

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
June 11, 2026
6:30 p.m.

5:30 p.m. Policy Committee
6:00 p.m. Finance Committee

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Early Childhood Development Center
- *D. Approval of Agenda

II. Special Recognitions

- A. Athletics – Ms. Michelle Harger, Director of Support Services
- B. Esports – Mr. Anthony Woodyard, Chief Information Officer, and Ms. Julie Brady, Innovation Lead Teacher

III. Superintendent's Report – Dr. Aaron Woody, Superintendent

IV. Public Comments

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

V. *Consent Agenda

- A. Approval of Minutes for May 14, 2026, Board of Education Meeting
- B. Policies for Approval:
 - 1510/4200/7270 School Safety
 - 2330 Board Meeting Agenda
 - 2340 Parliamentary Procedures
 - 3225/4312/7320 Technology Responsible Use
 - 3430 School Improvement Plan
 - 3565/8307 Title I Program Comparability of Services
 - 4001 Equal Educational Opportunities
 - 4342 Student Searches
 - 5071/7351 Electronically Stored Information Retention
 - 7130 Licensure
 - 7530 Military Leave
- C. Personnel
- D. 2026-2027 Pay Dates

- E. 2026-2027 School Treasurers
- F. 2026-2027 Sodexo Contract Amendment
- G. Overnight Field Trip-North Asheboro Middle School Boys Basketball Camp-Catawba College, June 2026
- H. Overnight Field Trip – Asheboro High School-Volleyball Camp-Appalachian State University, July 2026
- I. State Budget Amendment S-02
- J. Federal Budget Amendment F-02
- K. Beginning Teacher Support Program (BTSP) Plan (updated)

VI. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Michelle Harger, Director of Support Services
 - 1310/4002 Parental Involvement
 - 4318 Use of Wireless Communication
 - 6220 Operation of School Nutrition Services
 - 7325 Video and Audio Recordings by Employees
- B. Teacher Working Conditions (TWC) Survey Report – Ms. Gayle Higgs, Chief Human Resource & Support Services Officer

VII. *Action Items

- A. Career & Technical Education Local Application Plan - Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE)
- B. District Strategic Plan – Dr. Aaron Woody, Superintendent
- C. Substitute Staffing Management Services – Ms. Gayle Higgs, Chief Human Resource & Support Services Officer, and Ms. Sandra Spivey, Chief Financial Officer
- D. Revised 2026-2027 Asheboro City Schools Calendar – Ms. Gayle Higgs, Chief Human Resource & Support Services Officer

VIII. Board Operations – Gidget Kidd, Chair

- A. Calendar of Events
- B. Asheboro City Board of Education Meetings 2026-2027

IX. Adjournment

*Item(s) requires action/approval by the Board of Education

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
Regularly Scheduled Meeting
Professional Development Center
June 11, 2026
6:30 p.m.

Addendum

5:30 p.m. Policy Committee

6:00 p.m. Finance Committee

- I. Opening
- II. Special Recognitions
- III. Superintendent's Report
- IV. Public Comments
- V. ***Consent Agenda**
 - C. Personnel (addendum added)
 - K. Beginning Teacher Support Program (BTSP) Plan (updated) – (document added)
 - L. 2026-2027 Interim Budget
- VI. **Information, Reports, and Recommendations**
 - B. Teacher Working Conditions (TWC) Survey Report (presentation added)
- VII. ***Action Items**
 - C. Substitute Staffing Management Services (document added)
 - D. Revised 2026-2027 Asheboro City Schools Calendar (calendar added)
- VIII. **Board Operations**
- IX. **Adjournment**

*Item(s) requires action/approval by the Board of Education.

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2025-2026 ACS Athletic Highlights

June 11, 2026

Michelle Harger
Director of Support Services

SAMS

Athletics









NAMS

Athletics









Special

Olympics







AHS

Athletics



BLUE COMETS NATION

Insurance Associates
200City

59 2ND & 4 0:00 OTB 4 BALL ON 21

PEWLEYS PEDIATRICS Insurance Associates Energizer Randolph Health ASHEBORO FIRE & RES DEPT

SportsTone.net ASHEBORO POLICE DEPARTMENT Chick-fil-e LUNA CALDER AUTOMOTIVE

RIDGE GENERAL INSURANCE & CONSTRUCTION SERVICES



GAME DAY

V S

SEPTEMBER 19TH | 7:30 PM

EASTERN RANDOLPH HIGH SCHOOL



ALL-STATE

34 GOALS

27 ASSISTS





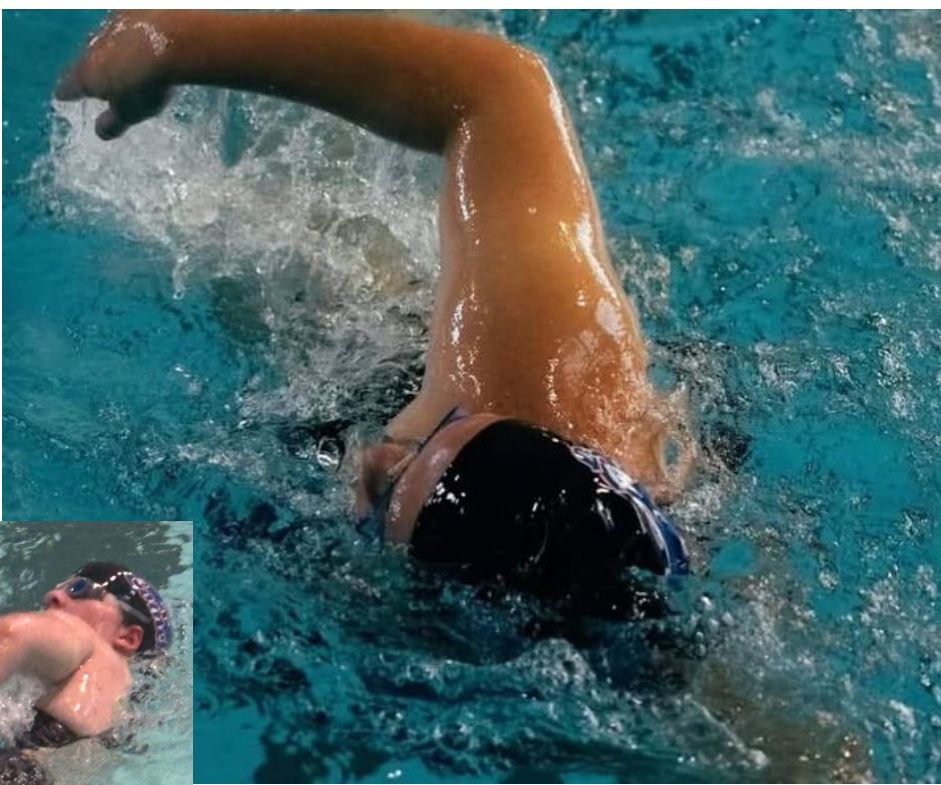












GAME DAY











CONGRATS
FIRST SEASON
ASHEBORO MEN'S VB

TOP 8 FINISH
IN 5A/6A

TOP 50
IN THE STATE
ON MAXPREPS



GAME DAY

TUESDAY • APRIL 28TH

AHS COMETS

VS

ASHEBORO — vs. — **SOUTHEAST ALAMANCE**





CONGRATULATIONS!

