

**ASHEBORO CITY BOARD OF EDUCATION**  
**March 13, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Ana “Noemi” Pascual Pedro, Student at Asheboro High School
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – First Baptist Church
- 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 17, 2014
- B. Audit Contract
- C. Personnel
- D. Signature Card – Charles W. McCrary Elementary School

**V. Information, Reports and Recommendations**

- A. Credit by Demonstrated Mastery
- B. Policies
  - Policy 1510/4200/7270 – School Safety
  - Policy 1710/4021/7230 – Prohibition Against Discrimination Harassment and Bullying
  - Policy 3540 – Comprehensive Health Education Program
  - Policy 4120 – Domicile or Residence Requirements
  - Policy 4270/6145 – Concussion and Head Injury
  - Policy 4342 – Student Searches
  - Policy 5022 – Registered Sex Offenders
  - Policy 5027-7275 – Weapons and Explosives Prohibited
  - Policy 5028/6130/7267 – Automated External Defibrillator
  - Policy 5120 – Relationship with Law Enforcement
  - Policy 6140 – Student Wellness

**VI. Action Items**

- \*A. Policies
  - Policy 2200 – Election of Officers/Organization of Board
  - Policy 3110 – Innovation in Curriculum and Instruction

- Policy 3115 – Curriculum and Instructional Guides
  - Policy 3120 – Lesson Planning
  - Policy 3405 – Students at Risk of Academic Failure
  - Policy 5000 – Schools and the Community
- \*B. Resolution for North Carolina Legislature Regarding Teacher Compensation

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

- A. Calendar of Events
- B. Points of Pride
- C. 2013-2014 Board Goals, March Update

**VIII. Board Operation**

- A. Important Dates to Remember:
  - Budget Work Session – March 27, 2014, 7:00 p.m., Professional Development Center
  - Digital Expo – April 2, 2014, 12:00 p.m., Asheboro High School Gymnasium
  - NSBA Annual Conference – April 4-7, 2014, New Orleans, Louisiana
  - Budget Work Session - April 24, 2014, 7:00 p.m., Professional Development Center
  - Guy B. Teachey 50th Anniversary Celebration – April 27, 2014, 2:00-4:00 p.m.

**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 13, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

- I. **Opening**
  
- IV. **\*Consent Agenda**
  - C. Personnel
  
- VIII. **Board Operations**
  - A. Important Dates to Remember:
    - Budget Work Session – March 24, 2014, 7:00 p.m., Central Office Board Room
  
- IX. **Adjournment**

**Mission Statement**

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

**March 13, 2014**

**Community Partner Spotlight:**

Tonight's Community Partner Spotlight is First Baptist Church for its work with Asheboro High School. Terri Sexton is the coordinator and driving force between this partnership. Mrs. Sexton and the church congregation sponsor and help with many activities at the high school including a Christmas lunch for all staff, a Teacher Appreciation Week breakfast for staff, monthly support contact with staff, the prom shop, purchasing graduation materials and yearbooks for students who need financial assistance and they are the primary Communities in Schools partner for AHS. Thank you to Terri and First Baptist Church!

**Board Spotlight:**

Tonight's Board of Education Spotlight will feature the Project Lead the Way program at Asheboro High School. AHS administration is joined this evening by several Project Lead the Way teachers. They will share information, student work samples and a video highlighting the Introduction to Engineering and Design, Principals of Engineering, Principals of Biomedical Science and the Human Body Systems PLTW courses.

# Minutes of the Asheboro City Board of Education

February 17, 2014

## Policy Committee

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

Linda Cranford  
Jane Redding

Chris Yow

Board members absent were: Phillip Cheek, Gidget Kidd, and Steve Jones

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

The meeting was called to order at 6:05 p.m. and Dr. Maerz began review of the agenda.

- Policy 1510/4200/7270 – School Safety
  - Requirement for Safe School Plans removed from policy
  - Minor wording updates to policy
  - Addition to policy that requires superintendent to provide building keys and schematic diagrams to local law enforcement agencies
- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
  - Minor language changes
  - Sexual violence added to list of issues that can be addressed in policy
  - Legal references updated to include a *Dear Colleague Letter*
- Policy 3540 – Comprehensive Health Education Program
  - Additions made as recommended by North Carolina School Boards Association
- Policy 4120 – Domicile or Residence Requirements
  - Statement added to allow students who receive special education services to be served up until the age of 22
  - Added statement to comply with military duty requirements
- Policy 4270/6145 – Concussion and Head Injury
  - Web link references added to policy
- Policy 4342 – Student Searches
  - Minor and technical language updates based on North Carolina School Boards Association recommendations
  - Student motor vehicles added to types of searches allowed
  - Section removed: searches conducted with consent
- Policy 5022 – Registered Sex Offenders
  - Minor language changes
  - North Carolina Department of Justice website added as an additional reference

- Policy 5027/7275 – Weapons and Explosives Prohibited
  - List of exclusions updated to include persons who have concealed carry permits (see policy for specific language)
  - Law enforcement officers also added to the list of policy exclusions
  
- Policy 5028/6130/7267 – Automated External Defibrillator
  - New policy
  - Recommends the possession and use of AEDs in the school system
  
- Policy 5120 – Relationship with Law Enforcement
  - Statement added to policy that requires superintendent to provide building keys and schematic diagrams to local law enforcement agencies
  
- Policy 6140 – Student Wellness
  - Minor language updates
  - Statement added that says members of the school health advisory council may assist the superintendent with review, revision, and implementation of policy
  - Additional requirements added to the superintendent’s annual report
  - Section added regarding public notification

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

With no further business, the meeting was adjourned at 6:40 p.m.

### **Finance Committee**

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

Jane Redding	Joyce Harrington
Gus Agudelo	Kyle Lamb
Dr. Kelly Harris	Archie Priest

Board member absent was Steve Jones.

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

The meeting was called to order at 6:50p.m. Mr. Blair reviewed budget amendment F-03 and the lottery application for debt service payment on the Guy B. Teachey renovation project.

There being no further business, the meeting adjourned at 7:05 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  
Dr. Kelly Harris  
Kyle Lamb  
Chris Yow

Gustavo Agudelo  
Joyce Harrington  
Gidget Kidd  
Archie Priest, Jr.

Archie Smith, Jr., Attorney

Board member Steve Jones arrived at 8:09 p.m. Board member absent was Phillip Cheek.

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

Following a moment of silence led by Chairman Redding, Oliver Guerrero Solis, third grade student at Charles W. McCrary Elementary School, led the Pledge of Allegiance.

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

### **Special Recognition and Presentations**

Amy Matthews and the Randolph County Public Library were recognized for their partnership with McCrary Elementary School. The library has worked with McCrary on its 21st Century Community Learning Center grant and Globetrotters afterschool program.

Principal Julie Brady and Laura LeRoy, the 21st Century Community Learning Center coordinator, updated the Board on afterschool and summer enrichment opportunities for students at McCrary Elementary for the next four years. The Globetrotters program was highlighted with a short video showing students participating in the afterschool activities.

### **Public Comments**

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

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

### **Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes – January 9, 2014, and February 8, 2014*

*Technology Plan (A copy of the Technology Plan will become a part of these minutes.)*

*Budget Amendment F-03 (A copy of the Budget Amendment will become a part of these minutes.)*

*2014 Lottery Application (A copy of the Lottery Application will become a part of these minutes.)*

*Personnel*

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

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Brittain, Marcella	LP/School Secretary	4/28/14
Freeman, Glenda	NAMS/SAMS-EC Prog. Facilitator	2/17/14
Lanier, Elizabeth	CWM/Ex. Children	2/17/14
Leonard, Sandra	AHS/Health Sci. Ed.	3/1/14
Tatum, Toccara	SAMS/Business Ed.	2/1/14

## **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

Trentacosta, Kathryn	NAMS/Ex. Children	3/5/14
Means, Janet	BAL/Principal	6/30/14
Shumaker, Susan	NAMS/Mathematics	6/30/14
Stutzman, April	LP/GBT/DLL/SAMS School Psychologist	6/13/14
Winslow, William	CO/Maintenance	2/28/14

## **APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Cheek, Heather	GBT/3rd Grade (Temp)	2/3/14
Dave, Vincent	NAMS/6th Grade SS	2/13/14
Davidson, Pat	SAMS/Ex. Children (Temp)	2/17 - 4/25/14
Baughman, Ronald	Sub. (\$70/day)	2/3/14
Brennan, Christopher	Sub. (\$70/day)	2/3/14
Crute, Glory	Sub. (\$70/day)	2/3/14
Jaimes, Ana	Sub. (\$70/day)	2/3/14
Jones, Sheri	Sub. (\$70/day)	2/3/14
Lambert, Amy	Sub. (\$70/day)	2/3/14
Williams, Cody	Sub. (\$70/day)	2/3/14
Williams, Martha	Sub. (\$70/day)	2/3/14

## **Information, Reports and Recommendations**

Scott Murray with North Carolina School Boards Association reported on the community and staff survey results in the superintendent search they are conducting for Asheboro City Schools. Board members discussed skill sets desired for the new superintendent with Mr. Murray. He will prepare a custom profile for the Board to use when reviewing applications from prospective superintendents. The North Carolina School Boards Association has received 28 applications. These applications will be mailed to each board member's home address this week. Board members are asked to review them and choose 7 to 10 top candidates to take to the closed meeting to be held on March 3, 2014, at 7:00 p.m. in Randolph Electric Membership Corporation's board room.

Dr. Drew Maerz shared information on the Parent Portal through PowerSchool that became accessible at the beginning of second semester in January. The brochure sent home with students in their report cards was also shared. Dr. Brad Rice demonstrated the ease of use and the information parents can access through the parent portal.

