordinate with probation officers to plan and schedule visits to occur at times least disruptive to the student's academic schedule and to school operations.
3. To protect the privacy of students, the principal or designee shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.
4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.
5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. UNAUTHORIZED, DISRUPTIVE OR DANGEROUS VISITORS

If any school employee becomes aware that an individual is in on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students should will be instructed to notify any staff member school employee of any unusual or suspicious behavior by visitors or others. Staff School employees must shall inform the principal or designee immediately of a student's report of suspicious behavior or their own observation on the part of a school visitor.

Any When an individual who disrupts the educational environment, acts in a disorderly manner, damages school property, or violates board policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or
3. take any other action deemed appropriate under the circumstances.

~~Such individual also may be prosecuted and may be prohibited from attending any other events sponsored by the school district for the remainder of the year. Failure to~~ reply ~~comply~~ with a requests to leave school grounds ~~or other restrictions imposed by school~~ may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, 159.13, -208.18; 115C-46.2, -523, -524, -526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030)

Adopted:

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall provide the parent of an at-risk student with a copy of the student's personal education plan in accordance with policy 3405, Students at Risk of

Academic Failure. Parents should be included in the implementation and ongoing review of their child's personal education plan.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. PARENTAL NOTIFICATION

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent involvement policy (policy 1320/3560, Title I Parent Involvement) and the school-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see policy 4302, School Plan for Management of Student Behavior);
7. policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. grading practices that will be followed at the school and, in the high schools, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);

10. a description of the curriculum being offered (see policy 3100, Curriculum Development);
11. student performance standards (see policies in the 3400 series);
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see policies 3540, Comprehensive Health Education Program and 3610, Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
21. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions and post-response actions, including periodic re-inspection and surveillance activities;
22. education rights of homeless students (see policy 4125, Homeless Students);

23. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
24. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
25. that the school system does not discriminate on the basis of race, color, national origin, sex, disability or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities); and
26. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal or social guidance and counseling and crisis intervention that is needed to maintain order, discipline or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);

5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing within 20 days after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;

8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
10. disclosure of the identity of any student receiving supplemental education services under the Title I program.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81(e1), -105.41,-109.1, -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policy FCB-A-000

Cross References: Title I Parent Involvement (policy 1320/3560), 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), Student and Parent Grievance Procedure (policy 1740/4010), Curriculum Development (policy 3100), Student Performance Policies (3400 series), Students at Risk of Academic Failure (policy 3405), 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), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Food Services (policy 6225), Pest Management (policy 9205)

Adopted:

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENTAL INVOLVEMENT

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system engages in activities to support parental involvement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the

school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

D. PARENTAL INVOLVEMENT EFFORTS

The board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with and annually distributed to parents of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;

2. provide coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as early childhood programs, reading programs and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, sending information home, newsletters, workshops and newspaper articles;
8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;
11. coordinate and integrate parental involvement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

12. strengthen the partnership with agencies, businesses and programs that operate in the community;
13. ensure that parents are involved in the school's Title I activities; and
14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. LEP Program

- a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:
 - i. the reasons for the child's identification;
 - ii. the child's level of English proficiency;
 - iii. methods of instruction;
 - iv. how the program will help the child;
 - v. the exit requirements for the program;
 - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
 - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.
 - b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LEA's yearly progress review of each school.
3. Teacher Qualifications
- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
 - b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act.
4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school.

F. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

- 1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
- 2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
- 3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and

4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); State Board of Education Policy TCS-R-000

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S. Department of Education Office of Innovation and Improvement (September 2007)

Adopted:

SBA Recommends Rescinding Policy

SCHOOL IMPROVEMENT CHOICE TRANSFER

Policy Code:

4153

The board is committed to providing a quality education to all students in the school district, regardless of the particular school attended. Although all schools in the district strive for academic excellence, the board recognizes that some schools may need to improve to meet such standards. The board encourages parents to support and work with these schools to improve the educational opportunities provided.

The board believes that in most cases, students should attend the school that serves his/her domicile. However, under certain circumstances or conditions, the board provides parents the opportunity to request that their child attend a school outside their attendance area (see policy 4150, School Assignment). Pursuant to federal and State Board of Education requirements, the board will offer school improvement choice transfers to eligible students as provided in this policy.

A. ELIGIBILITY FOR SCHOOL IMPROVEMENT CHOICE TRANSFERS

Students enrolled in a Title I school that has not met adequately yearly progress for at least two consecutive years, under the *No Child Left Behind Act*, may transfer to an eligible transfer school. If it is not possible to offer school improvement choice to all students, then priority will be provided to the lowest achieving students from low income families.

B. SCHOOLS ELIGIBLE TO RECEIVE TRANSFERS

Eligible transfer schools are those schools that meet the following criteria: (1) have not been identified for school improvement, corrective action or restructuring (as defined in the *No Child Left Behind Act* and State Board of Education policy); (2) are not considered persistently dangerous as defined by NCLB and State Board of Education policy; and (3) have been designated by the superintendent to receive school improvement choice transfers.

C. SCHOOL IMPROVEMENT CHOICE TRANSFER PROCEDURES

The superintendent must establish procedures to facilitate the transfer of students when a Title I school has been identified for school improvement. Such procedures must include the elements outlined below.

1. Notice must be provided to parents of the determination that their child attends a Title I school that has been identified for school improvement. Such notice must be provided before the first day of the next school year in a reasonable time for parents to make informed decisions, and, whenever practicable, should be provided before the end of July. The notice must be provided by personal

letters as well as by broader means, such as newspapers or the Internet. The notice also must be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand.

2. Notice must be provided to parents that their student has the opportunity to transfer to an eligible transfer school that serves the student's instructional level.
3. The notification will identify those schools within the district that are eligible to receive school improvement choice transfers and will describe the performance and quality of the schools of choice. The school district has flexibility to determine which schools will comprise the range of alternatives for students eligible to transfer. If the choices of eligible transfer schools available to parents have been limited, the notice also will include an explanation of why such limitations have been made.
4. If no schools in the school district are eligible to receive transfers, the notification will identify any other available options for school improvement choice transfers.
5. The notification will describe the process for parents to request transfers including the opportunity for parents to submit their preferences among the choices provided. Parents will be notified of the final transfer school option. Parents will have the opportunity to accept or reject this option.
6. The notification will include information about what happens if the parent declines the offer to transfer.
7. The superintendent or designee will create a process to ensure that transfers are completed in a timely manner once the school is identified for school improvement.
8. The superintendent or designee will ensure that a report is provided to the local school board and the State Board of Education of each student transfer made pursuant to this policy.

D. TRANSPORTATION

The school district will provide transportation for students who decide to accept school improvement choice transfers. If funds available are insufficient to provide transportation to all students wishing to transfer, the LEA must give priority to the lowest-achieving eligible students from low-income families. The school district will not provide transportation for students who remain at a school after the end of the school year in which a student's original school is no longer identified for Title I school

improvement.