ON QUALIFYING FOR THE

NCHSAA 6A

STATE TRACK AND FIELD CHAMPIONSHIPS

- | | |
|---|--|
|  TRYNITEE BRADY
SHOT PUT |  CADEN KUTSCHENKO
HIGH JUMP |
|  JAMARION BALFOUR
SHOT PUT |  SARAH REEDER
POLE VAULT |
|  BOONE HINESLEY
SHOT PUT |  NYLA PRICE
100 METER HURDLES |
|  JUAN PABLO MUNOZ
DISCUS |  MICHAEL MARK
110 METER HURDLES,
300-METER HURDLES |
|  AARON TYSON
LONG JUMP, TRIPLE JUMP,
HIGH JUMP, POLE VAULT |  DALLAS BRINTON
110 METER HURDLES,
300-METER HURDLES |
|  CHASYN MILLER
LONG JUMP |  JALAYA SHOWERS
100 METER DASH,
200 METER DASH |

WE ARE PROUD OF YOU!

CONGRATULATIONS

TO OUR

AHS GIRLS SOCCER TEAM!

WINNING THE FIRST ROUND OF THE



★ 6A STATE PLAYOFFS! ★

DEFEATING
PIEDMONT HIGH SCHOOL

2-0

NEXT UP...

THE LADY BLUE COMETS WILL BE
GETTING ON THE ROAD
FOR THE SECOND ROUND TO TAKE ON

	TC ROBERSON HIGH SCHOOL	 ASHEVILLE, NC
		 THURSDAY, MAY 14
		 6:00 PM

CONGRATULATIONS

MEN'S

ASHEBORO

Blue Comets

TRACK & FIELD TEAM!




RUNNERS-UP!

6A CENTRAL
REGIONAL TRACK MEET



Questions?



ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
May 14, 2026

Policy Committee

Committee Members Present:

Dr. Brad Thomas
Gidget Kidd, Chair

Mikayla Cassidy

Dr. Beth Knott

Committee Members Absent:

Hailey Lee, Policy Chair

Melissa Calloway, Vice Chair

Other Board Members Present:

Scott Eggleston, Attorney
Baxter Hammer

Adam Hurley

Ryan Patton

Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

Michelle Harger

The meeting was called to order at 5:34 p.m. by Gidget Kidd, Chair. Michelle Harger, Director of Support Services, reviewed the following policies:

- **1310/4002 Parental Involvement**
 - Adds a reference in B.1 to the requirements described in policy 3510, Religious-Based Exemptions from School Programs.
 - Updates the cross references.
 - It was discussed that this was the policy that was reviewed at the previous meeting. Initially Mr. Eggleston had concerns regarding the wording of the policy. However, following the April meeting, clarification was provided that indicated the wording provided by the School Board Association met the needs of our district.
- **4318 Use of Wireless Communication**
 - Adds language in Section C regulating student recordings.
 - Updates footnote.
 - Discussion was had regarding videoing and the connection from the new 7325 policy to this current policy.
- **5028/6130/7267 Automated External Defibrillators**
 - Annual review.
 - No revisions recommended.
- **6100 Goals of Student Health Services**
 - Annual review.
 - No revisions recommended.
- **6200 Goals of School Nutrition Services**
 - Annual review.
 - No revisions recommended.
- **6220 Operation of School Nutrition Services**
 - Changes the language in Section B regarding actions to be taken when a student has unpaid meal charges.
 - Includes minor editorial changes.

- o Updates footnotes.
- **6400 Goals of the Purchasing Function**
 - o Annual review.
 - o No revisions recommended.
- **6500 Goals of Equipment, Materials, and Supplies Services**
 - o Annual review.
 - o No revisions recommended.
- **6524 Network Security**
 - o Annual review.
 - o No revisions recommended.
- **6525 Instructional Materials Services**
 - o Annual review.
 - o No revisions recommended.
- **6530 Resource Conservation**
 - o Annual review.
 - o No revisions recommended.
- **7325 (NEW) Video and Audio Recordings by Employees**
 - o Creates a new policy to address video and/or audio recordings made by school employees at school.
 - o Clarification was provided regarding cameras on buses, specifics regarding student opt-in/opt-out for publishing videos or photos, and clarification regarding when videos would be recorded by employees. Additionally, it was clarified where security cameras were currently located.

The meeting was adjourned at 5:55 p.m. by Gidget Kidd, Chair.

Finance Committee

Committee Members Present:

Adam Hurley, Finance Chair
Gidget Kidd, Chair

Ryan Patton

Baxter Hammer

Other Board Members Present:

Dr. Brad Thomas
Scott Eggleston, Attorney

Mikayla Cassidy

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey Ayers

Mr. Adam Hurley, Finance Chair, opened the meeting at 6:00 p.m.

Ms. Spivey Ayers discussed the current budget information from the State level. It appears that raises and bonus amounts will be approved for implementation in July 2026. The impact of these increases could be more significant to our local budget than anticipated. Dr. Woody and the executive team have been working hard to make adjustments to cover the \$650,000 in state cuts that are already known for 2026-2027.

Ms. Spivey Ayers reviewed the piggy backing item included in the Consent Agenda. The Use of Intergovernmental Cooperative Purchasing Agreement – NC Sheriffs' Association Technology Bid 25-04-0222 will allow Asheboro City Schools to access this contract for purchase of weapons detection systems.

With no further business, the meeting was adjourned at 6:23 p.m. by Adam Hurley, Finance Chair.

Board of Education

Board Members Present:

Gidget Kidd, Chair
Baxter Hammer
Dr. Brad Thomas
Scott Eggleston, Attorney

Hailey Lee
Adam Hurley
Ryan Patton

Dr. Beth Knott
Mikayla Cassidy

Board Members Absent:

Melissa Calloway, Vice Chair

Staff Members Present:

Dr. Aaron Woody
Dr. Wendy Rich
Sarah Beth Cox
Michelle Harger
Kristen McClosky
Marlena Walker

Gayle Higgs
Dr. Christina Kinley
Melvin Diggs
Jody Cox
Kris Tutterow
Jennifer Smith

Anthony Woodyard
Sandra Spivey Ayers
Dr. Ana Floyd
Angel Etheridge
Toshia Watson
Chandra Manning

Opening

Gidget Kidd, Chair, called the meeting to order at 6:32 p.m. and welcomed all in attendance. Gidget Kidd, Chair, opened the meeting with a moment of silence. Mikayla Cassidy then led the Pledge of Allegiance.

Upon motion by Dr. Brad Thomas and seconded by Baxter Hammer, the Board voted unanimously to approve the meeting agenda.

Special Recognitions

- A. Mr. Anthony Woodyard, Chief Information Officer, recognized the Battle of the Books teams from each school and praised the coaches and participants for their hard work and dedication.
- B. Ms. Kristen McClosky, AIG Coordinator, recognized the NCCTM Math Fair winners and highlighted their accomplishments.
- C. Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE), recognized DECA, HOSA and FFA students for their participation and accomplishments in CTE competitions.
- D. Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE), recognized Mr. Kris Tutterow, as the 2025-2026 CTE Teacher of the Year. Ms. Cox shared that Mr. Tutterow exhibits an extraordinary level of dedication to education and his students, and he embraces new content and curriculum with enthusiasm.
- E. Dr. Ana Floyd, Director of School Improvement & Professional Development, shared an update on Project AIM and Project AIM-NEXT. Project AIM is a 30-hour professional development focused on mathematical discourse strategies. Dr. Floyd recognized Project AIM Directors Ms. Paola Sztajn, Mr. Daniel Heck, Ms. Kristen Malzahn, and Project Manager Anna Thorp, of NC State University, for their partnership with Asheboro City Schools in implementing Project AIM in the district.
- F. Dr. Ana Floyd, Director of School Improvement & Professional Development, recognized Project AIM participants.
- G. Dr. Ana Floyd, Director of School Improvement & Professional Development, recognized Ms. Jennifer Smith as the NCCTM Outstanding Elementary Mathematics Teacher of the Year. Dr. Floyd shared that Ms. Smith is a fourth-grade teacher at Balfour Elementary, and she has served as a mentor, grade level chair, and school leadership team chair. Ms. Smith utilizes many instructional strategies and competently delivers math instruction designed to meet the diverse needs of her students within a safe learning environment.