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

- Policy 2200 – Election of Officers/Organization of Board
- Policy 3110 – Innovation in Curriculum and Instruction
- Policy 3115 – Curriculum and Instructional Guides
- Policy 3120 – Lesson Planning
- Policy 3405 – Students at Risk of Academic Failure
- Policy 5000 – Schools and the Community

## **Action Items**

Dr. Frost and Carla Freemyer presented the proposed process for selecting 25% of teachers to be offered four-year contracts in compliance with SB402. To be eligible for the four-year contract, teachers must have been employed in Asheboro City Schools for three years: 2011-12, 2012-13, and



2013-14. Teacher performance ratings will be considered at the individual school level and there must be a written summary performance evaluation for either 2012-13 or 2011-12. Mr. Jones made a motion to accept the proposed plan for selecting 25% of teachers to be offered four-year contracts as presented. The motion was seconded by Mr. Yow and passed by unanimous vote. (A copy of the SB402 Teacher Contract Process will become a part of these minutes.)

Dr. Julie Pack presented the following classes for approval for 2014-2015 classes at Asheboro High School:

- American History I and American History II
- CTE Advanced Studies
- Math in Action
- Mandarin Chinese III and IV Honors
- Computer Programming II (Honors)
- Photojournalism/Digital Photography

Mr. Lamb motioned to approve the new courses and Ms. Cranford seconded. The Board unanimously approved the classes to be added to Asheboro High School curriculum for school year 2014-2015. (A copy of the new classes at Asheboro High School will become a part of these minutes.)

Wendy Rich presented Asheboro City Schools' proposal for alternate assessments to demonstrate 3rd graders' reading proficiency as required by the Read to Achieve legislation. The alternate assessments proposed are: 1. Reading 3D End of Year TRC (Total Reading Comprehension Test with writing component); 2. ITBS Core Battery, Form A or C, Level 9, Reading Comprehension; and 3. SchoolNet/ClassScape Grade 3 Local Reading Assessment. A motion was made by Ms. Kidd, seconded by Mr. Jones, to approve the Read to Achieve Alternate Assessment. The motion was unanimously approved. (A copy of Asheboro City Schools' Read to Achieve Alternate Assessment Process will become a part of these minutes.)

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

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: District Spelling Bee, February 18; Middle School Battle of the Books, February 27; Youth Art Month Reception, March 12; Board of Education Work Session, March 27; Digital Learning Expo, April 2; Expert Project Fair, April 24; Board of Education Work Session, April 24; and Guy B. Teachey's 50th Anniversary Celebration, April 27.

Ms. Freemyer reported on *Points of Pride* for Asheboro City Schools as follows: Middle School Science Fair; All-District Honor Band; and staff recognitions.

Superintendent Frost thanked Mike Mize and the maintenance staff for all their hard work to remove snow and get our schools ready for opening on Monday morning after the snow. Make-up days for days missed due to inclement weather are: February 17, March 7, April 14, April 15, and April 16.

Superintendent Frost presented an update on the 2013-2014 Asheboro City Schools' Strategic Plan goals.

### **Board Operations**

Chairman Redding expressed thanks to all who participated and presented at the Board Retreat February 8 at Donna Lee Loflin Elementary.

Chairman Redding announced that a closed board session to select applicants to interview for the superintendent's position will be held on March 3, 2014, at the Randolph Electric Membership Corporation at 7:00 p.m. It is very important to be prepared for this meeting.

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

- All-County Band Concert – February 28, 2014, Performing Arts Center
- Meeting with North Carolina School Boards Association – March 3, 2014, 7:00 p.m., Randolph Electric Membership Corporation Board Room (879 McDowell Road)
- County Commissioners Meeting – March 10, 2014, 6:00 p.m., Historic Courthouse
- March 13, 2014, Board of Education Meeting
- Budget Work Session – March 27, 2014, 7:00 p.m., Professional Development Center
- Digital Expo – April 2, 2014, 12:00 p.m., Asheboro High School Gymnasium
- NSBA Annual Conference – April 4-7, 2014, New Orleans, Louisiana
- Budget Work Session - April 24, 2014, 7:00 p.m., Professional Development Center

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Priest, and unanimously approved by the Board, to adjourn at 8:42 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

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

On this 28th day of February, 2014, Cherry Bekaert LLP

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

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 (GAAP) and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit for the period beginning July 1 \_\_\_\_\_, 2013 \_\_\_\_\_, and ending June 30 \_\_\_\_\_, 2014 \_\_\_\_\_. 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 Local Government Commission (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 (NC CPA Board).
3. This contract contemplates an unqualified opinion being rendered. If financial statements are not prepared in accordance with 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*, 2011 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 LGC 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 the Governmental Unit without first contacting the Secretary of the LGC 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 State and Local Government Finance Division (SLGFD) within four months of fiscal year end. Audit report is due on: October 31 \_\_\_\_\_, 2014 \_\_\_\_\_. 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 LGC 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 same relates to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor will make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his findings, together with his recommendations for improvement. That written report must include all matters defined as "significant deficiencies and material weaknesses" in AU-C 265 of the *AICPA Professional Standards (Clarified)*. The Auditor shall file a copy of that report with the Secretary of the LGC.
8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the LGC. This includes annual or special audits, agreed upon procedures related to internal controls, bookkeeping or other assistance necessary to prepare the Governmental 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 LGC. (This also includes any progress billings.) [G.S. 159-34 and 115C-447] The process for

# Contract to Audit Accounts (cont.) Asheboro City Board of Education

(Name of Governmental Unit)

invoice approval has changed. All invoices for Audit work must be submitted by email in PDF format to the Secretary of the LGC for approval. The invoices must be sent through the portal at: <http://nctreasurer.slgfd.leapfile.net>. Subject line should read "Invoice - only. The PDF invoice marked 'approved' with approval date will be returned by email to the Auditor for them to present to the Governmental 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 contract, the Governmental Unit shall pay to the Auditor, upon approval by the Secretary of the LGC, 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) the Auditor 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. If the Governmental Unit has outstanding revenue bonds, the Auditor shall include documentation either in the notes to the audited financial statements or as a separate report submitted to the SLGFD along with the audit report, 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 SLGFD simultaneously with the Governmental Unit'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 GAAP, (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 LGC 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 Governmental Unit 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 LGC. The pre-issuance report must accompany the audit report upon submission to the LGC.
13. The Auditor shall electronically submit the report of audit to the LGC when (or prior to) submitting the invoice for services rendered. The report of audit, as filed with the Secretary of the LGC, becomes a matter of public record for inspection, review and copy in the offices of the SLGFD by any interested parties. Any subsequent revisions to these reports must be sent to the Secretary of the LGC. 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 Governmental Unit, without subsequent consent of the Auditor. If it is determined by the LGC that corrections need to be made to the Governmental Unit's financial statements, they should be provided within three days of notification unless, another time frame is agreed to by the LGC.

The LGC'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. The most current instructions will be found on our website: <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>

In addition, if the OSA designates certain programs to be audited as major programs, a turnaround document and a representation letter addressed to the OSA shall be submitted to the LGC.

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 LGC, this contract 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 LGC 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 LGC, the Governing Board, and the Auditor.

# Contract to Audit Accounts (cont.) Asheboro City Board of Education

(Name of Governmental Unit)

16. Whenever the Auditor uses an engagement letter with the Governmental Unit, 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 23 of this contract. Engagement letters containing indemnification clauses will not be approved by the LGC.
17. Special provisions should be limited. Please list any special provisions in an attachment.
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 Governmental Unit and Auditor signatures to the Secretary of the LGC. 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 September 4, 2013. These instructions are subject to change. Please check the NC Treasurer's web site at [www.nctreasurer.com](http://www.nctreasurer.com) for the most recent instructions.**
20. The contract is not valid until it is approved by the LGC Secretary. The staff of the LGC shall notify the Governmental 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 LGC.
22. The Auditor acknowledges that any private employer transacting business in this State who employs 25 or more employees in this State must, when hiring an employee to work in the United States, use E Verify to verify the work authorization of the employee in accordance with N.C.G.S. §64 26(a). The Auditor acknowledges further that any such private employer and its subcontractors must comply with all of the requirements of Article 2 of Chapter 64 of the North Carolina General Statutes (North Carolina's E-verify law), and that such private employer has a duty under the law to ensure compliance by its subcontractors. The Auditor further acknowledges that this contract is of the type governed by S.L. 2013-418, which makes it unlawful for a local government to enter into certain types of contracts unless the contractor and its subcontractors comply with North Carolina's E-verify law, and that failure to comply with such law could render this contract void. The Auditor hereby covenants, warrants and represents for itself and its subcontractors that with respect to this contract the Auditor and its subcontractors shall comply with the provisions of North Carolina's E-verify law and that failure to comply with such law shall be deemed a breach of this contract and may render this contract void.
23. All of the above paragraphs are understood and shall apply to this contract, except the following numbered paragraphs shall be deleted: (See Item 16.)
24. **All communications regarding audit contract requests for modification or official approvals will be sent to the email addresses provided in the spaces below.**

## 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 28, 2014

## Governmental 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)**

Date: \_\_\_\_\_

## Unit Signatures (continued):

By \_\_\_\_\_

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

(Signature of Audit Committee Chairperson)