E. LENGTH OF TRANSFERS

Students who transfer to an eligible transfer school must be permitted to remain in the choice school until the students have completed the highest grade in the school. If the new school is placed in Title I school improvement, the student will have the option to move again to another school in the subsequent school year.

F. RESPONSIBILITIES OF RECEIVING SCHOOLS

Schools that receive students eligible for transfer must ensure that students are enrolled in classes and other activities in the school in the same manner as all other students in the school. However, any board policies or other rules (such as High School Athletic Association rules) that restrict the activities of students who transfer under other board policies also will be applied to students who receive school improvement choice transfers under this policy.

Legal References: No Child Left Behind Act, 20 U.S.C. 6316, 34 C.F.R. 200.44, Public School Choice Draft Non-Regulatory Guidance, U.S. Department of Education (February 6, 2004); G.S. 115C-36, -366, -367

Cross References: School Assignment (policy 4150), Unsafe School Choice Transfer (policy 4152)

Adopted: August 9, 2007

Revised: March 12, 2009

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for complying with all legal requirements pertaining to the maintenance, review and release of records retained at the school.

A. ANNUAL NOTIFICATION OF RIGHTS

The superintendent or designee shall provide eligible students and parents with annual notification of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice must contain all information required by federal law and regulations, including the following:

1. the right to inspect and review the student's educational records and the procedure for exercising this right;
2. the right to request amendment of the student's educational records that the parent or eligible student believes to be inaccurate, misleading or in violation of the student's privacy rights; and the procedure for exercising this right;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
4. the type of information designated as directory information and the right to opt out of release of directory information;
5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
6. the right to opt out of releasing the student's name, address and phone number to military recruiters or institutions of higher education that request such information;
7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;
8. notification if the school system uses contractors, consultants, volunteers or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and
9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

School officials are not required to individually notify parents or eligible students of their rights but must provide the notice in a manner reasonably likely to inform the parents and eligible students of their rights. Effective notice must be provided to parents or eligible students with disabilities or those whose primary or home language is not English.

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

For purposes of this policy, the term “parent” includes a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian. If the parents of a student are separated or divorced, both parents have the right to access the student’s records as provided in this policy, unless the school system has been provided with evidence that there is a court order, state statute or other legally binding document that specifically revokes these rights.

2. Eligible Student

For purposes of this policy, an eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education. The rights afforded to parents under this policy transfer to an eligible student. However, parents may still have access to the records as long as the student is claimed as a dependent by the parent for federal income tax purposes. An eligible student who desires to prevent access to records by his or her parents must furnish to the principal information verifying that the student is not a dependent of his or her parents. If a parent of a student who is at least 18 and no longer attending a school within the system wishes to inspect and review the student’s records, he or she must provide information verifying that the student is a dependent for federal income tax purposes.

A student under age 18 may have access to student records only upon the consent of his or her parents.

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

Information about students that is collected and stored by school personnel may be separated into several categories, including, but not limited to, the following records.

1. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student’s name, address, sex, race, birthplace and birth date; family data including the parents’ names, addresses, work and home telephone numbers and places of employment; academic work completed; grades; standardized test scores; health screenings and

immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

2. Discipline Records

Student discipline records are part of the student's official record and must be maintained and reviewed pursuant to policy 4345, Student Discipline Records. Discipline records must be expunged and forwarded pursuant to the requirements of law and the procedures of policy 4345.

3. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act and policy 3520, Special Education Programs/Rights of Students with Disabilities. Records for a student identified as a student with a disability are considered part of the student's official records and must be maintained in accordance with all appropriate federal and state regulations. Access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted in the student records location.

4. Records Received from the Department of Social Services

The Department of Social Services may disclose confidential information to the school system in order to protect a juvenile from abuse or neglect. Any confidential information disclosed under these circumstances must remain confidential and may only be redisclosed for purposes directly connected with carrying out the school system's mandated educational responsibilities.

5. Juvenile Records

Juvenile records include documentation or information regarding students who are under the jurisdiction of the juvenile court. These records may be received from local law enforcement and/or other local agencies authorized to share information concerning juveniles in accordance with G.S. 7B-3100. These records also may include notice from the sheriff to the board that a student has been required to register with the sheriff because the student has been found to be a danger to the community under G.S. Chapter 14, Part 4. Such documents must not be a part of a student's official records but must be maintained by the principal in a safe, locked storage area that is separate from the student's other records. The principal shall not make a copy of such documents under any circumstances.

Juvenile records will be used only to protect the safety of or to improve the educational opportunities for the student or others. The principal may share juvenile records with individuals who have (a) direct guidance, teaching or supervisory responsibility for the student and (b) a specific need to know in order to protect the safety of the student and others. Persons provided access to juvenile records must indicate in writing that they have read the document(s) and agree to maintain confidentiality of the records.

The principal or designee must destroy juvenile documents if he or she receives notification that a court no longer has jurisdiction over the student or if the court grants the student's petition for expunction of the records. The principal or designee shall destroy all other information received from an examination of juvenile records when he or she finds that the information is no longer needed to protect the safety of or to improve the educational opportunities for the student or others. If the student graduates, withdraws from school, transfers to another school, is suspended for the remainder of the school year or is expelled, the principal shall return all documents not destroyed to the juvenile court counselor. If the student is transferring, the principal shall provide the juvenile court counselor with the name and address of the school to which the student is transferring.

6. Other Student Records

School system personnel may also keep other student records but must review such records annually and destroy them when their usefulness is no longer apparent or when the student leaves the school system.

7. Sole Possession, Employment and Law Enforcement Records

Student records do not include, and release of information under this policy does not apply to:

- a. records made by teachers, counselors and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- b. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
- c. records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. This does not include information obtained from the student's confidential file or other educational records that is contained in a law enforcement record.

D. RECORDS OF STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Records of students participating in the North Carolina Address Confidentiality Program must show only the substitute address provided by the Address Confidentiality Program and must not be released to any third party other than a school to which the student is transferring, or as otherwise provided by law.

When transferring the record of a student participating in the North Carolina Address Confidentiality Program to a school outside of the system, the transferring school may send the files to the Address Confidentiality Program participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program.

E. RECORDS OF MISSING CHILDREN

Upon notification by a law enforcement agency or the North Carolina Center for Missing Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school system, the principal shall provide notice of the request to the superintendent and the agency that notified the school that the child was missing. The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

Any information received indicating that a student transferring into the system is a missing child must be reported promptly to the superintendent and the North Carolina Center for Missing Persons.

F. RECORDS OF MILITARY CHILDREN

School administrators shall comply with any regulations pertaining to the records of military children developed by the Interstate Commission on Educational Opportunity for Military Children.

In addition, children of military families, as defined by policy 4050, Children of Military Families, are entitled to the following.

1. For Students Leaving the School System

In the event that official education records cannot be released to the parents of military children who are transferring away from the school system, the custodian of records shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as determined by the Interstate Commission.