Superintendent's Report

Dr. Woody shared the following:

District Strategic Plan - Dr. Woody will present the proposed strategic plan to the Board this evening. The plan will be posted on our website for review after the Board meeting this evening and he will request approval of the plan at the June Board meeting. Dr. Woody thanked the Board for their feedback, reflections, and perspectives on aligning our instructional progress, strategic priorities, and targeted interventions across Asheboro City Schools.

ACS Evening of Excellence - Dr. Woody thanked the Board for attending our annual Evening of Excellence banquet to recognize our Teacher of the Year, Apple of Excellence, among other awards across the district. It was a fantastic display of our very best educators and our partners who work diligently to support our work.

Randolph County Commissioner Planning - Dr. Woody will present our proposed budget to the Randolph County Commissioners on May 28, 2026. The commissioners are working diligently to support funding for our district. We are grateful for the positive partnership we have with the Randolph County Commissioners. There will be a public hearing on June 8, 2026, and the budget adoption will be on June 15, 2026.

Board Work Session Planning - Dr. Woody included a tentative agenda in the Board folders for the July 23, 2026 Board Work Session.

The Toyota Experience Lab - Ribbon Cutting - The Board will receive an invitation soon for The Toyota Experience Lab ribbon-cutting on May 26 from 4:30-6:00 p.m. Dignitaries, the media, and executives from Toyota will be in attendance to formally open this space and to celebrate.

Freedom School - From Monday June 15-Friday, June 26 and again Monday, July 6-Tuesday, July 28 we will hold our "Freedom School Program" for rising fifth through ninth graders sponsored in partnership with Communities in Schools. This program is a leadership and instructional support summer opportunity designed to provide a safe and steady environment for learners this summer.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Ryan Patton and seconded by Mikayle Cassidy, the Board unanimously approved the following items:

- A. Approval of Minutes for April 16, 2026, Board of Education Meeting
- B. Personnel (see list below)
- C. Use of Intergovernmental Cooperative Purchasing Agreement – NC Sheriffs' Association Technology Bid 25-04-0222
- D. Overnight Field Trip – North Asheboro Middle School FFA to State Convention-Raleigh, NC June 2026
- E. Overnight Field Trip – South Asheboro Middle School FFA to State Convention-Raleigh, NC June 2026
- F. Overnight Field Trip – Asheboro High School HOSA to International Conference-Indiana, June 2026
- G. Overnight Field Trip – Asheboro High School FFA to State Convention-Raleigh, NC June 2026

**Asheboro City Schools
Personnel Transactions
May 14, 2026**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Akins	Brad	CO	Bus Driver	04/17/2026
Allred	Staci	AHS	English Teacher	06/10/2026
Clawson	Brenda	BAL	Instructional Assistant	06/30/2026
Green	Ilona	DLL	1st Grade Teacher	06/10/2026
Kidd	Molita	BAL	3rd Grade Teacher	06/30/2026
Walton	Karsyn	LP	5th Grade Teacher	06/10/2026
Welborn	Scarlet	CWM	Kindergarten Teacher	06/10/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Campbell	Jaylin	DLL	3rd Grade Teacher	08/10/2026
Castillo	Cindy	CO	Substitute Bus Driver	02/13/2026
Caviness	Haley	LP	Kindergarten Teacher	08/10/2026
Cox	Lindsay	AHS	Exceptional Children	08/13/2026
Crotts	Zoe	NAMS	Non-Faculty Coach Baseball	04/24/2026
Estrada	Bella	AHS	CTE CSITT Teacher	08/10/2026
Godfrey	Cynthia	BAL	School Counselor	08/13/2026
Gordon	Michelle	CO	Substitute Bus Driver	04/20/2026
Haithcox	Ethan	AHS	Exceptional Children	08/13/2026
Hilliard	Adreanna	BAL	Kindergarten Teacher	08/13/2026
Johnson	Jeannette	NAMS	School Secretary	05/04/2026
Jones	Malcolm	BAL	4th Grade Teacher	08/10/2026
Kennedy	Janice	CO	Substitute Bus Driver	04/15/2026
Leggett	Tracey	CO	Bus Driver	05/01/2026
Leon Rodriguez	Maryith Lorena	GBT	Dual Language Teacher	08/10/2026
Lopez Guaqueta	Santiago	GBT	Dual Language Teacher	08/10/2026
Newby	Corey	AHS	PE Teacher	08/13/2026
Ovalles Concepcion	Luis Carlos	BAL	Dual Language Teacher	08/10/2026
Pedraza Barbosa	Julieth Viviana	BAL	Dual Language Teacher	08/10/2026
Roberti	Michael	LP	Media Specialist	08/13/2026
Russ	Yvonne	CWM	4th Grade Teacher	08/13/2026

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hopkins	Heather	CWM to LP	5th Grade Teacher	08/13/2026
Searce	Erin Blakely	CWM	5th Grade Teacher to ESL Teacher	08/13/2026
Smith	Carey	AHS	ESL to English Teacher	08/13/2026

Asheboro City Schools
Personnel Transactions - Contracts
May 14, 2026

***A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT**

1 YEAR CONTRACT

LAST	FIRST	SCHOOL	SUBJECT
Beasey	Virginia	AHS	Agriculture
Collins	Erin	AHS	Exceptional Children
Garner	Amy	AHS	School Counselor
Giather	Henry	AHS	AFJROTC
Lewis	Brittany	AHS	School Counselor
May	James	AHS	Physical Education
Murphy	Sean	AHS	Math
Piansay	Ivyme	AHS	Exceptional Children
Powell	Garrison	AHS	Exceptional Children
Stewart	Krista	AHS	Theater
Thompson	Kip	AHS	Exceptional Children
Trinidad Flores	Nathaly	AHS	Agriculture
Calzadilla	Morgan	BAL	1st Grade
Davis	Josee	BAL	3rd Grade Dual Language
Diaz Navarro	Lianne	BAL	4th Grade Dual Language
Hinshaw	Emma	BAL	1st Grade
Hughes	Heather	BAL	2nd Grade
Stover	Rebekah	BAL	Kindergarten
Tolbert	Madison	BAL	2nd Grade
Adam	Rebeca	CWM	ESL
Baughman	Brittany	CWM	Exceptional Children
Brown	Teressa	CWM	Exceptional Children
Charles	Kelsey	CWM	4th Grade
Gonzalez	Shandra	CWM	2nd Grade
Gossett	Jordyn	CWM	Speech Language
Leach	Traci	CWM	Art
Miller	Lydia	CWM	1st Grade
Scarce	Erin Blakely	CWM	5th Grade
Ficquette	Kristina	DLL	4th Grade
Hall	Makala	DLL	Exceptional Children
Hughes	Alyson	DLL	3rd Grade
Thomas	Roxanne	DLL	Speech Language
Tucker	Ashley	DLL	Kindergarten