Date \_\_\_\_\_

(If Governmental 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.)**

## Steps to Completing the Audit Contract

1. Complete the Header Information
2. Item No. 1 – Complete the period covered by the audit
3. Item No. 6 – Fill in the audit due date. For the Governmental Unit, the contract due date can be no later than 4 months after the end of the fiscal year, even though amended contracts may not be required until a later date.
4. Item No. 8 – The process for invoice approval changed during 2012, so the Auditor should make sure he and his administrative staff is familiar with the new process. Instructions for each process can be found at the following link. <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>
5. Item No. 9 – Complete the fee section as in the past but please note:
  - Language has been inserted into the contract that specifies the cap on interim payments is 75% of the current audit fee for services rendered if the contracted fee amount is a fixed amount. If any part of the fee is variable, interim payments are limited to 75% of the prior year's total audit fee. If the contract fee is in any part variable, we will compare the authorized interim payment on the contract to 75% of last year's actual approved total audit fee amount according to our records. There is a report of audit fees paid by each governmental unit on our web site: <https://www.nctreasurer.com/slg/Pages/Non-Audit-Services-and-Audit-Fees.aspx> - Auditors and Audit Fees. Please call or email Steven Holmberg of our office at 919-807-2382 [steven.holmberg@nctreasurer.com](mailto:steven.holmberg@nctreasurer.com) if you have any questions about the fees on this list.
  - For variable fees for services, are the hourly rates or other rates clearly stated in detail? If issued separately in an addendum, has the separate page been acknowledged in writing by the Governmental Unit?
  - For fees for services that are a combination of fixed and variable fees, are the services to be provided for the fixed portion of the fee clearly stated? Are the hourly rates or other rates clearly stated for the variable portion of the fee? See previous bullet point regarding variable fees.
6. Item No. 18 – If there is a reference to an engagement letter or other document, has the engagement letter or other document been acknowledged by the Governmental Unit and attached to the contract submitted to the SLGFD?
  - a. Does the engagement letter contain an indemnification clause? **The audit contract will not be approved if there is an indemnification clause – refer to LGC Memo # 986.**
7. Item No. 22 – E-verify requirements now apply to all municipal and county contracts, including the audit contract. There is no e-verify requirement for the audit contract for other types of entities The best approach to meeting e-verify requirements may be for the municipal or county local government to have its vendors with 25 or more employees in the State of North Carolina sign a document attesting that they have complied with the e-verify requirements for their staff and their sub-contractors. This language is included in Item 22 of the audit contract. Any

Contract to Audit Accounts (cont.) Asheboro City Board of Education

(Name of Governmental Unit)

municipal or county contracts executed Sept 4, 2013 or later whose audit firm has 25 or more employees in the State of North Carolina will need the addendum/language and it will be returned to the unit if it is not included. If the e-verify requirements do not apply to your contract, either because you are a city or county but your audit firm has less than 25 employees, or you are an entity to which e-verify does not apply, please mark Item #22 "N/A" or exclude Item #22 by specifically excluding it in Item #23.

8. Signature Area – Make sure all signatures have been obtained. **The contract must be approved by your Governing Board pursuant to G.S. 159-34(a).** Please place the date the Governing Board approved the audit contract in the space provided.
  - a. Please make sure that you provide email addresses for the audit firm and finance officer as these will be used to communicate official approval of the contract.
  - b. Has the pre-audit certificate been signed and dated by the appropriate party?
  - c. Has the name and title of the Mayor or Chairperson of the Governing Board been typed or printed on the contract and has he/she signed in the correct area directly under the Auditor's signature?
9. If the Auditor is performing an audit under the yellow book or single audit rules, has year-end bookkeeping assistance been limited to those areas permitted under the revised GAO Independence Standards? Although not required, we encourage Governmental Units and Auditors to disclose the nature of these services in the contract or an engagement letter. Fees for these services should be shown in the space indicated in Item 9 of the contract.
10. Has the most recently issued peer review report for the audit firm been included with the contract? (This is required if the audit firm has received a new peer review report that has not yet been forwarded to us. The audit firm is not required to send the Peer Review report multiple times.)
11. After all the signatures have been obtained and the contract and is complete, please convert the contract and all other supporting documentation to be submitted for approval into a PDF copy. Peer Review Reports should be submitted in a separate PDF file. These documents should be submitted using the most current submission process which can be obtained at the NC Treasurer's web site – <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>.

February 28, 2014

Mr. B. Harold Blair, Jr., CPA  
Director of Finance  
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, 2014:

#### **Audit services**

1. We will audit the basic financial statements of the Board as of and for the year ended June 30, 2014 including the governmental activities, the business type activities, each major fund and the aggregate remaining fund information.
2. We will audit the supplementary information other than RSI, including the individual fund schedules and 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 basic financial statements themselves.
3. We will apply limited procedures to the required supplementary information (RSI), such as pension plan information and 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 28, 2014**

**Page 2**

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 paragraph that states that the purpose of the report is solely to describe (1) the scope of testing of internal control over financial reporting and compliance and the result of that testing and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance, (2) the scope of testing internal control over compliance for major programs and major program compliance and the result of that testing and to provide an opinion on compliance but not to provide an opinion on the effectiveness of internal control over compliance, and (3) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering internal control over financial reporting and compliance and with OMB Circular A-133 and the State Single Audit Implementation Act in considering internal control over compliance and major program compliance. The paragraph will also state that the report is not suitable for any other purpose.

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 the State Single Audit Implementation Act, 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

**Asheboro City Board of Education**

**February 28, 2014**

**Page 3**

findings, auditor's 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 auditor's reports or nine months after the end of the audit period.

**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>
<b>Audit services</b>	
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

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Asheboro City Board of Education

ACCEPTED BY: \_\_\_\_\_

TITLE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Cherry Bekaert LLP**  
**Engagement Letter Terms and Conditions**

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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 auditor's 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.



## System Review Report

August 30, 2013

To the Partners of Cherry Bekaert LLP  
And the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Cherry Bekaert LLP (the firm), applicable to non-SEC issuers in effect for the year ended April 30, 2013. 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. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. 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](http://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 examinations of service organizations [Service Organizations Control (SOC) 1 engagements].

In our opinion, the system of quality control for the accounting and auditing practice of Cherry Bekaert LLP, applicable to non-SEC issuers in effect for the year ended April 30, 2013, 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 LLP has received a peer review rating of *pass*.



EisnerAmper LLP  
Iselin, NJ

November 14, 2013

Howard Joseph Kies, CPA  
Cherry Bekaert LLP  
200 S 10th St  
Ste 900  
Richmond, VA 23219

Dear Mr. Kies:

It is my pleasure to notify you that on November 13, 2013 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, 2016. 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,



Betty Jo Charles  
Chair, National Peer Review Committee  
nprc@aicpa.org 919 402-4502

cc: Lewis Eddie Dutton;Lawrence S Gray

Firm Number: 10011816

Review Number 347649

Letter ID: 840713

**Asheboro City Schools  
Personnel Transactions  
March 13, 2014**

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

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Blackwelder	Ricky	CO	Bus Driver	2/19/2014
English	Kendra	CWM	Data Manager/Treasurer	3/7/2014
McKee	Anthony	CO	Maintenance	3/7/2014

**\*B. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Duckworth	Amy	CWM	Data Manager/Treasurer	3/10/2014
Hunsucker	John	DLL	Custodian	3/3/2014
Parsons	Richard	SAMS	Custodian (PT)	2/24/2014
Garner	Sara		Substitute (\$70)	3/3/2014
Martin	Jason		Substitute (\$70)	3/3/2014
Pozell	Ella		Substitute (\$70)	3/3/2014
Toomes	Sara		Substitute (\$70)	5/5/2014

**\*C. LEAVES OF ABSENCE**

Harris	Vicky	GBT	Instructional Assistant	2/25/2014-8/18/2014
Landis	Kathleen	SAMS	Science	8/18/2014-8/16/2015

**Asheboro City Schools  
Personnel Addendum  
March 13, 2014**

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

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Diener	Mary Lou	BAL	Guidance Counselor	6/30/2014

**\*B. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Carr	Sean	SAMS	Exceptional Children	3/31/2014
Forsythe	Jennifer	SAMS	EC Program Facilitator	5/5/2014
Johnson	Jennifer	AHS	Health Science Education	3/27/2014

**Asheboro City Schools**  
**Certified Appointments – Personnel Addendum**  
**March 13, 2014**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Carr, Sean	East Stroudsburg University B: Health and Physical Education Certification Only: Special Education	Physical Education Special Education

Mr. Carr is recommended to teach Exceptional Children at South Asheboro Middle School. Mr. Carr is originally from Pennsylvania and began his teaching career in Virginia. Most recently he taught special education at Cora Kelly Elementary School in Alexandria, VA. We are pleased to welcome Mr. Carr to North Carolina and Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Forsythe, Jennifer	Wayland Baptist University B: Special Education East Carolina University M: Learning Disabilities and Autism	Special Education

Mrs. Jennifer Forsythe is recommended for the Exceptional Children Program Facilitator for North and South Asheboro Middle Schools. Mrs. Forsythe currently serves as the ARD Facilitator at Seguin High School in Cibolo, Texas. She is a veteran educator with a strong exceptional children background. Mrs. Forsythe will be relocating back to North Carolina with her husband who recently retired from military service. We are excited to welcome Mrs. Forsythe to Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Johnson, Jennifer	UNC – Chapel Hill B: Psychology UNC – Wilmington M: Psychology West Virginia University Ph.D.: Psychology NC State University Doctor of Veterinary Medicine	Health Science Education

Dr. Jennifer Johnson is recommended to teach Health Science Education at Asheboro High School. Dr. Johnson is currently a Relief Veterinarian and works at various weekend vaccine clinics. Her experience in the health science field, along with her Graduate Teaching experience at West Virginia University and UNC-Wilmington will be valuable assets in the classroom. We are pleased to welcome Dr. Johnson to Asheboro City Schools.