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the

student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

Upon receiving an unofficial education record from the student's previous school, school administrators shall enroll the student and place him or her in classes as quickly as possible based on the information in the unofficial records, pending validation by the official records.

Simultaneous with the enrollment and conditional placement of the student, school administrators shall request the student's official record from his or her previous school.

G. REVIEW, RELEASE OF RECORDS TO PARENT OR ELIGIBLE STUDENT

A parent or eligible student may access the student's records upon proper request. The principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent or eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

A parent or eligible student has the right to challenge an item in the student record believed to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The principal shall examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in policy 1740/4010, Student and Parent Grievance Procedure. If the final decision is that the information in the record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school system.

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

Before releasing or disclosing records as permitted by law, school officials shall use reasonable methods to identify and authenticate the identity of the party to whom the records are disclosed.

1. Release/Disclosure With Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by

law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release and the party(ies) to whom they are to be released.

2. Release/Disclosure Without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.

When personally identifiable information from a student's record is released or disclosed without prior written consent of the parent or eligible student, the party to whom the information is released must agree not to disclose the information to any other party without the prior consent of the parent or eligible student. This restriction does not apply to the release of directory information, release of information to parents of non-eligible students, release of information to parents of dependent students, or release of information in accordance with a court order or subpoena.

The superintendent shall employ reasonable methods to ensure that teachers and other school officials obtain access only to those educational records in which they have legitimate educational interests.

3. Release of Directory Information

Permission of the parent or eligible student is not required for the release of information that is designated as directory information by the board, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. (See policy 1310/4002, Parental Involvement.)

- a. The board designates the following student record information as directory information:
- (1) name;
 - (2) address;
 - (3) telephone listing;
 - (4) electronic mail address;
 - (5) photograph;
 - (6) date and place of birth;

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- (7) participation in officially recognized activities and sports;
 - (8) weight and height of members of athletic teams;
 - (9) dates of attendance;
 - (10) grade level;
 - (11) diplomas, certifications and awards received; and
 - (12) most recent previous school or education institution attended by the student.
- b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released.
 - c. As required by law, the names, addresses and telephone numbers of secondary school students shall be released, upon request, to military recruiters or institutions of higher learning, whether or not such information is designated directory information by the school system. Students or their parents, however, may request that the student's name, address and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any requests made.
 - d. All requests for directory information must be submitted to the superintendent or designee for approval. The superintendent is directed to establish regulations regarding the release of directory information. At a minimum, the regulations must:
 - (1) specify the types of organizations that are eligible to receive directory information, and for what purposes;
 - (2) provide for equal disclosure to organizations that are similar in purpose; and
 - (3) authorize access to directory information to recruiters of military forces of the state or United States for the purpose of informing students of educational and career opportunities available in the military to the same extent that such information is made available to persons or organizations that inform students of occupational or educational options.
4. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act.

5. Disclosure of De-Identified Information

Education records may be released without consent of the parent or eligible student if all personally identifiable information has been removed. Personally identifiable information includes both direct and indirect identifiers that, alone or in combination, would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

Unless specifically permitted by law, records that have been de-identified must not be released without the consent of the parent or eligible student if school officials reasonably believe that the person requesting the information knows the identity of the student to whom the education record relates.

I. WITHHOLDING RECORDS

School system administrators shall not withhold records upon a valid request by a parent, eligible student or school to which the student is transferring for any reason, including in order to collect fines assessed to the parent or student.

J. RECORD OF ACCESS AND DISCLOSURE

The principal or designee shall maintain a record in each student's file indicating all persons who have requested or received personally identifiable information from a student's record and the legitimate reason(s) for requesting or obtaining the information. This requirement does not apply to requests by or disclosure to parents, eligible students, school officials, parties seeking directory information, a party seeking or receiving the records under a court order or subpoena that prohibits disclosure, or those individuals with written parental consent.

K. DESTRUCTION OF STUDENT RECORDS

School officials shall only destroy student records in accordance with state and federal law and the *Records Retention and Disposition Schedule for Local Education Agencies*. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

School system administrators will comply with the data requirements and implementation schedule for the North Carolina Longitudinal Data System (NCLDS) and will transfer designated student record data to the system in accordance with the NCLDS data security and safeguarding plan and all other requirements of state law, provided that doing so does not conflict with the requirements of FERPA.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; No Child Left Behind Act, 20 U.S.C. 7908; G.S. 7B-302, -3100; 14-208.29; 115C-47(26), -109.3, -402, -403, -407.5; 116E-6

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (policy 4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release and Disposition (policy 5070/7350)

Adopted:

21st Century Community Learning Center Program Application Overview

What are 21st CCLC Programs?

- ✓ 21st CCLC programs are authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The purpose of 21st CCLC programs is to offer *expanded learning opportunities* that provide students with high-quality academic enrichment activities designed to complement the students' regular academic program. 21st CCLC programs must also offer families of participating students educational development opportunities.
- ✓ All 21st CCLC programs must implement academic activities aligned to the Common Core State Standards for reading/language arts and mathematics and all other academic content areas aligned to the North Carolina Essential Standards.
- ✓ Program may provide before and after-school, weekend, and summer school academic enrichment opportunities for children attending low-performing schools to help them meet local and state academic standards in subjects such as reading, mathematics, and science. Enrichment activities are multi-disciplinary whereby the student must use academic skills from multiple subject areas learned during the school day. Enrichment activities should also broaden students' experiences by including the arts, recreation, health, and cultural activities, and physical activity including sports. Activities need to be engaging as well as effective to ensure active student participation.
- ✓ A third required program component is parent involvement with literacy emphasis.

Participating school if funded: Charles W. McCrary Elementary School

Timeframe for program: 4 Years - Beginning July 1, 2013

After School: Monday - Friday 2:30 - 5:30 pm

Summers: Year 1 - Six week transition "camp" for rising Kindergartners and parents

Target student population: K-5 lower achieving/low socio-economic students

Budget: Applicants may request funds ranging from \$100,000 to \$400,000 per fiscal year.