Frazier	Misty	GBT	Exceptional Children
Hicks	Cassandra	GBT	2nd Grade
Herring	Jessica	GBT	2nd Grade
Nations	Samantha	GBT	4th Grade
Smith	Heather	GBT	Kindergarten
Stancil	Ashlyn	GBT	2nd Grade
Whisman	Trisha	GBT	5th Grade
Beavers	Margaret	LP	4th Grade
Brinkley	Jenna	LP	5th Grade
Hankins	Kari	LP	Physical Education
Livengood	Brianna	LP	1st Grade
Quintero	Ivan	LP	4th Grade Dual Language
Reynolds	Jamie	LP	School Counselor
Sanchez	Nicole	LP	3rd Grade
Summey	Dena	LP	2nd Grade
Switzer	Donna	LP	Kindergarten
Adams	Tammy	NAMS	ELA
Bullins	Drew	NAMS	Physical Education
Clawson	Pamela	NAMS	Exceptional Children
Gardner	Victoria	NAMS	Math
Ham	Oliver	NAMS	Social Studies
Hearn	Brandon	NAMS	Band
Staley	Kirsten	NAMS	ELA
Williams	Brittany	NAMS	Academically Gifted
Parsons	Abbey	SAMS	ELA
Seabreeze	Zachary	SAMS	Science/Math
Castillo	Beatrice	SAMS	Spanish
Carter	Janet	SAMS	Computer Science
Holcomb	Jennifer	CO	Comet Quest Teacher

***B. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 2 YEAR**

LAST	FIRST	SCHOOL	SUBJECT
Brown	Calvin	AHS	Physical Education
Cable	Vincent	AHS	English
Downey	Sarah	AHS	Chorus
Lopienski	John	AHS	Trade & Industry
Loechle-Yuzzelli	Lizbel	AHS	Family & Consumer Science
Hunt	Glen	AHS	Science
Luther	John Wesley	AHS	Physical Education
Taylor	Jeremy	AHS	Math
Tutterow	Kris	AHS	Computer Science

Cepeda	Amanda	BAL	Exceptional Children
Coble	Austin	BAL	Exceptional Children
Garner	Kerry	BAL	Instructional Facilitator
Brown	Creath	CWM	5th Grade
Glidewell	Amanda	CWM	Music
Tester	Katelyn	CWM	Physical Education
Williams	Emliegh	CWM	3rd Grade
Murphy	Arlena	DLL	2nd Grade
Raya	Brisa	DLL	Physical Education
Farr	Emily	ECDC	Pre-K
Littell	Angela	GBT	1st Grade
Ospitia Cifuentes	Lady Lorena	GBT	1st Grade Dual Language
Pugh	Felicia	GBT	Kindergarten
Robbins	Kelly	GBT	Reading
Beyersdorf	Deanna	LP	2nd Grade
Britt	Larry	NAMS	Math
Haigler	Chrystal	NAMS	Science
Hornback	Stephanie	NAMS	ESL
McKeown	Charles	NAMS	ELA
Birkholz	Patrick	SAMS	Social Studies
Brumley	Sheila	SAMS	Exceptional Children
Howell	Jeffrey	SAMS	Social Studies/ ELA
Little	Tracy	SAMS	ESL
McManus	Jennifer	SAMS	Math
Myers	Rebecca	SAMS	ELA

***C. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT- 4 YEAR**

LAST	FIRST	SCHOOL	SUBJECT
Aguero	Veronica	AHS	Spanish
Berrier	Jacob	AHS	Exceptional Children
Bressler	Geri	AHS	Science
Frazer	Joy	AHS	Art
Lawson	Erica	AHS	Health Science
Monroe	Andrea	AHS	English
Neighbors	Charles	AHS	Spanish
Norton	Patricia	AHS	Math
Phelps	Karla	AHS	English
Smith	Carey	AHS	ESL
Smith	Leslie	AHS	Science

Strider	Clayton	AHS	Math
Blocker	Allison	BAL	Kindergarten
Walsh	Leslie	BAL	ESL
Robbins	Christin	CWM	Exceptional Children
Baker	Robbin	DLL	Art
Carr	Heather	DLL	Instructional Facilitator
Clark	Heather	DLL	1st Grade
Holloway	Caitlin	DLL	1st Grade
Allmon	Jade	GBT	2nd Grade
Barnard	Marie	GBT	1st Grade
Britton	Erin	ECDC	Speech Language
Causey	Staci	ECDC	Pre-K
Harward	Dena	ECDC	Pre-K
Becerra	Hermalinda	LP	1st Grade Dual Language
Brashier	Kathryn	LP	5th Grade
King	Melinda	LP	3rd Grade
McClosky	Kristen	LP	Academically Gifted
Callahan	Mattison	NAMS	Science/ELA
Griffith	Kimberly	NAMS	Agriculture
Sheffield	Gary	NAMS	Math/Science
Altadonna	Robert	SAMS	Social Studies/Science
McBride	Julie	SAMS	ESL

***D. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	POSITION	EFFECTIVE
Cash	David	Assistant Principal	07/01/2026-06/30/2030
Culp	Corey	Assistant Principal	07/01/2026-06/30/2030
Moody	Ryan	Principal	07/01/2026-06/30/2030
Rich	Wendy	Assistant Superintendent/ Chief Academic Officer	07/01/2026-6/30/2030
Wiles	Deanna	Director of Curriculum & Academic Program Support	07/01/2026-6/30/2030

**Asheboro City Schools Personnel
Transactions - ADDENDUM
May 14, 2026**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Walker	Amber	AHS	School Counselor	05/08/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Isenburg	David	CWM	5th Grade Teacher	08/13/2026

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Evans	Ann	CO to SAMS	6-12 Math Lead Teacher to Math Teacher	08/13/2026
Gray	Gary	CO	Safety Assistant to Substitute Safety Assistant	05/11/2026

D. ADMINISTRATOR APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brewer	Jordan Blake	CO	Director of Facilities & Maintenance	7/01/2026 - 06/30/2030

Information, Reports, and Recommendations

- A. Ms. Michelle Harger, Director of Support Services, shared the following Policies for Review:
 - 1510/4200/7270 School Safety
 - 2330 Board Meeting Agenda
 - 2340 Parliamentary Procedures
 - 3225/4312/7320 Technology Responsible Use
 - 3430 School Improvement Plan
 - 3565/8307 Title I Program Comparability of Services
 - 4001 Equal Educational Opportunities
 - 4342 Student Searches
 - 5071/7351 Electronically Stored Information Retention
 - 7130 Licensure
 - 7530 Military Leave
- B. Remediation/Retesting Plan – Dr. Christina Kinley, Director of Accountability & Student Information, shared that students who do not demonstrate proficiency on EOG or EOC assessments are provided an opportunity to retest during legislated testing windows. She also reviewed the 2025–2026 testing schedule and historical retesting proficiency gains. She noted that the greatest impact of retesting is seen at the school level.
- C. Proposed District Strategic Plan – Dr. Aaron Woody, Superintendent reviewed the final draft of the Asheboro City Schools Strategic Plan. He shared that the plan will be posted on the Asheboro City Schools website for review, and he will ask for Board approval at the June Board meeting.
- D. Exceptional Children Update – Mr. Melvin Diggs, Director of Exceptional Children, shared information regarding the Exception Children team, ACS Headcount from 2022-2025, and professional development for the Early Childhood Development Center (ECDC) staff in alignment with the district continuous improvement plan. He also explained how the vision of the Exception Children department aligns with the district continuous improvement plan.