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

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

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

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR DIANE FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 03/06/14 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

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

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR JR-DIRECTOR OF FINAN</u>	X	X
B. <u>JULIE G BRADY - PRINCIPAL</u>	X	X
C. <u>AMY C DUCKWORTH- TREASURER</u>	X	X
D. _____	X	X
E. _____	X	X
F. _____	X	X

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

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

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

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

**CERTIFICATION OF AUTHORITY**

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

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

X \_\_\_\_\_  
(Secretary)

X \_\_\_\_\_  
(Attest by Other Officer)

X \_\_\_\_\_  
(Attest by Other Officer)

# CREDIT BY DEMONSTRATED MASTERY (CDM)

Asheboro City Schools



**Asheboro City Schools**

*...the subject is excellence!*

# DISTRICT CDM TEAM

- Jennifer Smith, Assistant Superintendent of Curriculum & Instruction
- Dr. Julie Pack, Director of Secondary Education
- Pam Johnson, Director of Exceptional Children
- Dr. Drew Maerz, Director of Testing & Accountability
- Penny Crooks, Asheboro High School Assistant Principal
- Jordi Roman, North Asheboro Middle School Assistant Principal
- Nikki Domally, South Asheboro Middle School Assistant Principal
- Joanna Barnes, Asheboro High School CTE Coordinator
- Chandra Manning, Secondary Lead Literacy Teacher



# WHAT IS CDM?

- NC State Board Policy—GCS-M-001
- Credit by Demonstrated Mastery is the process by which our LEA **must** award students credit for a course **without** requiring the student to complete the classroom instruction for a certain amount of seat time.

*Option: 2014-2015*

*Requirement: 2015-2016 and Beyond*

# WHAT DETERMINES MASTERY?

Students determine mastery through a 2 phase assessment:

## Phase 1: Standard Examination

- EOC/EOG, CTE Post Assessment where applicable OR Locally developed final exam

## Phase 2: Artifact

- The Phase must require the student to apply the knowledge and skills relevant to the content standards.
- Some courses may require additional requirements such as performance tasks

\*Students only get ONE attempt at CDM per course. If they are unsuccessful at any phase of the process, they must enroll in and pass the class in the traditional manner.

# ACS ELIGIBLE COURSES FOR CDM

2014–2015

- Spanish I
- World History

2015–2016

- All Courses\*

\*list of excluded courses for CDM on slide 9

# PHASE 1: STANDARD EXAMINATION

## Non-EOC high school courses

- Students must take a local examination developed or selected by ACS where the number of questions included on the exam for each standard will be representative of the standard's relative weight within the course
- Students must achieve a **94 or higher** on the local exam to qualify for Phase 2 Artifact development

# PHASE 1: STANDARD EXAMINATION

## EOC Courses

- Students will take the EOC exams (Math 1, Biology, English II)
- Students must take the exam in the predetermined window
- Students must achieve a **Level 4** and the following scale scores to qualify to move on to Phase 2.
  - **Math 1  $\geq$  264**
  - **Biology  $\geq$  261**
  - **English II  $\geq$  165**

# PHASE 1: STANDARD EXAMINATION

## CTE Courses

- Students will take the CTE Post-Assessment
- Students must take the exam in the predetermined window
- For CTE Purposes, students must achieve a scale score of **93** to qualify for Phase 2 artifact development
- When students earn CDM for a CTE course, it must be included in the credits to earn CTE concentrations.
- *Students may not use CDM for articulated credit at the community college.*

# PHASE 1: STANDARD EXAMINATION

The following courses are excluded from demonstrated mastery:

- Career and Technical Education (CTE) work-based learning courses
- CTE courses that have a clinical setting as a requirement of the course such as Early Childhood Education
- CTE Advanced Studies Courses
- English Language Learner (ELL) courses
- Healthful Living required courses
- AP/IB Courses
- Virtual/Distance Learning Classes
- Career & College Promise Classes

# PHASE 2: ARTIFACT COMPLETION

- Establishes the student's ability to apply knowledge in a real-world context.
- Requires students to show mastery and establish clearly that s/he should be awarded course credit.
- The CDM Committee will provide guidance on the artifact with scoring rubric. **Students must receive a rating of superior on Phase 2 to receive credit for the course.**
- Artifacts may be of any type, ranging from 3 dimensional to paper-based to electronic to oral interviews.
- Students who earn a CTE credential may be able to use the credential as the artifact component (per committee decision).



# PHASE 2: ARTIFACT COMPLETION

Some courses may choose to add additional requirements as part of the Phase 2 process as appropriate to the course.

- For example, some additional requirements might include:
  - Interviews, other exam formats (constructed response, portfolio, technology enhanced), oral presentations, performance tasks, oral presentations, videotaped presentations, or other appropriate demonstrations of student knowledge , skills, and abilities

# SUCCESSFUL ATTEMPTS OF CDM

- Credit on a student's transcript shall be indicated as a "PASS"
- The school shall not grant a numeric or letter grade for the course or include a grade in the student's GPA calculation

# UNSUCCESSFUL ATTEMPTS AT CDM

- No credit is awarded for the course
- To receive credit for the course, a student is required to:
  - Enroll in and complete the course
  - Receive a passing grade for the course, AND
  - Re-take the EOC (if applicable) according to the existing State policies and procedures

***Students may not be penalized for an unsuccessful attempt and such attempts shall never, under any circumstances, affect the student's grades or transcript.***

# WHAT STUDENTS CAN PARTICIPATE?

All NC public school students in HIGH SCHOOL courses in grades 9–12 and those in grades 6–8 eligible to participate in high school courses offered in middle school.

- CDM should not be limited to certain students or exclude any student who wants to pursue this pathway

# ACS CDM TIMELINE FOR 2014-15 DECISIONS

- March 13, 2014: BOE Presentation
- March 31, 2014: Parents and students will be informed of the CDM process no later than the end of March.
- April 22, 2014: Student applications are due no later than April 11.
- Last Week of April: Students take Phase I assessments (April 29–May 2).
- First week of May (May 5–9): Report results of Phase I to students/families.
- Remainder of May: Schedule Phase 2 artifact work for students who achieve the required standard on the assessment.
- June: Conduct school-level artifact review (Student Review Panel).
- By June 30: Provide results to students/families, provide an appeals process, finalize appeal decisions, share results, amend fall semester schedules.

# MORE INFORMATION

- For more information, see the NCDPI Credit by Demonstrated Wiki  
<http://cdm.ncdpi.wikispaces.net/Home>

Contact:

Pam Johnson

[pjohnson@Asheboro.k12.nc.us](mailto:pjohnson@Asheboro.k12.nc.us)  
[nc.us](http://nc.us)

Dr. Julie Pack

[jpack@Asheboro.k12.nc.us](mailto:jpack@Asheboro.k12.nc.us)



*the subject is excellence!*

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

**A. SUPERVISION OF STUDENTS**

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

**B. SUPERVISION OF VISITORS**

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

**C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS**

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

**D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES****1. ~~Safe School Plans~~**

~~Pursuant to G.S. 115C-105.47, each school must have a safe school plan that establishes procedures for addressing school safety. The safe school plan should be incorporated into the school improvement plan (see policy 3430, School Improvement Plan).~~

~~The safe school plan must include a component designed to train appropriate school personnel in the management of disruptive or dangerous student behavior. The plan also must include procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Implementation of this training component will be subject to the availability of funds appropriated for this purpose.~~

~~1.2.~~ Responding to Student Altercations and Other Threats to Safety

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgement to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.



Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2.3. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3.4. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4.5. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5.6. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills. The superintendent must provide local law enforcement and emergency management agencies with schematic diagrams~~copies of floor plans~~ of all school ~~buildings~~ facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows ~~and site plans showing campus boundaries and access points.~~ The superintendent shall also provide local law enforcement agencies with keys to the main entrance of all school facilities.

Principals, with the assistance of both law enforcement and emergency responders as appropriate, shall conduct fire drills as required by law and shall conduct other emergency drills in accordance with school system emergency plans and procedures.

**6.7. Reporting Suspicious Behavior**

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and 4335, Criminal Behavior).

**7. Potential Threats of Registered Sex Offenders**

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

**8. Student Behavior Standards**

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.49, -166, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; S.L. 2013-360; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>; *Keeping North*

*Carolina Schools Safe and Secure*, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006), available at <http://www.ncdoj.gov/getdoc/2158e7b1-bd55-4ca1-bdf4-80260f766926/Keeping-North-Carolina-Schools-Safe---Secure.aspx>

Adopted:

# **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING**

*Policy Code:* 1710/4021/7230

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The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs.

## **A. PROHIBITED BEHAVIORS AND CONSEQUENCES**

### **1. Discrimination, Harassment, and Bullying**

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

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

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

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

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

### **2. Retaliation**

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy.

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

**B. APPLICATION OF POLICY**

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

This policy applies to behavior that takes place:

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

**C. DEFINITIONS**

For purposes of this policy, the following definitions apply:

1. Discrimination

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

2. Harassment and Bullying

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

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

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

~~It is possible for harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. to occur in various situations. For example, harassment may occur~~ It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

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

of a sexual nature constitute sexual harassment when:

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

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

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

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

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors, or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment, or bullying. All reports

should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

**E. TRAINING AND PROGRAMS**

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

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

**F. NOTICE**

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

**G. COORDINATORS**

The superintendent or designee shall appoint one or more individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The superintendent or designee shall publish the name(s), office address(es), and phone number(s) of the compliance coordinator(s) in a manner intended to ensure that students, employees, applicants, parents, and other individuals who participate in the school system's programs are aware of the coordinator(s).



## H. RECORDS AND REPORTING

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

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

## I. EVALUATION

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

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter, U.S. Department of Education, Office for Civil Rights, (October 26, 2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>*; *Dear Colleague Letter, U.S. Department of Education, Office for Civil Rights, (April 4, 2011) available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>*; *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy HRS-A-007

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Prohibition Against Retaliation (policy 1760/7280), Equal Educational Opportunities (policy 4001), School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Recruitment and Selection of Personnel (policy 7100), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted:

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

**A. COMPREHENSIVE HEALTH EDUCATION PROGRAM**

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

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

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

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

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

principal.