(See attached budget form)

Areas of focus/goals:

Literacy (**required**); STEM (preferred); Youth Development; Parent Involvement (**required**)

Program Partners:

Randolph Public Library (Literacy); Randolph Community College (ESL/GED/STEM);
Randolph 4-H (STEM); Randolph/Asheboro YMCA (Youth Development); Randolph Arts
Guild (Youth Development); G-Force (Incentives); UNC-G (Literacy/Parent Involvement);
NC Zoo (STEM); First United Methodist Church (Volunteer mentors - homework, Literacy)

Grant application due: Friday, March 22, 2013

ACS 21st CCLC Program Application Team:

Ms. Julie Brady, CWM Principal

Ms. Rhonda McHenry, Assistant Principal

Ms. Cassie Salabak, CWM Media Specialist

Ms. Dubraska Stines, ACS Lead Teacher ESL

Ms. Betsy Hammond, ACS Science Coach

Ms. Chandra Manning, ACS Literacy Coach

Dr. Brad Rice, Director of Support Services

Mr. Harold Blair, Director of Finance

Ms. Wendy Rich, Director of Elementary Curriculum

Dr. Diane Frost, Superintendent

Ms. Jennifer Smith, Assistant Superintendent

DEPARTMENT OF PUBLIC INSTRUCTION
301 N. WILMINGTON STREET
RALEIGH, NORTH CAROLINA 27601-2825

APPROVED BUDGET _____

PROGRAM REPORT CODE # 110

PROGRAM: Title IV - 21st Century Community Learning Centers

Harold Blair
Fiscal Agent Name

Asheboro City Schools # 761
LEA/Unit Number

Project Number 09-050-XXX

Approved Budget Amount

PROJECT PERIOD: Beginning: 07/01/2013

Ending 06/30/2017

ACCOUNT CLASSIFICATION WITH DESCRIPTION OF EXPENDITURES (i.e., Professional Development - Poverty Workshop)	Account Code 3-XXXX-050-XXX	APPROVED BUDGET
Supervisor	3.5350.110.113	\$ 45,000.00
Teachers	3.5350.110.121	\$ 40,000.00
Teacher Assistants	3.5350.110.142	\$ 25,000.00
Social Security	3.5350.110.211	\$ 8,250.00
Retirement	3.5350.110.221	\$ 16,000.00
Hospitalization	3.5350.110.231	\$ 5,500.00
Dental	3.5350.110.234	\$ 350.00
Supplies	3.5350.110.411	\$ 55,000.00
Transportation - Driver	3.5350.110.171	\$ 3,000.00
Transportation - Social Security	3.5350.110.211	\$ 230.00
Transportation - Contracted	3.5350.110.311	\$ 7,000.00
Total Grant Funds		\$205,330

Signature of LEA Superintendent/Finance Officer/Administrator

Date

Program Administrator

Date

STATE USE ONLY - SIGNATURE INDICATING APPROVAL: _____

DEPARTMENT OF PUBLIC INSTRUCTION
301 N. WILMINGTON STREET
RALEIGH, NORTH CAROLINA 27601-2825

APPROVED BUDGET _____

PROGRAM REPORT CODE # 110

PROGRAM: Title IV - 21st Century Community Learning Centers

Harold Blair
Fiscal Agent Name

Asheboro City Schools # 761
LEA/Unit Num

Project Number 09-050-XXX

Approved Budget Amount

PROJECT PERIOD: Beginning: 07/01/2013

Ending 06/30/2017

ACCOUNT CLASSIFICATION WITH DESCRIPTION OF EXPENDITURES (i.e., Professional Development - Poverty Workshop)	Account Code 3-XXXX-050-XXX	APPROVED BUDGET
Supervisor	3.5350.110.113	\$ 45,000
Teachers	3.5350.110.121	\$ 40,000
Teacher Assistants	3.5350.110.142	\$ 25,000
Social Security	3.5350.110.211	\$ 8,250
Retirement	3.5350.110.221	\$ 16,000
Hospitalization	3.5350.110.231	\$ 5,500
Dental	3.5350.110.234	\$ 350
Contracted Services	3.5350.110.311	\$ 30,000
Supplies	3.5350.110.411	\$ 55,000
Transportation - Driver	3.5350.110.171	\$ 3,000
Transportation - Social Security	3.5350.110.211	\$ 230
Transportation - Contracted	3.5350.110.311	\$ 7,000
Total Grant Funds		\$235,330

Signature of LEA Superintendent/Finance Officer/Administrator

Date

Program Administrator

Date

STATE USE ONLY - SIGNATURE INDICATING APPROVAL: _____

Proposal to add the following Middle School Course for NAMS and SAMS beginning 2013-2014:

Exploring Business, Marketing and Entrepreneurship

Course Description: This middle school course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced.

This course will complement our current course offerings and align nicely with the business and entrepreneurship side of the BFIT high school program area and round out the IT side of the program area where our middle school classes concentrate now. In addition, it will provide students with exposure to the marketing curriculum and program area, where currently we have none in middle school. The course also provides students with an additional choice in course selection at middle school.

**RESOLUTION IN OPPOSITION TO SCHOOL PROPERTY TRANSFER FROM
LOCAL SCHOOL BOARDS TO COUNTY COMMISSIONERS**

WHEREAS, North Carolina General Statutes prescribe that the powers of general control and supervision of school systems are to be vested in local boards of education, not county commissioners; and

WHEREAS, Public school placement, design, and maintenance are integral components of the control and supervision authority that local boards of education have been statutorily assigned; and

WHEREAS, to maximize efficiency and maintain supervisory powers, local boards of education must continue to control basic powers of school property ownership; and

WHEREAS, as duly elected officers, local school boards members must continue to discharge their duties and responsibilities for the citizens of North Carolina.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

The Asheboro City Schools' Board of Education, for the reasons herein noted, opposes any proposed legislation that would authorize counties to assume control of school property and respectfully requests that the North Carolina General Assembly oppose any such legislation during its 2013 session.

This the 14th day of March , 2013.

Superintendent

Chairperson

School/Location	Date	Event	Time
AHS/PAC	Tuesday, March 12, 2013	MS Band Concert (pre-MPA)	7:30pm
PDC	Thursday, March 14, 2013	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, March 14, 2013	AHS Band MPA Showcase Concert	7:30pm
AHS Gym	Friday, March 22, 2013	ACS Digital Learning Expo	1:30pm - 4:30pm
SAMS	Sunday, March 24, 2013	SAMS 50th Anniversary Celebration	2:00pm - 5:00pm
PDC	Monday, March 25, 2013	FAN Workshop - 5th grade parents	6:30pm
PDC	Wednesday, April 10, 2013	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, April 11, 2013	Board of Education Meeting	7:30pm
AHS/PAC	Friday and Saturday, April 19-20, 2013	Spring Musical Production: "Hairspray"	7:00pm
AHS/PAC	Sunday, April 21, 2013	Spring Musical Production: "Hairspray"	2:00pm
CO Board Room	Monday, April 29, 2013	Superintendent's PTO President's Round Table	6:30pm
AHS/PAC	Tuesday, April 30, 2013	AHS Percussion Concert	7:30pm
ACS	Monday - Friday, May 6 - 10, 2013	Teacher Appreciation Week	N/A
AHS/PAC	Monday, May 6, 2013	NAMS Spring Band Concert	7:30pm
PDC	Thursday, May 9, 2013	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 9, 2013	SAMS Spring Band Concert	7:30pm
Teachey	Friday, May 10, 2013	Teachey Pre-K - 5th grade Academic Awards	8:15am
AHS/PAC	Thursday, May 16, 2013	AHS Spring Choral Concert	7:30pm
AHS/PAC	Tuesday, May 21, 2013	AHS Jazz & Percussion Concert	7:30pm
Pinewood Country Club	Wednesday, May 22, 2013	Teacher of the Year Banquet	6:00pm
AHS/PAC	Thursday, May 23, 2013	AHS Spring Band Concert	7:00pm
AHS/PAC	Friday, May 24, 2013	AHS Academic Awards Day	9:00am
AHS/PAC	Tuesday, May 28, 2013	Senior Awards Night	7:00pm
AHS	Wednesday, May 29, 2013	Senior Board Night	7:00pm
AHS PAC	Sunday, June 2, 2013	Baccalaureate	7:00pm
Balfour	Monday, June 3, 2013	Balfour 5th Grade Awards	1:00pm
Teachey	Friday, June 7, 2013	Teachey 5th Grade Awards	8:15am