***Action Items**

No Action Items.

Board Operations

Gidget Kidd, Chair, reviewed the following:

- A. Calendar of Events
 - The next regularly scheduled board meeting will be on June 11, 2026, in the Professional Development Center, unless otherwise posted.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon motion by Dr. Brad Thomas and seconded by Hailey Lee, the Board voted

unanimously to enter closed session to discuss personnel matters at 8:08 p.m.

Adjournment

There being no further business and upon motion by Ryan Patton and seconded by Dr. Beth Knott, the Board voted unanimously to adjourn at 8:48 p.m.

Chair

Secretary

**POLICIES
FOR
APPROVAL**

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 board recognizes its duty to provide each of its employees with a workplace free from recognized hazards that are causing or are likely to cause death or serious physical harm.

The superintendent and each 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. As required by law, the principal must inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately. The principal or supervisor must notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

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. 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 judgment 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. School Rules

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

3. Training

Staff training must include detailed instruction on how to respond to a variety of emergency situations. Staff should also be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. In addition, middle and high school employees must receive adequate training on the operation of the school's anonymous safety tip line.

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. Middle and high school students must also be informed of the anonymous safety tip line and its purpose and function.

Training must be provided annually for all school system stakeholders (including staff, students, parents, coaches, volunteers, and community members) on how to recognize, and how and when to report, threats to the school population or community.

4. Safety Equipment

School employees shall provide students and visitors 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. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The board, in coordination with local law enforcement and emergency management agencies, will adopt a school risk management plan relating to incidents of school violence for each school in the school system. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must also provide the Division and local law enforcement with schematic diagrams, including digital schematic diagrams, of all school facilities and 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. Schematic diagrams must meet any standards established by the Center for Safer Schools for the preparation and content of the diagrams. In addition, the superintendent shall provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

At least one school-wide tabletop exercise and drill that meets the requirements of state law and is based on the procedures documented in the school risk management plan will be held annually at each school. Principals shall also conduct fire drills

as required by law.

6. Reporting Risks to the School Population

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. Middle and high school students may also use the anonymous safety tip line to report any risks to the school population or buildings. 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.

School officials shall investigate and act upon any report of such behavior, including, when appropriate, referring reports to the school threat assessment team and reporting criminal activities to law enforcement, the State Board, the State Superintendent of Public Instruction, and the superintendent or designee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, 1735/4329/7311, Bullying and Harassing Behavior Prohibited, 4040/7310, Staff-Student Relations, 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.

E. THREAT ASSESSMENT TEAMS

In accordance with G.S. 115C-105.65, the superintendent shall establish a multidisciplinary threat assessment team for each school within the school system to identify, assess, and manage behavior of students or others who may pose a risk of violence or harm to self or others. The threat assessment teams will include, but are not limited to, individuals with expertise in counseling, instruction, school administration, and law enforcement. When practicable, at least one school psychologist, one staff member knowledgeable about and experienced in working with students with special needs, and one staff member knowledgeable about and experienced in working with students with

disabilities will be assigned to each threat assessment team. If a school psychologist is not available, a licensed mental health professional may be assigned instead. A member of each threat assessment team will operate as team leader with the responsibility to ensure adherence to the threat assessment process, ensure proper documentation of reports of threats and threat assessment activities, and facilitate collaborative team discussions to ensure various perspectives are considered.

The superintendent shall designate a school system administrator to oversee the school system's threat assessment program and to serve as liaison between the school system and the North Carolina Center for Safer Schools (CSS). The superintendent or designee shall also establish a committee composed of individuals with expertise in human resources, education, school administration, mental health, and law enforcement that will coordinate and monitor the threat assessment teams operating within the school system.

1. Training

All team members will receive behavioral threat assessment and management training annually prior to the start of the school year. Individuals who join the team in the middle of the school year must receive training within 60 calendar days of joining the team.

2. Assessment and Intervention

Unless the superintendent establishes a different classification system in the threat assessment protocols developed pursuant to subsection E.4 of this policy, threat assessment teams will use the levels of concern table listed in the behavioral threat assessment and management guidance issued by CSS in assessing the level of threat posed and forming a response to threats.

Upon determining that a student poses a threat, the threat assessment team will develop a written student support, intervention, and monitoring management plan that establishes interventions and specifies required monitoring times of the student based on the level of concern the student presents. To effectively manage and mitigate potential risk, interventions must focus on building resilience and protective factors for the student while also addressing safety concerns.

3. Information Sharing

Parents of a student or minor will be notified as soon as practicable that a threat assessment will be or is being conducted on their child. The threat assessment team will contact the parents and provide them the opportunity to participate in the threat assessment. The team is not required to extend the invitation to participate if the student or minor discloses abuse or neglect from the parent. Once a threat assessment is completed, the team will provide its findings and conclusions to the parents, including any interventions the team is recommending be put in place for the well-being of their child and the school community and any school system or

community resources that may be useful for the parents in seeking help for their child.

When the threat assessment team learns that an individual has threatened specific harm to an identifiable potential victim, the team will provide notice of the threat to the potential victim and, if the potential victim is a student or minor, provide notice to the parents.

Any information sharing by, with, or between members of the threat assessment teams will be done in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and any other applicable state or federal law. (See policy 2125/7315, Confidential Information). Members of a threat assessment team who are not school system employees must sign a written agreement to adhere to the responsibilities and requirements of FERPA before having access to student records.

4. Threat Assessment Protocols

In consultation with CSS guidance and with established threat assessment teams within the school system, the superintendent shall develop, implement, and update threat assessment protocols and procedures that comply with the requirements of G.S. 115C-105.65. At a minimum, these protocols and procedures will delineate the roles and duties to be performed by designated threat assessment team members, the expertise and training of professionals who will serve on threat assessment teams, the steps to be followed in the threat assessment process, including the implementation of interventions, supports, and community services, the timeframe required to responsibly act upon reported concerns, and the engagement of school resource officers and/or law enforcement in the threat assessment process, and the process of documenting reports of threats and threat assessment activities. The protocols and procedures will differentiate between assessment and intervention at the elementary, middle, and high school levels, as appropriate.

The superintendent or designee shall send a copy of this policy and the threat assessment protocols and procedures to CSS when approved or revised. In addition, the superintendent shall ensure that quantitative data on the activities of all threat assessment teams is reported to CSS as required by G.S. 115C-105.65(hg) and CSS guidance.