### C. STANDARDS FOR INSTRUCTION

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

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

Legal References: G.S. 115C art. 9; 115C-36, -81(e1); State Board of Education Policies GCS-D-000, GCS-F-007; *Policies Governing Services for Children with Disabilities*, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References:

Adopted:

A student who is domiciled within the geographic area served by the school system, who is under age 21 (22 for students entitled to special education services), who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition.

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are “grandfathered” into the system under subsection C.5, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

**A. DOMICILE AND RESIDENCE DEFINED**

Domicile requires the intent to abandon one’s prior home and remain in the new location as a permanent home for an indefinite period. In contrast, a residence need not be one’s exclusive home and does not require an intention that the residence be the permanent home.

**B. MEETING DOMICILE REQUIREMENTS**

1. Domicile of Students Generally

The domicile of a student under 18 years of age is presumed to be the domicile of his or her parents, legal guardian, or legal custodian as defined by the General Statutes of North Carolina.

2. Domicile of Emancipated Students

If a student is at least 18 years of age, is married, or has been abandoned by his or her parents, or if the court declares a student to be emancipated, the student may establish a domicile independent from that of his or her parents, legal guardian, or legal custodian. A student who establishes domicile as a result of being emancipated is a domiciliary of the school system and is entitled to the same rights and privileges of other students domiciled in the school system.

3. Domicile of Students with Divorced or Separated Parents

Domicile for the purpose of school admission and assignment will be determined by the following criteria.

- a. In the event that a student's parents are divorced or separated and physical custody has been given to only one parent, the student's domicile follows that of the parent who has been granted physical custody.
- b. If physical custody has not been determined or has been granted jointly to both parents, or if the custodial parent wishes the student to attend school in the non-custodial parent's system of residence, then the parents must jointly agree on which residence will be used to determine the student's domicile. The selected residence must be submitted in writing to the superintendent.
- c. The selection may not be changed during the school year unless the parents satisfy the board's policies on transfers and releases.
- d. In the event that the parents cannot agree on which residence will be used to determine the student's domicile for school assignment purposes, school officials shall assign the student according to the residence of the parent with physical custody of the student at the beginning of the school year.

### C. MEETING RESIDENCE REQUIREMENTS

A student who resides in the system in any of the following circumstances will be admitted without payment of tuition.

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned to a school in the attendance area where he or she is physically located or wherever the interests of the child are best met.
2. The parent, guardian, or legal custodian residing in the school system attendance area is a student, employee, or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home, or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities*, and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system

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on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.

6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
  - a. The death, serious illness, or incarceration of the child's parent or legal guardian.
  - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
  - c. Abuse or neglect by the parent or legal guardian.
  - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
  - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
  - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
  - g. The parent or legal guardian is one of the following: (1) on active military duty, not including periods of active duty for training for less than 30 days, and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). ~~For purposes of this subsection, the term "active duty" does not include periods of active duty for training for less than 30 days.~~ Assignment under this subsection is only available if some evidence of the deployment, medical discharge, retirement, or death is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et*

*seq.*, and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian, or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3). If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

**D. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM**

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

**E. APPEAL OF ADMISSION DECISIONS**

Within 10 working days of receiving all of the information required under this policy, the superintendent or designee shall provide a written decision to the applicant for admission to the school system. The superintendent's decision regarding admission of the student may be appealed to the board in accordance with subsection E.5 in policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

Adopted:

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for middle and high schools. The superintendent or designee shall develop a plan consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

**A. DEFINITION OF CONCUSSION**

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

**B. SCHOOL HEAD INJURY INFORMATION SHEET**

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

**C. REMOVAL FROM AND RETURN TO PLAY**

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

**D. EMERGENCY ACTION PLANS**



Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

#### **E. RECORD KEEPING**

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011-147

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website [http://tbicenter.unc.edu/MAG\\_Center/Home.html](http://tbicenter.unc.edu/MAG_Center/Home.html); *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/2011%20Reports%20Received/Study%20of%20Sports%20Injuries%20at%20Middle%20and%20High%20School%20Levels.pdf>

Adopted:

School officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials for the purposes of maintaining a safe, orderly environment and upholding standards of conduct established by the board or school. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the constitutional rights of students and the appropriate procedures for conducting the search or seizure. A Searches must be justified at ~~the~~their inception and permissible in scope. School officials shall make reasonable, ~~and~~ good faith efforts to investigate allegations of misconduct before a student search is conducted.

~~The inspection of an item, including the exterior of a student motor vehicle, that is out in the open and exposed to public view is not considered a search for purposes of this policy. This policy applies to searches conducted on school grounds, at~~in school facilities, or at school-sponsored events.

~~This policy does not apply to independent investigations initiated or conducted solely by law enforcement officials, including school resource officers, or investigations conducted exclusively for the purpose of criminal prosecution. In addition, p~~Policy 3225/4312/7320, Technology Responsible Use, ~~and~~ not this policy, applies to the search of school system-owned technological resources and the data ~~they contain~~ located on school system-owned electronic equipment.

#### **A. SEARCHES BASED ON INDIVIDUALIZED REASONABLE SUSPICION**

A ~~specific~~ student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law or school rule. This reasonable suspicion must be based upon specific and articulable facts, which ~~may be garnered~~ have been acquired through reliable and/or corroborated information from ~~faculty employees, members,~~ students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search and the methods used to conduct the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Reasonable suspicion is not required if a student freely and voluntarily consents to the search of his or her person or possessions.

In accordance with the standards described above, the board authorizes the following types of searches based on reasonable suspicion.

1. ~~Manual Searches of Student Possessions~~ Personal Effects

School officials may ~~manually~~ search a student's desk, locker, and/or personal ~~possession~~ effects, including but not limited to ~~motor vehicles~~, purses, book bags, and outer clothing, and ~~wireless communication devices~~. See also Policy 4318, Use of Wireless Communication Devices, addresses the circumstances under which ~~regarding~~ searches of student cell phones and other electronic devices may be conducted.

2. Searches of Motor Vehicles

School officials may search the interior of a student's motor vehicle.

3. "Pat-down" Searches

A school official may conduct a frisk or "pat-down" search of a student's person. The search must be conducted in private by a school official of the same gender ~~and with an adult witness present, when feasible.~~

4. More Intrusive Personal Searches

More intrusive personal searches are discouraged and are to be used only in very limited circumstances. A personal search is more intrusive when it extends beyond ~~the~~ student's personal effects and outer clothing and potentially exposes intimate body parts and/or undergarments. Such intrusive personal searches will be permissible only if: (1) the school official has reasonable suspicion that ~~the~~ search of ~~that~~ a particular student will yield ~~highly~~ dangerous contraband (e.g., drugs or weapons); and (2) the school official has reasonable suspicion that the student has hidden the contraband in his or her undergarments. ~~Such a~~ This search must be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only ~~upon~~ with the prior approval of the superintendent or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures. Body cavity searches and searches that require a student to completely disrobe are strictly prohibited.

5. Metal Detector Searches

Except as provided in Section B.2, below, A metal detector may be used to search a student's person and/or personal effects ~~only when a school official has reasonable suspicion that the student is in possession of a weapon.~~ The search must be conducted by a school official and will be done in private, when feasible.

**B. SUSPICIONLESS GENERAL SEARCHES**

In an effort to maintain a safe, drug-free, and weapon-free learning environment, school officials may conduct certain types of general, suspicionless searches in the schools. All general searches must be conducted in a minimally-intrusive, nondiscriminatory manner

(e.g., all students in randomly selected classrooms, every third individual entering a school-sponsored extracurricular activity) and may not be used to single out a particular individual or category of individuals. The searches must be conducted in accordance with standardized procedures established by the superintendent or designee. Absent exigent circumstances (e.g., a report of a weapon on campus), prior to conducting general searches, school administrators must: (1) demonstrate to the superintendent or designee the need for general searches based upon a pattern or expectation of violence, drug activity, or disruption; and (2) provide written notice, to students and parents of the school policy and/or procedures governing general searches, but not of specific times when or places where searches will be conducted. ~~Any search conducted pursuant to this policy must be conducted by a school official.~~

When conducted ~~In~~ accordance with the standards described above and any corresponding procedures, the board authorizes the following types of general, suspicionless searches.

1. ~~Manual~~ Searches of Desks and Lockers

School officials may conduct routine searches of student desks and lockers. Student desks and lockers are school property and remain at all times under the control of the school. However, students are expected to assume full responsibility for the security of their desks and lockers. Student desks and lockers may not be used to store illegal, unauthorized, or contraband materials. ~~School officials may conduct manual inspections of desks and lockers.~~

A student's personal effects, ~~such as a backpack, gym bag or purse,~~ found within a desk or locker, such as a backpack, gym bag, or purse, may be searched only in accordance with the guidelines for individualized searches of personal described ~~possession~~ effects in Section A, above.

2. Point-of-Entry Metal Detector Searches

Due to the ~~escalating presence~~ increasing problem of weapons in schools, school officials may use metal detectors to conduct general point-of-entry searches of students and other persons for weapons.

3. Use of Trained Dogs ~~Searches~~

With the prior approval of the superintendent, and in conjunction with ~~the local law enforcement~~ police department, school officials may use trained dogs (canines) ~~in inspections for~~ to locate illegal materials. All dogs must be accompanied by a certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff for general searches ~~of~~ students or other persons under any circumstances. No students

should be present during ~~Such a dog search.~~ ~~If the~~ Before a search occurs in a classroom, the students will first be moved to a safe and secure place/location outside the classroom.