Lee J. Stone Stadium	Friday, June 7, 2013	AHS Graduation	7:00pm
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Student Achievements:

- Patrick Hunter, a 4th grader at Loflin, won the district spelling bee
- AHS, SAMS and NAMS students competed in the Science Olympiad at UNC-G
- Students from AHS, SAMS and NAMS earned spots and performed in the Randolph County/Asheboro City Schools All County Honor Band
- NAMS students raised more than \$2,000 and held an assembly for a local soldier who lost his leg while serving in Iraq

Staff Recognitions:

- AHS was honored as a Green Ribbon PBIS School for its Blue Comet Academy
- SAMS was honored as a PBIS Model School for the second year in a row

Parent Involvement:

- Family Reading Night held at Teachey

Events bringing community into our schools:

- Habitat for Humanity of Randolph County partnered with McCrary to help students build doghouses for the Humane Society
- NAMS students organized a fundraiser and donated more than \$2,000 to a local soldier who was injured in Iraq
- Lindley Park parents cooked and served a “Soul Food” lunch for the school’s teachers
- The Chamber of Commerce and Communities in Schools organized a winter school supply drive and donated items for each of our schools
- Community members visited several elementary schools to read to students in honor of Read Across America day



Asheboro City Schools

...the subject is excellence!

Asheboro City Schools Strategic Plan Milestones

Board of Education Goals

2012-2013

March Update, 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.
2nd annual Digital Expo--Please come Friday, March 22, from 1:00-4:30pm, at AHS gymnasiums.
- 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.
Our next planning meeting with our partners is March 28. A brochure has been developed to communicate with students about the Health Sciences Academy. Students are expressing a high degree of interest!

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

*Read Across America activities took place all across the district this week and included celebrations of Dr. Seuss' birthday. I especially enjoyed seeing 1st graders this week writing an opinion paper on whether or not they would like the *Cat in the Hat* to come to their house. They had to provide three reasons why they would or would not want the *Cat* to come and also write a conclusion. I was very pleased with the level of success of Ashley Smith's 1st graders at Loflin School on this writing task!*

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 21st century professionals.

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

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

Today, March 8, is our fourth of five dedicated professional development days. Each school customized the day to meet the needs of their teachers. Topics ranged from working with students of poverty to understanding the new expectations for language standards (grammar) for grades 3-5.

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

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

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).

Level 3 Positive Behavior Support training took place this week.

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.

Drew Maerz and his team are on target in developing our plan to phase in this new student information system. They have participated in extensive training over the past few weeks.

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.

Efforts are underway to help grow awareness with students and parents about the possibilities of these program offerings. In essence, the Career and College Promise technical programs will allow our students to achieve what previously has only been available to Early College students—a high school diploma AND an associate’s degree—in 17 different pathways. The Career and College Promise college transfer program will allow students to transfer their first two years of college (44 credits) to any university, public or private (with a few exceptions). This program requires students to meet and maintain certain grade point averages, and also requires coursework after high school graduation to earn the 44 credits. Both programs allow dual credit so that students earn both high school and college credit.

We continue to collaborate with RCC to “grow” this program and see great potential for our students!

- 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.