Legal References: 29 C.F.R. part 1904; G.S. 14-208.18; 95-129(1); 115C-36, -47, -105.49, -105.51, -105.53, -105.54, -105.65, -166, -167, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; 13 N.C.A.C. 7A .0301; 16 N.C.A.C. 6E .0107; State Board of Education Policy SCFC-005

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Confidential Information

(policy 2125/7315), School Improvement Plan (policy 3430), Staff-Student Relations (policy 4040/7310), 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

<https://www.ed.gov/sites/ed/files/admins/lead/safety/emergencyplan/crisisplanning.pdf>;

Behavioral Threat Assessment and Management: Best Practice Guidance for North Carolina Behavioral Threat Assessment and Management Teams for Harm Prevention, N.C. Department of Public Instruction Center for Safer Schools (March 2024)

Adopted: July 14, 2011

Revised: June 13, 2013; April 10, 2014; May 14, 2015, July 14, 2016, September 14, 2017, January 11, 2018, June 13, 2019, May 13, 2021, January 13, 2022, January 12, 2023, December 12, 2024, August 14, 2025

Asheboro City Schools

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

A board member may have an item placed on the agenda of a regular or special meeting of the board by submitting the item in writing to the superintendent's office no later than 5:00 p.m. six working days prior to the meeting. An agenda item requested less than six working days prior to the meeting will be included only if: (1) the inclusion of the item will not unduly prolong the meeting, and there is adequate time available to prepare any necessary materials; or (2) the chairperson and superintendent determine the item is of an urgent nature. Otherwise, an untimely requested item will be added to the agenda for the next regular meeting. A member of the public may submit a request for an item to be placed on the agenda in accordance with policy 2310, Public Participation at Board Meetings.

At the meeting, the board may, by a majority vote, add an item that is not on the proposed agenda before the agenda is adopted. After the agenda has been adopted, a two-thirds vote is required to add an item to the agenda. Any new policy or budgetary items presented as an addendum to the published agenda are not subject to action at the same meeting.

Legal References: G.S. 115C-36

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

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

Revised: December 11, 2003; January 12, 2006; February 12, 2009; July 11, 2019

Reviewed by the Policy Committee: January 8, 2026

Asheboro City Schools

Except as otherwise provided by law or by the policies of the board, meetings of the board will be conducted in accordance with *Robert's Rules of Order, Newly Revised*. The board will follow the rules in *Robert's* for small boards except that motions need to be seconded to move forward and there is no limit on the chairperson's ability to make motions or vote on all questions.

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

Legal References: G.S. 143-318.12

Cross References:

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

Revised: December 11, 2003; January 12, 2006; February 12, 2009; July 11, 2019

Reviewed by the Policy Committee: January 8, 2026

Asheboro City Schools

The board provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning, appeal to different learning styles, improve communication within the school community and with the larger global community, and achieve the educational goals established by the board. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal, and responsible use. Accordingly, the board establishes this policy to govern student and employee use of any technological resources owned, leased, maintained, or otherwise controlled by the school system. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools, and learning environments made available by or on the networks, and all devices that connect to those networks.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

The use of school system technological resources, including access to the Internet, is expected to be exercised in an appropriate and responsible manner. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest, and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette.

General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to use of school technological resources, including access to the Internet.

In addition, anyone who uses school system computers or electronic devices, accesses the school's electronic storage or network, or connects to the Internet using school system-provided access must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

All students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

Failure to adhere to the requirements of this policy will result in disciplinary action, including revocation of user privileges. Willful misuse may result in criminal prosecution under applicable state and federal law, disciplinary action for students, and/or adverse personnel action for employees.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited.

Student personal use of school system technological resources for amusement or entertainment is prohibited unless approved for special situations by the teacher or school administrator. In addition, student access to social media platforms is prohibited, except when expressly directed by a teacher solely for educational purposes.

Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure.

The superintendent or designee will provide guidelines to ensure that any Wi-Fi hotspots used off school system property were not purchased using E-Rate funds.

2. Unless authorized by law to do so, users may not make copies of software purchased by the school system. Under no circumstance may software purchased by the school system be copied for personal use.
3. Users must comply with all applicable laws, board policies, administrative regulations, and school standards and rules, including those relating to copyrights and trademarks, confidential information, and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
4. Users must follow any software, application, or subscription services terms and conditions of use.
5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
6. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file sharing program designed to

- facilitate sharing of copyrighted material.
8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
 9. Users must respect the privacy of others.
 - a. Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using email, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person's home address or telephone number, credit or checking account information, or social security number. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.
 - b. School employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.
 - c. Users may not forward or post personal communications without the author's prior consent.
 - d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such recordings or pictures in any way, without the consent of the other students and/or employees and the principal or designee. An exception will be made for recordings at events that are open to the public, such as athletic competitions, band and choral concerts, assemblies, presentations, and award ceremonies. If recording at a public event is restricted for any reason, including due to copyright issues (e.g., a school play), students, employees, and all other members of the audience will be notified of the recording restrictions before the event begins.
 10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.

11. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.
12. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, accounts, data, or information.
13. Users are prohibited from using another individual’s ID or password for any technological resource or account without permission from the individual. Sharing of an individual’s ID or password is strongly discouraged. If an ID or password must be shared for a unique classroom situation, students must have permission from the teacher or other school official.
14. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner’s express prior permission.
15. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.
16. If a user identifies or encounters an instance of unauthorized access or another security concern, he or she must immediately notify a teacher, school system administrator, or the technology director or designee. Users must not share the problem with other users. Any user identified as a security risk will be denied access.
17. It is the user’s responsibility to back up data and other important files.
18. Employees shall make reasonable efforts to supervise students’ use of the Internet during instructional time.
19. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.
20. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other reasonable rules or guidelines issued by the superintendent or technology director for the use of such devices.

Exceptions to these rules may be made for employees whose activities are necessary to carry out their job responsibilities and are authorized by law.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise age-inappropriate or harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose as well as websites, web applications, or software that do not protect against the disclosure, use, or dissemination of a student's personal information. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

D. PRIVACY

Students, employees, visitors, and other users have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. Users should not assume that files or communications created, transmitted, or displayed using school system technological resources or stored on servers, the storage mediums of individual devices, or on school managed cloud services will be private. Under certain circumstances, school officials may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the board, in response to a public records request, or as evidence of illegal activity in a criminal investigation.

The school system may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes issued by the school system, and system outputs, such as printouts, at any time for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel shall monitor online activities of individuals who access the Internet via a school-owned device.

By using the school system's network, Internet access, electronic devices, email system, devices, or other technological resources, individuals consent to have that use monitored by authorized school system personnel as described in this policy.

E. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

Users may not use private WiFi hotspots or other personal technology on campus to access the Internet outside the school system's wireless network. Each principal may establish rules for his or her school site as to whether and how other personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Students' devices are governed also by policy 4318, Use of Wireless Communication Devices. Use of personal technology devices is also subject to any rules established by the superintendent under a bring your own device plan authorized by Section C of policy 3220, Technology in the Educational Program, and for employees, policy 3228/7323, Use of Personal Technology to Conduct School Business. The school system assumes no responsibility for personal technology devices brought to school.

F. PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos, or trademarks without permission.

1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy to the extent consistent with law (see the student behavior policies in the 4300 series).

2. Employees

Employees' personal websites are subject to policy 7335, Employee Use of Social Media. Employees may not use their personal websites to communicate with students, as prohibited by policy 7335 and policy 4040/7310, Staff-Student Relations.

3. Volunteers

Volunteers are to maintain appropriate relationships with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

G. USE AGREEMENTS

All students, parents, and employees will be informed annually of the information in this

policy and in any applicable generative artificial intelligence (AI) guidelines developed in accordance with policy 3220, Technology in the Educational Program. Prior to using school system technological resources, students and employees must agree to comply with the requirements of this policy and the generative AI guidelines and consent to the school system's use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student's parent must consent to the student accessing the Internet and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system and must sign a copy of the generative AI guidelines.