~~C. SEARCHES CONDUCTED WITH CONSENT~~

~~If a school official does not have reasonable suspicion necessary to justify an individual search of a student or the student's belongings, the school official may ask the student for permission to conduct a search. The school official may conduct a search only if the student consents to the search willingly and with knowledge of the meaning of consent. The student may withdraw consent at anytime.~~

**CD. SEIZED ITEMS**

Any illegal contraband seized by school officials must ~~promptly~~ be promptly turned over to the proper law enforcement authorities ~~for ultimate disposition.~~

**DE. FAILURE TO COOPERATE**

A student's failure to ~~permit~~ cooperate with a reasonable searches ~~and~~ seizures as provided in this policy will be considered a violation of the expected standard of behavior, and will subject the student to appropriate consequences. ~~may be imposed.~~

Any person who is not a student who refuses to permit a general metal detector search of his or her person and/or belongings at the point-of-entry to a school-sponsored activity may be denied entry to the activity.

**EF. NOTICE**

School principals shall take reasonable steps to provide notice of this policy to students and parents at the start of each school year.

Legal References: U.S. Const. amend. IV; *New Jersey v. T.L.O.*, 469 U.S. 325 (1985), *Safford United School District #1 v. Redding*, ~~129 S. Ct. 2633-557~~ U.S. 364 (2009); G.S. 115C-47, -288, -307, -390.2; ~~In re T.A.S.~~, 713 S.E.2d 211 (N.C. Ct. App. 2011)

Cross References: Technology Responsible Use (policy 3225/4312/7320), School Plan for Management of Student Behavior (policy 4302), Use of Wireless Communication Devices (policy 4318), School-Level Investigations (policy 4340)

Adopted:

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

**A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY**

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of any ~~sexually violent~~ offense in Article 7A of Chapter 14 of the General Statutes or any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system.

**B. PERSONS PROHIBITED FROM SCHOOL PROPERTY**

The superintendent or designee shall consult with the board attorney and create and maintain a list of the criminal offenses that subject a person to the requirements of section A above.

**C. ENFORCEMENT**

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

**D. EXCEPTIONS**

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

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1. Students

Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

3. Parents or Guardians

a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.

b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location, and length of meeting.

**E. CONTRACTUAL PERSONNEL**

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program, or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. ch. 14, art. 7A, 14-208.18, -208.19; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to the Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Other Resources: North Carolina Department of Justice <http://sexoffender.ncdoj.gov>

Adopted:



The board of education is committed to providing a safe school environment that is free from violence, to the maximum extent possible. Employees, students, visitors, and other persons are prohibited from possessing, carrying, using, or threatening to use, or encouraging another person to possess, carry, use, or threaten to use, weapons or explosives on school property or while attending curricular or extracurricular activities sponsored by the school system. This policy applies to weapons or explosives carried openly or concealed.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The superintendent or principal shall immediately report any violation of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event in violation of this policy must immediately report this information to the principal or designee or the school resource officer as appropriate.

Students who violate this policy are subject to discipline as provided in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

**A. WEAPONS AND EXPLOSIVES DEFINED**

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol, or other firearm of any kind; any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades (except solely for personal shaving), or fireworks; and any sharp-pointed or -edged instrument, except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and/or maintenance on educational property. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1.

**B. SCHOOL PROPERTY**

For purposes of this policy, school property is any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the board of education.

**C. EXCLUSIONS**

This policy does not apply to:

1. a weapon or explosive used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;

2. a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle if the person has a concealed handgun permit valid under state law or is exempted by state law from needing a permit to carry a concealed handgun (the person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit);
  
32. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by the board of education, when acting in the discharge of their official duties; -
  
4. law enforcement officers or other persons as provided in G.S. 14-269.2(g)(1a); or
  
5. a volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61), provided that the volunteer school safety resource officer is acting in the discharge of his or her official duties and is on the educational property of the school that the officer was assigned to by the head of the local law enforcement agency.

Legal References: G.S. 14-69.2, -269, -269.2, -284.1; 20-17; 115C-47(61), -288(g)

Cross References: Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted:

The board is committed to providing a healthy and safe environment for its students, employees, and visitors. To provide opportunities for assistance to individuals who experience sudden cardiac arrest on school property, the board authorizes the placement of automatic external defibrillators (AEDs) in designated locations in schools and other board-owned or operated facilities and at designated events to be accessed by trained personnel.

To the extent funding, staff, and training are available, the superintendent is authorized to acquire AEDs for use at designated schools and events. The superintendent is further authorized to develop a program to address access to and training, use, and maintenance of AEDs in the school system. All such AEDs and any program developed must comply with the requirements of state and federal law.

The superintendent, in consultation with medical professionals trained in cardiopulmonary resuscitation (CPR) and AED use, shall develop procedures to implement this policy. Procedures must include information regarding:

1. **Medical/healthcare provider oversight:** Choice of AED devices will be made in consultation with a physician licensed by the state of North Carolina. Preference will be given to machines that offer both adult and child settings. The type of AED product must be one that is approved by the United States Food and Drug Administration.
2. **CPR and AED use training for anticipated responders:** Training will be completed in accordance with nationally recognized training programs including those approved and provided by the American Heart Association or American Red Cross. Any person without such training in AED use will not be authorized to use a school-owned AED. Appropriate records of training will be maintained.
3. **Coordination with the emergency medical services (EMS) system:** Appropriate local EMS officials must be notified of the location and most recent placement of AEDs within a reasonable period of time of placement.
4. **Appropriate device maintenance and testing.**
5. **Placement of AEDs.**

The superintendent or designee shall report to the board on the plan for and actual use of AEDs in the school system. The superintendent shall designate a program coordinator to manage the AED program in the schools.

Nothing in this policy should be construed to require the presence or use of an AED on school property or at school sponsored events, unless otherwise required by law. The board cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

The board and its employees expressly reserve all immunities from civil liability which are available to them under state or federal law, including governmental immunity and the statutory immunities set forth in North Carolina General Statutes 90-21.14, 90-21.15 and 115C-375.1 and federal statute 42 U.S.C. 238q.

Legal References: G. S. 90-21.14, -21.15; 115C-375.1; 42 U.S.C. 238q

Cross References: Student Health Services (policy 6120)

Other References: *N.C. Emergency Guidelines for Schools*, (NCDPI 2009), available at <http://www.nchealthyschools.org/docs/school/nc-emergency-guidelines.pdf>; Implementing an AED Program, (American Heart Association 2012), available at [http://www.heart.org/idc/groups/heart-public/@wcm/@ecc/documents/downloadable/ucm\\_438703.pdf](http://www.heart.org/idc/groups/heart-public/@wcm/@ecc/documents/downloadable/ucm_438703.pdf)

Adopted:

## **RELATIONSHIP WITH LAW ENFORCEMENT**

*Policy Code:* **5120**

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The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary. The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement and emergency management agencies have schematic diagrams of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows~~copies of floor plans of all school buildings and site plans showing campus boundaries and access points.~~ The superintendent shall also provide local law enforcement agencies with keys to the main entrance of all school facilities.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials are not to be used in conducting administrative investigations, including investigations to determine whether student behavior policies have been violated.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

Legal References: G.S. 115C-36, -47; S.L. 2013-360

Cross References: School Safety (policy 1510/4200/7270), Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Adopted:

The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience.

**A. SCHOOL HEALTH ADVISORY COUNCIL**

The board will ~~appoint~~maintain a ~~S~~school ~~H~~health ~~A~~advisory ~~C~~council to help plan, update, implement, promote and monitor this policy as well as to address other health and nutrition issues within the school system. The council ~~will~~ serve as an advisory committee regarding student health issues. The council ~~may~~is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also ~~will assist in developing the student wellness policy and~~ may make other policy recommendations to the board related to this policy and other policies concerning student wellness and may assist the superintendent in the periodic review and revision of this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Section G, below.

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to the board about the following areas or concerns: safe environment, physical education, health education, staff wellness, health services, mental and social health, nutrition services and parent/family involvement.

The council shall provide periodic reports to the Superintendent or designee regarding the status of its work. In addition, the council shall assist the superintendent in creating an annual report that includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the system each school year, as well as any other information required by the State Board of Education.

**B. NUTRITION PROMOTION AND EDUCATION**

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The goals of nutrition promotion and

education are (1) to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage and support healthy eating by students.

The board will provide nutrition education within the Healthful Living Standard Course of Study and ~~the Ggrade Llevel~~ expectations outlined in the Healthful Living Essential Standards Competencies adopted by the State Board of Education. Nutrition education should be designed to provide all students with the knowledge and skills needed to lead healthy lives. Students should learn to address nutrition-related health concerns through age-appropriate nutrition education lessons and activities.

Nutrition education and promotion should extend beyond the school environment by engaging and involving families and communities. School system personnel may coordinate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. School system personnel are to work to disseminate and promote consistent nutrition messages throughout the school system, schools, classrooms, cafeterias, homes, community and media.

### **C. NUTRITION GUIDELINES**

Consistent with policy 6200, Goals of Student Food Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits.

Foods provided through the National School Lunch or School Breakfast Programs must comply with federal nutrition standards. In addition, food selections must also be consistent with the state nutrition standards established by the State Board of Education and with policy 6230, Nutritional Standards for Food Selection.

Competitive foods must meet State Board of Education nutrition standards, applicable federal standards, as well as any other nutrition standards established by the superintendent pursuant to policy 6230. Competitive foods are defined as foods offered sold at school other than through the National School Lunch or School Breakfast Programs, including food, snacks and beverages from a la carte menus, vending machines and outside suppliers. In addition, all vending machine sales must comply with the requirements of G.S. 115C-264.2 and *Eat Smart:North Carolina's Recommended Standards for All Foods in Schools*.