North Carolina Teacher Salaries

State Board of Education March 2013

Alexis Schauss,
Director of School Business



Educator Salaries and Benefits

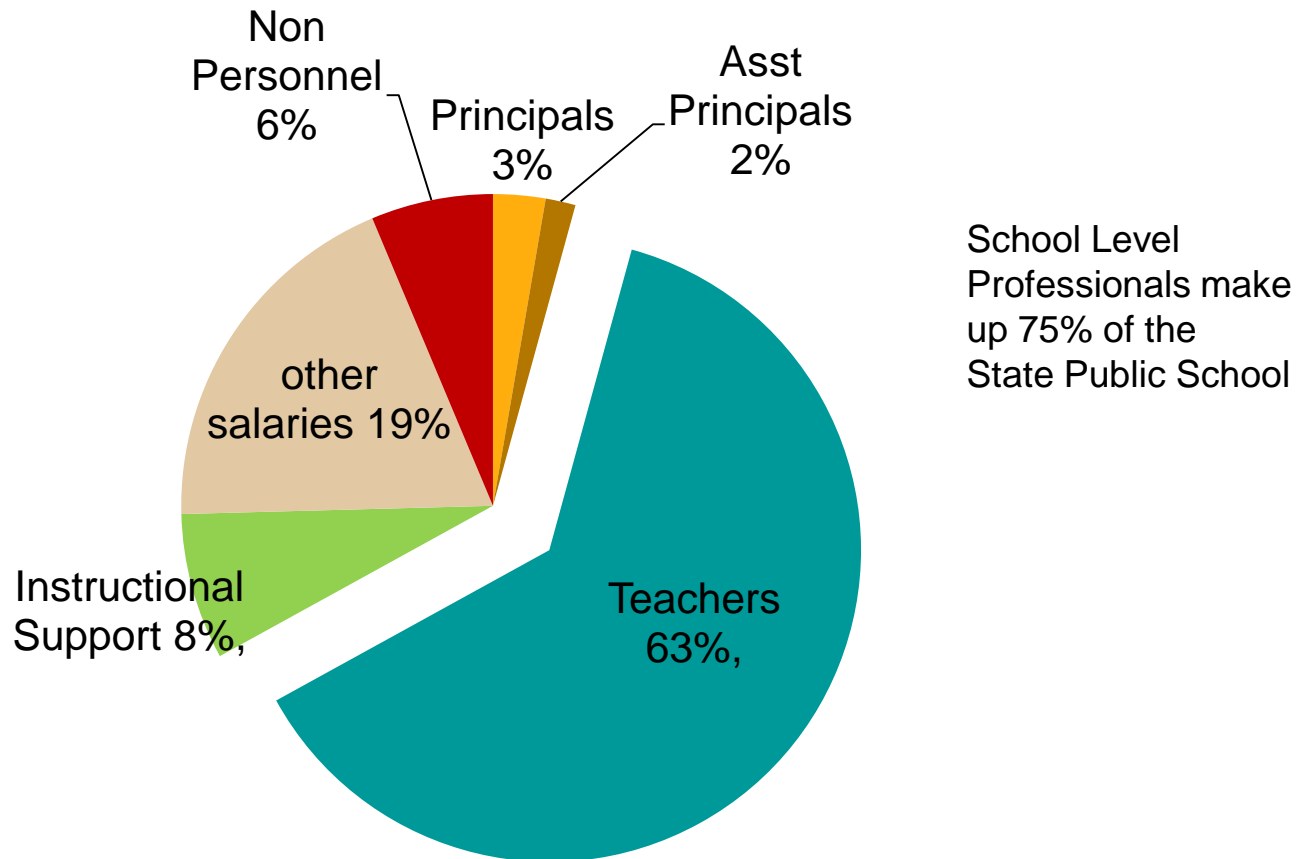
2011-12

	Total	% of SPSF
Central Office	105,357,292	1.4%
Principals	202,660,540	2.7%
Asst Principals	116,221,280	1.6%
Teachers	4,691,319,327	62.7%
Instructional Support	567,420,829	7.6%
Teacher Assistants	486,645,698	6.5%
Other non certified	836,182,944	11.2%
All Salary and Benefits	7,005,807,909	93.7%
Non Personnel	473,096,852	6.3%
Total SPSF Expenditures	7,478,904,761	100.0%

Expenditures from fiscal year 2011-12



State Public School Fund Salary and Benefits by Type 2011-12





Educator Salary Schedules

- The salary schedules are determined annually by legislation.
- “Step and Lane” schedules where by
 - the “Steps” are years of experience 0 to 35+
 - the “Lanes” are education (Bachelors, Masters and National Board Certification (NBPTS))
- Movement to the next step increase is not automatic and must be authorized by the General Assembly.
- All schedules are derived from the Bachelor schedule.
- Additional compensation may apply including local salary supplement, longevity, mentor pay and performance bonus.



Personnel Paid from the Teacher Salary Schedule

- Classroom Teachers
- Media Coordinators
- Guidance Counselors
- Social Workers
- Certified nurses



Personnel Paid from a Derivative of the Teacher Salary Schedule

Masters schedule + 5 steps

Psychologists, audiologists and speech
language pathologists

Masters Schedule + 1%

Assistant Principals

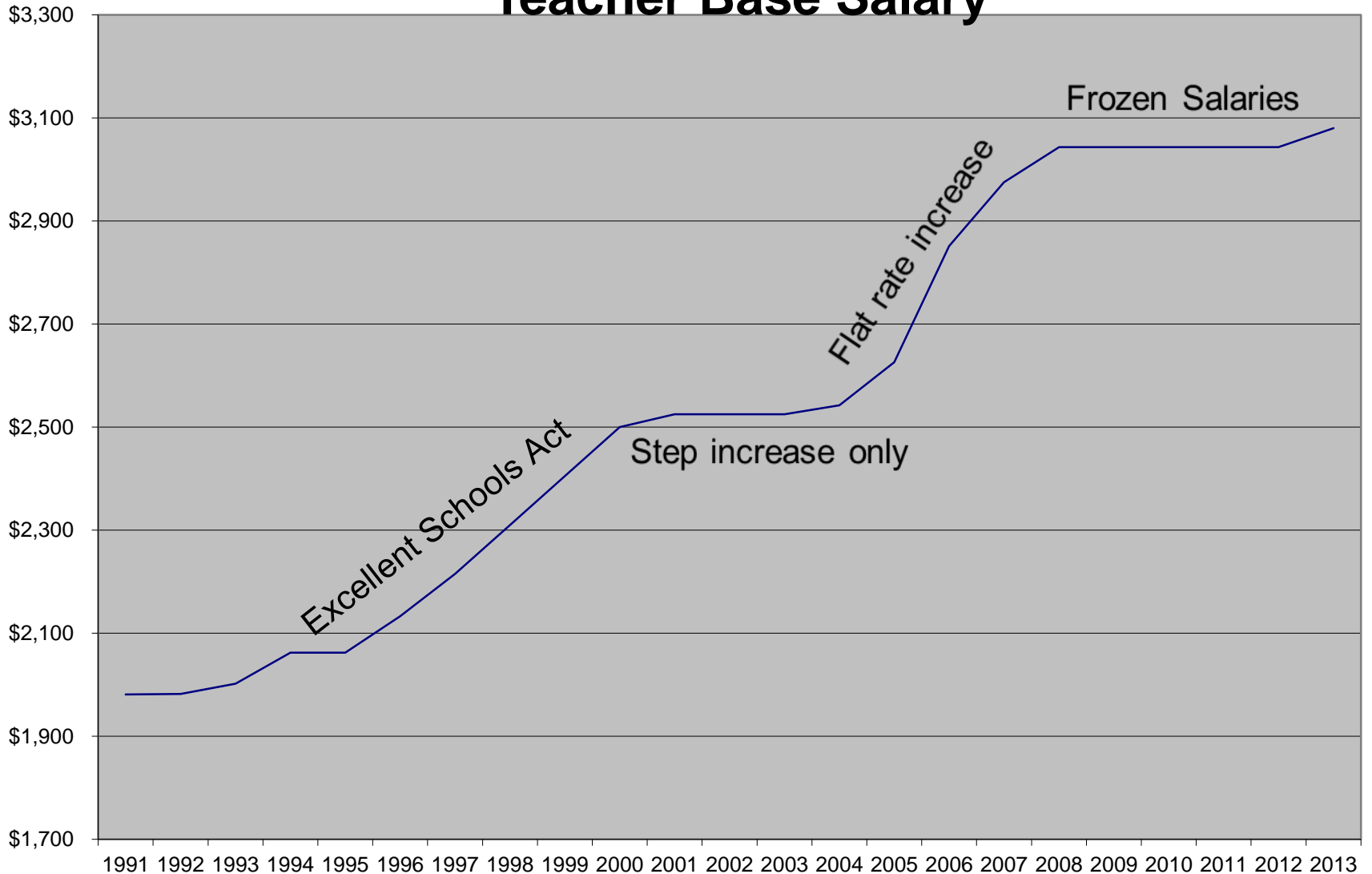
8 Graduated Schedules from Asst Princ

Principals.

Schedule determined by school size not years of
experience



History of Bachelor Certificate Classroom Teacher Base Salary





Salary Schedule 2012-13

Years	Bachelors		Masters (10%)		% Step
	No NBPTS	NBPTS (12%)	No NBPTS	NBPTS (12%)	
0	\$30,800	N/A	\$33,880	N/A	
1	\$30,800	N/A	\$33,880	N/A	0.0%
2	\$30,800	N/A	\$33,880	N/A	0.0%
3	\$30,800	\$34,500	\$33,880	\$37,950	0.0%
4	\$30,800	\$34,500	\$33,880	\$37,950	0.0%
5	\$31,220	\$34,970	\$34,340	\$38,460	1.4%
6	\$31,670	\$35,470	\$34,840	\$39,020	1.4%
7	\$33,030	\$36,990	\$36,330	\$40,690	4.3%
8	\$34,450	\$38,580	\$37,900	\$42,450	4.3%
9	\$35,800	\$40,100	\$39,380	\$44,110	3.9%
10	\$37,110	\$41,560	\$40,820	\$45,720	3.7%
11	\$38,160	\$42,740	\$41,980	\$47,020	2.8%
12	\$38,650	\$43,290	\$42,520	\$47,620	1.3%
13-33					1.3%
34	\$52,150	\$58,410	\$57,370	\$64,250	1.9%
35+	\$53,180	\$59,560	\$58,500	\$65,520	2.0%

\$1,260 annual for Advanced degree

\$2,530 annual for an Advanced and Doctorate degree



What is the impact of no pay change ?