H. CONSEQUENCES

Based on the nature and severity of the offense and the circumstances surrounding the incident, violations of this policy will result in appropriate remedial actions or discipline up to and including long-term suspension for students and dismissal for employees and may result in revocation of user privileges. Willful misuse may also result in criminal prosecution under applicable state and federal law.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5), 47 C.F.R. 54.516; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 7131; G.S. 115C-47(70), -102.10, -325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers); 143-805

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Web Page Development (policy 3227/7322), Use of Personal Technology to Conduct School Business (policy 3228/7323), Copyright Compliance (policy 3230/7330), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Other Resources: North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools, available at https://go.ncdpi.gov/AI_Guidelines

Adopted: July 15, 2005

Revised: January 20, 2000, August 29, 2012, November 21, 2013, March 12, 2015, February 9, 2017, March 10, 2022, December 12, 2024, September 11, 2025, February 12, 2026

Asheboro City Schools

A. PRINCIPLES

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

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

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

B. DEVELOPMENT OF THE SCHOOL IMPROVEMENT PLAN

Each school must develop a school improvement plan that considers the goals set out in the mission statement for the public schools adopted by the State Board of Education ("State Board") and the annual performance goals for that school as established by the State Board under G.S. § 115C-105.35. In developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

The board also expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet educational goals. Many board policies provide an opportunity for a school to incorporate innovative ideas into its school improvement plan; however, if a school would like to try an innovative method that requires deviation from board policy, the school may submit a request to the board for a waiver of the board policy. (See also policy 2400, Board Policies.) Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance. The board will consider such requests to the extent the waiver is permissible by law and likely to result in improved student performance at the school.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team must follow all legal requirements for developing and obtaining school approval of the school improvement plan. School improvement teams also must be familiar with state and local board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans.

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

School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I.

- The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
 - e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
 - f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
 - g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.
 - h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
 - i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
 - j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
 - k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.
 - l. The plan must include strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program).

- m. The plan must include intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).

3. Optional Components of the Plan

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

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81.15, in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board (see policy 3200, Selection of Instructional Materials).
- d. The plan may include innovative efforts to meet local educational goals. The following are examples of innovative efforts identified in board policies that the plan may address:
 - i. modifying the school calendar (see policy 3300, School Calendar and Time for Learning);
 - ii. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);
 - iii. adding hours of instructional time (policy 3300);
 - iv. providing additional means for evaluating instructional programs (policy 3140, Evaluation of Instructional Programs);
 - v. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);
 - vi. expanding the subject areas or objectives of the curriculum (policy 3100, Curriculum Development);
 - vii. eliminating curricula on subject areas or objectives that are not state-required (policy 3100); and
 - viii. modifying the system-wide instructional and curriculum guides (see

policy 3115, Curriculum and Instructional Guides).

4. Development and Review of the Plan

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

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

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

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason(s) for the rejection.

Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

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

requested, the board may develop a school improvement plan for the school.

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

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 2500, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

D. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff

development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process and on the effectiveness of the school improvement plan.

Legal References: G.S. 115C-47(38), -81.15, -83.15, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C; 16 N.C.A.C. 6G .0304

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Board Policies (policy 2400), Hearings Before the Board (policy 2500), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Curriculum and Instructional Guides (policy 3115), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), Selection of Instructional Materials (policy 3200), School Calendar and Time for Learning (policy 3300), Students at Risk of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

Other Resources: *School Improvement Planning and NCStar*, North Carolina Department of Public Instruction, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/office-school-improvement/school-improvement-planning-and-ncstar>

Adopted: April 11, 2013

Updated: October 9, 2014; February 11, 2016; December 13, 2018; September 8, 2022

Asheboro City Schools

TITLE I PROGRAM COMPARABILITY OF SERVICES

Policy Code: **3565/8307**

To improve the academic achievement of educationally and economically disadvantaged children, the board will participate in the federal Title I program.

A. TITLE I MAINTENANCE OF EFFORT

The school system will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act, as amended.

B. USE AND ALLOCATION OF TITLE I FUNDS

Title I funds will be used to supplement, and not to supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program. Accordingly, state and local funds will be allocated to each school receiving Title I funds in a manner that ensures that each such school receives all of the state and local funds it would otherwise receive in the absence of Title I funding.

C. COMPARABILITY OF SERVICES

State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds, or, if all schools receive Title I funds, to provide services that are substantially comparable in each school. The board will ensure equivalence among schools in the allocation of state and local resources for (1) teachers, administrators, and other staff, and (2) curriculum materials and instructional supplies. In addition, the board will establish and implement system-wide salary scales that are applicable to all staff whether assigned to Title I or non-Title I schools.

D. COMPARABILITY TESTING

The superintendent shall direct the Title I director, in conjunction with the finance officer, to conduct comparability testing before November 1 of each school year to assess the equivalent distribution of state and local resources among schools. The Title I director will determine annually whether to compare student enrollment to instructional staff or to instructional staff salary and also whether schools will be examined on a grade-span basis or on a school-by-school basis. The following will be excluded when determining comparability: (1) any resources paid with federal or private funds; (2) supplemental state or local funds expended for programs that meet the intent and purpose of Title I; (3) staff salary differentials for years of employment; (4) unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year; (5) state and local funds expended for language instruction programs; and (6) excess costs of providing services to students with disabilities. Comparability testing will be completed

using the forms and following the guidance created by the North Carolina Department of Public Instruction (NCDPI) for the calculation of comparability. The superintendent or designee shall submit the comparability testing report annually to NCDPI by the deadline established by that agency.

E. CORRECTION OF NONCOMPLIANCE

If comparability testing identifies any instances of variance greater than 10%, the Title I director shall notify the superintendent or designee without delay. The superintendent or designee shall promptly make adjustments as needed to ensure comparability. These adjustments may include, but need not be limited to, reallocation of materials or supplies, or reassignment of personnel.

F. DOCUMENTATION OF COMPLIANCE WITH TITLE I FISCAL REQUIREMENTS

The superintendent or designee shall provide in a timely manner any assurances, additional documentation, or other information required by the State Board of Education/NCDPI to demonstrate the school system's compliance with Title I fiscal requirements.

G. RECORDS MAINTENANCE

The superintendent or designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy, including documentation to demonstrate that any needed adjustments to staff assignments were made annually, for review by the North Carolina Department of Public Instruction or auditors upon request.

The superintendent shall ensure that all other requirements for receiving Title I funds are fulfilled in an accurate and timely manner and shall develop, or cause to be developed, any additional procedures necessary to implement this policy.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References:

Other Resources: *Non-Regulatory Guidance, Title I Fiscal Issues*, U.S. Department of Education (February 2008), available at <https://www.ed.gov/sites/ed/files/2020/07/fiscalguid.pdf>

Adopted: March 9, 2017

Revised: July 12, 2018

Reviewed by the Policy Committee: January 8, 2026

Asheboro City Schools

The board affirms the principle that every student should be given an equal opportunity for a sound basic education. Furthermore, no student, on the basis of any characteristic protected by federal or state law, will be excluded from participating in the programs and services of the school system or otherwise be subjected to discrimination under any educational program or activity conducted by the school system. The school system will treat its students without discrimination in accordance with applicable law with regard to course offerings, athletics, counseling, employment assistance, extracurricular activities, and educational resources.