### **D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY**

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as obesity, cardiovascular disease and Type II diabetes, students enrolled in kindergarten through eighth grade must have the opportunity to participate in physical activity as part of the system's physical education curriculum. The physical education course should be designed to foster support and guidance for being physically active, help students know and understand the value of being physically fit, and teach students the types of activities that contribute to total

fitness. The course is to be taught in an environment where students can learn, practice and receive assessment on age-appropriate skills as defined in the North Carolina Healthful Living Essential Standards Course of Study.

School personnel should strive to provide opportunities for age- and developmentally-appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular physical education class, recess, dance, classroom energizers and/or other curriculum-based physical activity programs. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement.

To ensure that students have ongoing opportunities for physical activity and maintain a positive attitude towards physical activity, structured/unstructured recess and other physical activity may not be taken away from students as a form of punishment. In addition, severe and inappropriate exercise may not be used as a form of punishment for students.

#### **E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS**

In addition to the standards discussed above, the board adopts the following goals for school-based activities designed to promote wellness:

1. Schools will provide a clean and safe meal environment.
2. Students will be provided adequate time to eat meals.
3. Drinking water will be available at all meal periods and throughout the school day.
4. Professional development will be provided for school system nutrition staff.
5. To the extent possible, the school system will utilize available funding and outside programs to enhance student wellness.
6. Food will not be used in the schools as a reward or punishment.
7. As appropriate, the goals of this student wellness policy will be considered in planning all school-based activities.
8. Administrators, teachers, food service personnel, students, parents or guardians, and community members will be encouraged to serve as positive role models to promote student wellness.

#### **F. GUIDELINES FOR REIMBURSABLE MEALS**

The director of child nutrition shall ensure that school system guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for



schools in accordance with federal law.

## **G. IMPLEMENTATION AND REVIEW OF POLICY**

The superintendent or designee shall oversee the implementation of this policy and monitor system schools, programs and curricula to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the superintendent or designee regarding compliance in his or her school. Staff members responsible for programs related to student wellness also shall report to the superintendent or designee regarding the status of such programs. Members of the school health advisory council will be invited to participate in the ongoing implementation and periodic review and updating of this policy.

The superintendent shall report annually to the board on the system's compliance with laws and policies related to student wellness, and the implementation of this policy. At a minimum, the superintendent shall measure and report the following:

1. the extent to which the individual schools are in compliance with this policy;
2. the extent to which the board's wellness policy compares to model local school wellness policies; and
3. a description of the progress made in attaining the goals of this policy.

The report may also include the following items:

1. an assessment of the school environment regarding student wellness issues;
2. an evaluation of food services programs;
3. a review of all foods and beverages sold in schools for compliance with established nutrition guidelines;
4. a list of all activities and programs conducted to promote nutrition and physical activity;
5. information provided in the report from the School Health Advisory Council, as described in section A, above; and
6. suggestions for improvement to policies or programs.

## **H. PUBLIC NOTIFICATION**

The superintendent shall implement practices and procedures to inform and update the public about the content and implementation of this policy, including the information reported to the board as required in Section G, above. This information will be widely disseminated to students, parents and the community.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751 note

(Local Wellness Policy); Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; G.S. 115C-264.2, -264.3; State Board of Education Policies GCS-S-000, TCS-S-002; *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of Student Food Services (policy 6200), Nutritional Standards for Food Selection (policy 6230)

Issued:

Revised: January 31, 2006; June 30, 2009

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

*Policy Code:*

**2200**

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The board will elect a chairperson and a vice-chairperson to serve for a term of one year or until his or her successor is elected and qualified by taking the oath of office prescribed in Article VI, Sec. 7 of the North Carolina Constitution (see board policy 2110, Board Member Elections). To be eligible to be elected as chairperson or vice-chairperson, board members must fulfill the legal requirement of a minimum of 12 hours of training annually as of the most recently completed board development cycle, as verified by North Carolina School Board Association documentation (board policy 2123, Board Member Opportunities for Development).

An organizational meeting for the election and qualification of officers will be held at the regularly scheduled December meeting of the board and as often thereafter as the board will determine appropriate. The officers will be elected in the following order: chairperson, vice-chairperson.

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

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

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

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

Legal References: G.S. 115C-37(d), -41, -50

Cross References: Board Member Elections (policy 2110), Board Member Opportunities for Development (policy 2123)

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

Reviewed by Policy Committee on June 14, 2012

The board welcomes new and innovative ideas in curriculum as additional avenues to achieve the goals and objectives of the educational program. Administrators are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. In addition, the board believes that parental involvement is vital to the development and implementation of new programs and encourages administrators to involve parents in plans for innovative projects.

The board encourages school administrators to use community resources, including businesses, that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum. High school administrators are encouraged to partner with local businesses to facilitate high school-to-work partnerships for students who have indicated that they are unlikely to seek higher education. The board encourages local businesses to work with high school administrators to create opportunities for students to complete job shadows, internships or apprenticeships. The career and technical education administrator shall designate a career development coordinator at each high school to be the contact person for local businesses.

The superintendent shall periodically consult with local industries, employers, and the local workforce development board to identify industry certification and credentials the board may offer to best meet workforce needs. The superintendent shall consider this information in planning the educational program.

Other innovative pilot programs may be initiated by the administrators of any school with the approval of the board. Such programs should be included in the proposed school improvement plan. If the program will modify the curriculum, the proposal should first be submitted to the curriculum committee in accordance with policy 3100, Curriculum Development. If a school improvement plan is already in effect, school administrators may submit a modified plan for board approval. Board approval is required before implementation may take place.

All pilot projects and educational programs must comply with state and federal laws and regulations. Parents and guardians of children in applicable federally funded programs have the right to inspect all instructional materials used in connection with such programs.

The superintendent shall develop administrative regulations, as necessary, to implement this policy.

Legal References: 20 U.S.C. 1232h; G.S. 115Cart. 16; 115C-36, -47, -156.2(a)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted:

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

## **CURRICULUM AND INSTRUCTIONAL GUIDES**

*Policy Code:*

**3115**

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Curriculum and instructional guides must be developed as necessary to support the current statewide instructional standards ~~Standard Course of Study~~; policy 3000, Goals and Objectives of the Educational Program; and any other expanded objectives or subject matters approved by the board. State curriculum guides must be followed when mandated by state law.

### **A. DEVELOPMENT/MODIFICATION OF GUIDES**

The curriculum committee shall develop new guides and/or modify existing guides that are to be used system-wide.

Individual schools may modify the curriculum and instructional guides as a part of the school improvement plan. Any modifications must be approved by the curriculum committee to ensure the continuity of the educational program.

### **B. USE OF GUIDES**

Curriculum and instructional guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans and approaches to instruction that will serve the students' needs.

The guides will be used to map the logical sequence of instruction. Teachers are expected to follow the sequence in subjects, such as reading and mathematics, in which sequence is important.

Teachers ~~must~~ are expected to follow the content of the curriculum and instructional guides. Teachers are expected to use their professional judgment in determining the most effective methods for implementing the guides.

The principal shall ensure that teachers have access to curriculum and instructional guides.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Issued:

Revised: April 28, 2009; March 28, 2013

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

## LESSON PLANNING

Policy Code:

3120

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 current statewide instructional standards ~~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:<sup>1</sup>

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.<sup>2</sup>
3. When planning lessons, teachers ~~must~~<sup>3</sup> should consider:<sup>4</sup>
  - 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 time,<sup>5</sup> with the goal of providing an average of at least

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<sup>1</sup> The board may implement further criteria to ensure accountability.

<sup>2</sup> This provision is optional.

<sup>3</sup> In the alternative, this requirement could be made more flexible by using the word "should" instead of "must."

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

<sup>5</sup> 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.

five hours of planning time per week.<sup>6</sup>

Principals are responsible for ensuring compliance with this policy.<sup>7</sup> 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)

Issued:

Revised: August 31, 2006; April 28, 2009; June 30, 2009; August 29, 2012; March 28, 2013

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<sup>6</sup> This is required by G.S. 115C-105.27(b)(7). Although the statute mandates that all full-time assigned classroom teachers receive duty-free instructional planning time, it does not mandate a specific amount of time. Rather, it establishes a weekly goal of five hours that the school improvement team should strive to attain.

<sup>7</sup> Principals may want to provide further guidance or information regarding how lesson plans will be reviewed.

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that teachers identify students at risk and that those students receive assistance in compliance with G.S. 115C-105.41.

**A. PERSONAL EDUCATION PLANS**

Identification of students at risk of academic failure must occur as early as reasonably may be done beginning in kindergarten. In addition, no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a personal education plan with focused intervention and performance benchmarks for academic improvement must be developed or updated for each student at risk of academic failure who is not performing at least at grade level.

The principal or designee shall notify the student's parent or guardian that the student has a personal education plan and provide the parent or guardian with a copy of the plan or report card containing the plan. Parents should be included in the implementation and ongoing review of personal education plans.

~~Each year the superintendent shall certify to the State Board of Education that the school system has complied with this requirement.~~

**B. TRANSITION PLANS**

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and community colleges. At each school, the principal shall lead a school transition team or



an existing school-based leadership team in using the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41

Cross References:

Other Resources: *Transition Planning for 21<sup>st</sup> Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

Adopted:

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 school system and to assist the school system in 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, including performance information and information on how state funds have been expended.

**A. POLICIES**

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;
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.