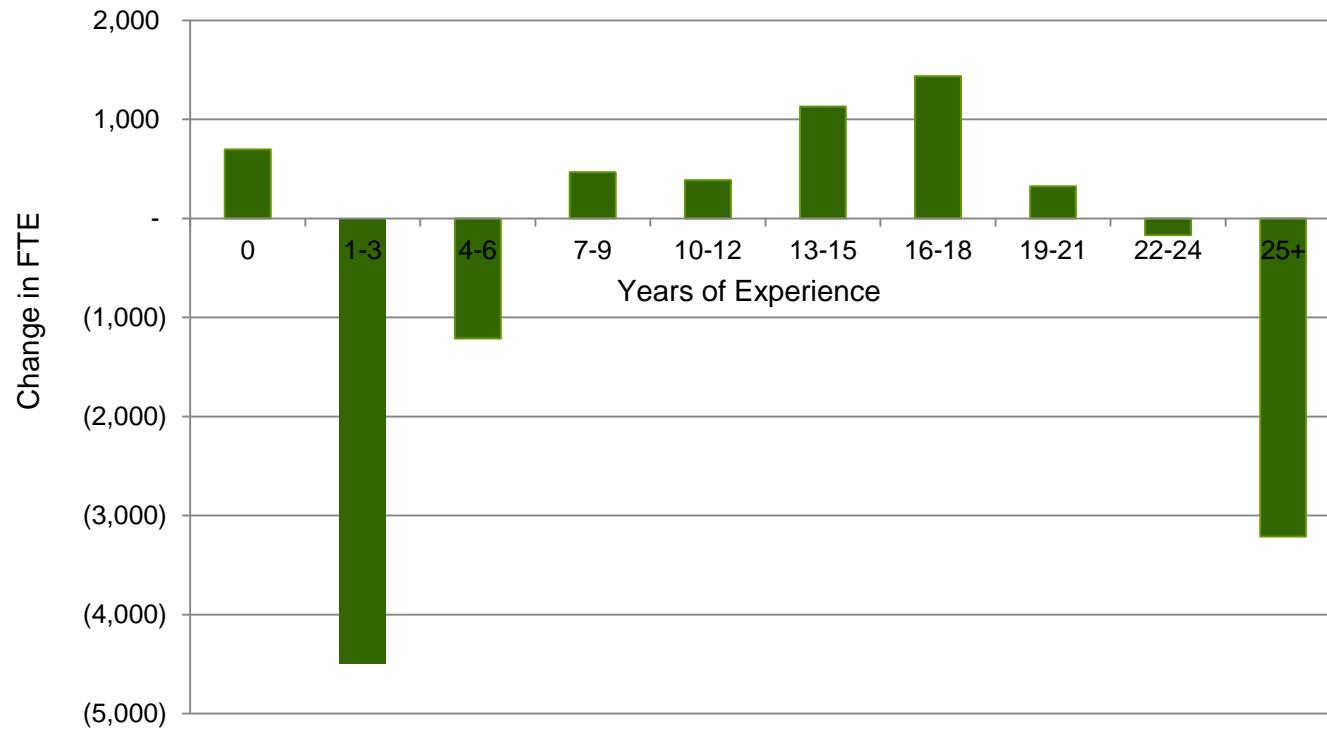
- 14,550 (18%) state funded teachers are paid at the bottom step.
- 11,444 (14%) of those are paid at the lowest base pay of \$30,800.
- The big steps that were retention tools from the 4th to 8th step are now at the 7th to 11th step.
- 35 years to get to the top of the earning scale.



- It takes 15 years for a teacher with a Bachelors degree to make \$40,000.
- In 2008-09, a 5 year teacher had a base pay of \$35,380.
In 2012-13, a 5 year teacher has a base pay of \$31,220. A decrease of \$4,160, (close to a \$6,400 drop in purchasing power).
- Affected the population of the classroom teachers.



Change in Classroom Teacher Population State Funded 2008-09 to 2012-13



4,644 less FTE of state funded classroom teachers in 2013 than in 2009



What is the Goal of a Pay Structure?

1. Attract high quality individuals into the profession
2. To incentivize the individual to excel
3. To retain individuals who are highly effective