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6318; G.S. 115C-12(9)c3, -36, -47, -83. 10J, -105.25(c)

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:

RESOLUTION FOR NORTH CAROLINA LEGISLATORS REGARDING  
NORTH CAROLINA TEACHER COMPENSATION

WHEREAS, the Asheboro City Board of Education values its teachers and believes they are deserving of sufficient compensation; and

WHEREAS, the ability to offer competitive compensation is an integral component of recruiting and retaining strong teachers; and

WHEREAS, the basis for teacher salaries in North Carolina is a salary schedule that is set each year by the State; and

WHEREAS, teachers who attained a Master's, doctorate, or other advanced degree had historically been rewarded with additional salary supplements, thus encouraging their continued growth and training; and

WHEREAS, since 2008-09, the General Assembly has frozen all step increases on the salary schedule and provided only a one-time across-the-board salary increase of 1.2% to teachers; and

WHEREAS, as a result of the step increase freezes, teachers today are earning the same salary during their first five years of teaching; and

WHEREAS, teachers with five years of experience in 2013-14 are earning \$4,580 less than teachers with the same amount of experience earned in 2008-09; and

WHEREAS, it takes a teacher with a bachelor's degree 16 years to earn \$40,000; and

WHEREAS, since 2001-02, average teacher salary in North Carolina has decreased 15.7% after adjusting for inflation, a 10-year change that ranks 51<sup>st</sup> in the nation; and

WHEREAS, North Carolina teacher salary levels are currently lower than its neighboring states;

WHEREAS, the General Assembly has eliminated access to salary supplements for Master's and advanced degrees for teachers who had not obtained such degrees by the end of the 2013-14 school year; and

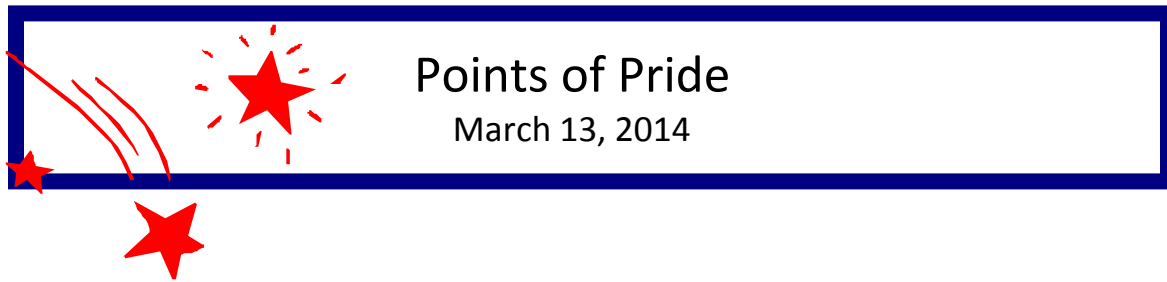
WHEREAS, the current state of teacher compensation in North Carolina undervalues and demoralizes teachers and makes it extremely difficult for dedicated, passionate, hard-working teachers to support themselves and their families, leaving them in many cases with no alternative but to choose another career path or pursue teaching opportunities in another state; and

WHEREAS, the current state of teacher compensation in North Carolina has made it extremely difficult for school boards to recruit and retain strong teachers and offer employment packages that are competitive with neighboring states and the private sector.

NOW, THEREFORE, BE IT RESOLVED, the Asheboro City Board of Education respectfully requests that the General Assembly take the following steps to improve teacher compensation and thus make North Carolina a more attractive state for teachers: (1) provide sufficient salary increases to the teacher salary schedule so that all teachers are adequately compensated; and (2) reinstate the Master's Degree salary schedule for any teacher who obtains a Master's Degree in either education or in their field of teaching.

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
Historic Courthouse	Monday, March 10	County Commissioners' Meeting	6:00pm
AHS/PAC	Tuesday, March 11	Middle School Band Concert	7:30pm
Arts Guild	Wednesday, March 12	Youth Art Month Reception	4:00pm - 6:00pm
PDC	Thursday, March 13	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, March 13	Band Concert	7:30pm
AHS	Monday, March 17	Open House	4:00pm - 6:30pm
AHS	Thurs., March 20 - Fri., March 21	Central District Concert Band Festival	All Day
PDC	Monday, March 24	FAN - 5th Grade Parent Meeting	6:30pm - 8:00pm
AHS/PAC	Wednesday, March 26	Winter Athletic Award Ceremony	7:00pm
PDC	Thursday, March 27	BOE Budget Work Session	7:00pm
AHS	Wednesday, April 2	Digital Learning Expo	12:00pm
New Orleans	Fri., April 4 - Mon., April 7	NSBA Conference	All Day
PDC	Wednesday, April 9	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, April 10	Board of Education Meeting	7:30pm
GBT	Thursday, April 24	Expert Project Fair	5:00pm - 6:00pm
PDC	Thursday, April 24	BOE Budget Work Session	7:00pm
GBT	Sunday, April 27	50th Anniversary Celebration	2:00pm - 4:00pm
CO Board Room	Monday, April 28	PTO Presidents' Round Table	6:30pm - 8:00pm
AHS/PAC	Fri., May 2 - Sat., May 3	Park Street Players Spring Play	7:00pm
AHS/PAC	Tuesday, May 6	SAMS Chorus Concert	7:30pm
PDC	Thursday, May 8	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 15	AHS Spring Choral Concert	7:30pm
AHS/PAC	Tuesday, May 20	AHS Jazz Concert	7:30pm
Pinewood	Wednesday, May 21	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 22	AHS Spring Band Concert	7:00pm
AHS/PAC	Tuesday, May 27	AHS Senior Awards Evening	7:00pm
AHS	Wednesday, May 28	Senior Board Night	5:00pm
AHS/PAC	Thursday, May 29	AHS Percussion Concert	7:30pm

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
CUMC	Monday, June 2	AHS Band Awards Banquet	6:30pm
PDC	Sunday, June 8	Retirement Reception for Dr. Frost	2:00pm - 4:00pm
Lee J. Stone Stadium	Tuesday, June 10	Graduation	7:00pm



### Student achievements:

- Makayla Santos, a 6<sup>th</sup>-grade student at SAMS, won the district spelling bee
- NAMS, SAMS and AHS students participated in the Science Olympiad at UNC-Greensboro. At least one team from each school placed in an event.
- Nick Coe and Sawyer Davidson placed second and third in the wrestling state championships. Both are sophomores at AHS.
- SAMS students won the district's middle school Battle of the Books competition.
- SAMS AVID students visited UNC-Chapel Hill.

### Staff recognition:

- Thank you to all staff, and especially the maintenance department, for the support and hard work during the recent inclement weather days.

### Events bringing community into our schools:

- First graders at Lindley Park hosted a writing celebration and parents were invited to attend.
- SAMS hosted the district's middle school Battle of the Books competition. Many family members attended the competition.
- Community members read to elementary students on March 3 for Read Across America Day.



**Asheboro City Schools**

*...the subject is excellence!*



# BOARD OF EDUCATION GOALS 2013-2014

**Update: March 13, 2014**

## STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools students will graduate with the skills needed as 21<sup>st</sup> century learners, workers, and citizens.

## STRATEGIC OBJECTIVES:

### 1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (**4 C's**).
2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.

One of ECDC's goals in their continuous improvement plan was for every classroom to develop and implement at least one project-based learning unit. At their mid-year meeting, the staff was very excited to report that they were on track to meet this goal with projects designed around topics generated by student interests. Examples of project topics include box turtles, museums, pets, grocery stores, animals in the Sciquarium, sharks, favorite foods, and penguins.

3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.

The global awareness task force is continuing to research possible global programs. Last week we heard a presentation by VIF International Education about their programs and partnerships. This has a lot of possibilities.

4. Implement **Positive Behavior Instructional Support** program at each school.
5. Implement strategies to **reduce number of office referrals and out of school suspensions for black students**.
6. Develop a district-wide program to prevent **bullying**.
7. Review and update **crisis plans**.

We received partial grant funding to install panic alarms at the receptionist desks in all schools. This should be completed this spring.

## 2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics**.
2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

In our classroom walkthroughs and midyear school leadership team meetings, we are seeing evidence of growing use of common assessments and performance rubrics to monitor student learning throughout the district. This is important as it helps us adjust instruction to be sure students are mastering the learning targets and re-teaching when they have not achieved mastery.

## 3. Improve achievement

1. Develop K-12 instruction and assessment plan for the **writing process**.
2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.
3. Develop an **academic plan with each 7<sup>th</sup> grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.

NAMS students are participating in an eight-session curriculum using CFNC (College Foundation of North Carolina). These sessions are being planned and led by Angie Berrier (school counselor), Miranda Lane (graduation coach), Shea Setzer-Grosch (career development coordinator), representatives from CFNC, and Dr. Drew Maerz. Students have been very responsive and are learning about choosing a college that matches their personal goals and interests.

4. Implement strategies to **prevent summer reading loss**.
5. Using 2012-13 data, implement **early intervention system for struggling readers**.
6. Provide **academic enrichment opportunities** for targeted students in middle school.
7. Explore strategies to **increase availability of high school courses for middle school students**.

One of the strategies for academic acceleration for middle school students will be presented for your information tonight—credit by demonstrated mastery. We want to pilot this with a couple of courses this spring, and then expand our offerings based on what we learn with the pilot project.

## 4. Create opportunities

1. Increase **parent outreach** through workshops or classes on targeted topics related to academic achievement priorities.
2. Partner with UNCG and community stakeholders to assess and **evaluate the needs for a Parent Academy**.
3. Implement **communication strategy** to increase community awareness and involvement in our schools.
4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.
5. Increase **student internship and job shadowing opportunities**, including paid student internships.

## 5. Build capacity

1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.
2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6)**.
3. **Explore performance pay options** for future.
4. Implement strategies to **improve inter-rater reliability** in performance evaluations.

On February 28, Cheryl Fuller conducted a day of classroom walkthroughs with principals at Lindley Park (elementary principals) and AHS (secondary principals). This was a very informative session with debriefings that helped principals improve consistency in their analysis of teacher performance as it relates to the North Carolina Professional Teaching Standards.

5. Improve **application review, interview preparation, and reference-checking protocols**.
6. Update and implement **support program for beginning teachers**.