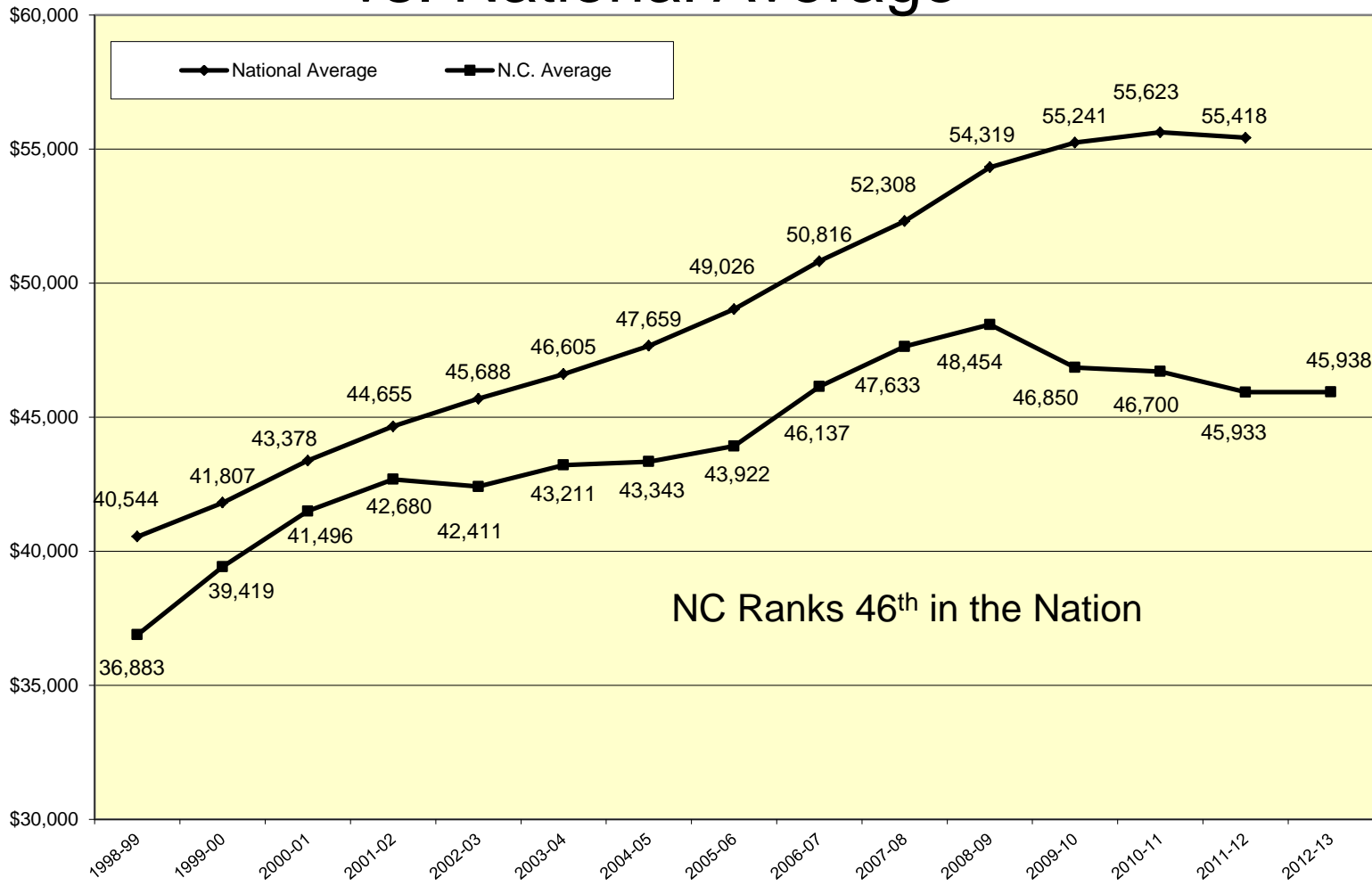


NC Teacher Compensation Issues

1. Level of Pay
2. The Structure of the Pay



NC Average Teacher Compensation vs. National Average



Source: NEA Ranking and Estimates December
 NC 2011-12 updated for final, 2012-13 estimate



NC Average Compensation Southeast States

	2011-12	% Change 2002-03 (current \$)
GEORGIA	52,938	16.1
LOUISIANA	50,179	38.2
KENTUCKY	49,730	29.4
VIRGINIA	48,703	23.5
ALABAMA	48,003	25.4
<i>SOUTHEAST</i>	<i>47,933</i>	<i>20.0</i>
SOUTH CAROLINA	47,428	18.7
TENNESSEE	47,082	23.2
FLORIDA	46,479	16.5
ARKANSAS	46,314	22.2
NORTH CAROLINA	45,933	8.3
WEST VIRGINIA	45,320	20.6
MISSISSIPPI	41,646	19.5

Source: NEA Rankings and Estimates December 2012

NC updated for 2012 final

Division of School Business NC Department of Public Instruction



Percentage Change in Average Salary

NC is ranked last in the 10 year percent change in average salary from 2001-02 to 2011-12 at only 7.7%.

This is -15.7% in constant dollars.

If NC had increased average salary at the national average (24%) the average salary would be \$52,923, which is \$7,000 more than the current average salary and within \$2,500 of the national average

*Source: NEA Rankings and Estimates
December 2012*



Materiality

- There are approx. 82,000 state funded teachers and an additional 13,000 paid from other sources.
- A step increase is 1.76% or \$83.4m for licensed personnel.
- It would take approximately \$420m to place all teachers & Instructional support on the step they would have been on.



Pay for Excellence

Session Law 2011-142

Allows LEAs to develop a plan of performance pay for all licensed personnel. Criteria for award of bonuses or adjustments to base pay should include, but are not limited to, the following factors:

1. Annual growth of a students assigned to a teacher
2. Annual growth of students assigned to a school
3. Assignment of additional instructional responsibilities
4. Assignment to a hard to staff school
5. Assignment to a hard to staff subject area.



Alternate Salary Structures



Dollar allotment

The General Assembly appropriates funds for teacher pay and an allocation is made to the LEAs.

The LEAs determine how to pay their teachers.



Dollar allotment

Advantages

- Local control to meet the local needs

Disadvantages

- Eliminates position allotments
- Discourages LEAs to employ experienced teachers due to the higher cost
- Penalizes LEAs with low turnover



Shortened Schedule

Reduce the State Salary schedules, thereby providing an accelerated route for teachers to reach the maximum compensation.

A 15 to 20 year salary schedule with or without differentiation for Masters, NBPTS



Shortened Salary Schedule

Advantages

- Reduces the time to reach the maximum compensation
- Doubles the percentage increase for each step for experience
- Relatively easy to transition
- Position Allotments remain

Disadvantages

- Still pays teachers based on experience and education
- Compensation does not help recruit and retain at the hardest schools and subject areas



Promotional

Teacher positions are classified in to different levels depending on criteria.

Each level has a range. The LEA determines the pay for each teacher within the appropriate range.

For instance:

Beginning	\$31,000 to \$35,000
Developing	\$35,000 to \$45,000
Advanced	\$45,000 to \$60,000
Master	\$60,000 to \$68,000



Promotional

Advantages

- Provides some flexibility to LEAs
- Provides a career path for teachers, earning promotion for performance accomplishments, additional instructional responsibilities

Disadvantages

- If position allotments were used, complexity in budgeting.



Hybrid

- One State Salary Schedule serves as a minimum base pay for all teachers in the state based on their years of experience.
- The LEAs receive an allotment to differentiate pay based on criteria in the Pay for Excellence provision.



Hybrid

Advantages

- Mixes state and local control
- All teachers are paid at a minimum
- LEAs use the additional allocation to differentiate to meet their local challenges

Disadvantages

- Without additional funding it would difficult to implement
- Monitoring labor intensive



Restructure the Pay

Things to Consider

- Funding
- State vs Local Control
- Support from Stakeholders
- Other support

Minimum & Maximum Salary for Classroom Teachers

Fiscal Year 2012-13

Description	1st year		15th year ⁽²⁾		More than 35 years	
	Base	Addl Pay	Base	Addl Pay	Base	Addl Pay
Minimum Salary	\$ 3,080	\$ 3,043	\$ 4,015	\$ 4,015	\$ 5,318	\$ 5,318
Additional Education						
Masters - 10%		304		402		498
Doctorate		253		253		253
NBPTS - 12%				530		698
Monthly Salary	3,080	3,600	4,015	5,199	5,318	6,767
Annual (10 Months)	30,800	36,003	40,150	51,995	53,180	67,669
Local Supplement ⁽¹⁾		5,400		7,799		10,150
New Teacher Orientation	430	502				
Mentor Pay						
Longevity			903	1,170	2,393	3,045
ABC Bonus						
Total 10 month salary	\$ 31,230	\$ 41,906	\$ 41,053	\$ 60,964	\$ 55,573	\$ 80,865

(1) Amount included for maximum is 15% of certified salary.

Local Supplements range from 0% to 25% depending on the LEA and the years of experience

(2) 16th teaching year – 15 years experience