Any student or parent or guardian who feels that this policy has been misinterpreted, misapplied, or violated may file a complaint in accordance with policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law; policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex; policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities; or policy 1740/4010, Student and Parent Grievance Procedure, as appropriate.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1701 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c *et seq.*; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-1, -367, -375.5, -407.15 through -407.18, -407.30; *Leandro v. State*, 346 N.C. 336 (1997); *Parent Rights & Responsibilities in Special Education* (N.C. Dept. of Public Instruction, Exceptional Children Division), available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-for-families-students#ParentsRightsAndResponsibilitiesinSpecialEducation-6016>

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Pregnant and Parenting Students and Employees (policy 4023/7233)

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

Revised: October 11, 2007, February 12, 2009, November 9, 2017, May 13, 2021

Asheboro City Schools

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 legal rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception, permissible in scope, and conducted using methods that are narrowly tailored to be minimally intrusive. School officials shall make reasonable, good faith efforts to investigate allegations of misconduct before a student search is conducted.

This policy applies to searches conducted on school grounds, in school facilities, or at school-sponsored events.

Policy 3225/4312/7320, Technology Responsible Use, not this policy, applies to the search of school system-owned technological resources and the data located on school system-owned electronic equipment.

A. SEARCHES BASED ON INDIVIDUALIZED REASONABLE SUSPICION

A 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 have been acquired through reliable and/or corroborated information from employees, 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 must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly tailored to be minimally 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. Searches of Personal Effects

School officials may search a student's desk, locker, and/or personal effects, including but not limited to purses, book bags, and clothing (for example, coats or jackets) not currently being worn by the student. Policy 4318, Use of Wireless

Communication Devices, addresses the circumstances under which 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 with an adult witness present. Both the school official conducting the search and the adult witness must be the same sex as the student.

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 a 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 a search of a particular student will yield 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. This search must be conducted in private by a school official of the same sex as the student, with an adult witness of the same sex present, and only 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

A metal detector may be used to search a student's person and/or personal effects. 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.

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

1. 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.

A student's personal effects 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 effects described in Section A, above.

2. Point-of-Entry Metal Detector Searches

Due to the 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

With the prior approval of the superintendent, and in conjunction with local law enforcement, school officials may use trained dogs (canines) 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 students or other persons under any circumstances. No students should be present during a dog search. Before a search occurs in a classroom, students will first be moved to a location outside the classroom.

C. SEIZED ITEMS

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

D. FAILURE TO COOPERATE

A student's failure to cooperate with a reasonable search or seizure as provided in this policy will be considered a violation of the expected standard of behavior, and will subject the student to appropriate consequences.

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.

E. 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*, 557 U.S. 364 (2009); G.S. 115C-47, -288, -307, -390.2, -391.2

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

Updated: May 11, 2000, April 10, 2014, February 8, 2024

Asheboro City Schools

ELECTRONICALLY STORED INFORMATION RETENTION

Policy Code: **5071/7351**

Public record-keeping requirements and federal and state law require that the school system properly manage its electronically stored information (“ESI”). To the extent required by law, school personnel shall maintain ESI in accordance with this policy and/or the applicable records retention and disposition schedule(s) (“Schedule”) issued by the North Carolina Department of Natural and Cultural Resources.

School business-related ESI sent and/or received by an employee using a personal technology device or account is subject to this policy and policy 3228/7323, Use of Personal Technology to Conduct School Business.

A. SYSTEM-WIDE E-MAIL RETENTION AND EMPLOYEE RESPONSIBILITY FOR ESI

All e-mails produced and received using the school system email platform are the property of the school system and will automatically be retained by the school system for a minimum of three years. In some cases, business-related e-mails must be retained longer, according to the Schedule, and individual employees are required to review the Schedule and save such e-mails, in hard copy or electronic format, for the applicable time period. For ESI other than e-mail, each employee shall retain such records, in hard copy or electronic format, for the time period required by the Schedule.

B. LITIGATION HOLDS FOR ESI

The school system will have an ESI team. The ESI team is a designated group of individuals who implement and monitor litigation holds, which are directives not to destroy ESI that might be relevant to a pending or imminent legal proceeding. The ESI team must include a designated school administrator, the school board attorney, and a member from the technology department. In the case of a litigation hold, the ESI team shall direct employees and the technology department, as necessary, to suspend the normal disposition procedure for all related records.

C. INSPECTION OF ESI

Any requests for ESI records should be made in writing and will be reviewed by the records officer (see policy 5070/7350, Public Records – Retention, Release, and Disposition), in consultation with the school board attorney if needed, and released in accordance with North Carolina public records laws.

D. DELEGATED AUTHORITY

The board of education delegates to the superintendent or designees the right to implement and enforce additional procedures or directives relating to ESI retention consistent with this policy.

Legal References: Fed. R. Civ. P. 16, 26, 33, 37, 45; North Carolina Public Records Act, G.S. 132; *Program Records Schedule: Local Public School Units*, N.C. Department of Natural and Cultural Resources (2021), available at

<https://archives.ncdcr.gov/documents/local-education-agencies-schedule>; *General Records Schedule: Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2021), available at

<https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules/general-records-schedule-local-government>

Cross References: Use of Personal Technology to Conduct School Business (policy 3228/7323), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other Resources: *Digital Records*, State Archives of North Carolina, <https://archives.ncdcr.gov/government/digital-records>

Adopted: July 15, 2021

Revised: December 12, 2024

Reviewed by the Policy Committee: May 8, 2025

Asheboro City Schools

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy.
3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. Cherokee Language and Culture Instructors

An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. Driver Education Instructors

An individual not licensed in driver education is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy DRIV-003.

6. Service Members and their Spouses Relocating to North Carolina

A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by 50 U.S.C. 4025a or State Board of Education Policy LICN-028 will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. LICENSE CONVERSION

Teachers must meet all requirements of the State Board of Education to do any of the following: convert a residency license to an initial professional license or a continuing professional license; move from an initial professional license to a continuing professional license; or move from a continuing professional license to a lifetime license.

E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment. (See policy 1610/7800, Professional and Staff Development.)

F. REPORTING MISCONDUCT

Any superintendent, associate superintendent, assistant superintendent, personnel administrator, or principal, who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b), has resulted in a criminal charge or indictment for any of the crimes listed in G.S. 115C-270.35(b), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the termination, nonrenewal, suspension, disciplinary action, or resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct

is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, does not have an employment contract renewed, or resigns as the result of conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under 16 N.C.A.C. 6C .0604, the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, nonrenewal, or resignation.

G. PARENTAL NOTIFICATION

At the beginning of each school year, school system officials shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

H. EQUITABLE DISTRIBUTION OF TEACHERS

The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 50 U.S.C. 4025a; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.1, -270.15, -270.20, -270.21, -270.35, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -326.20, -333, -333.1; 16 N.C.A.C. 6C .0301, .0302, .0304, .0305, .0306, .0307, .0308, .0313, .0336, .0337, .0338, .0340, .0341, .0342, .0344, .0346, .0349, .0350, .0360, .0361, .0362, .0363, .0602, .0604, .0605, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, EVAL-035, LICN-001, LICN-007, LICN-010, LICN-011, LICN-012, LICN-013, LICN-014, LICN-015, LICN-017, LICN-018, LICN-019, LICN-020, LICN-023, LICN-024, LICN-025, LICN-026, LICN-027, LICN-028, LICN-030, LICN-031, LICN-032, LICN-033, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at

<https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 1610/7800)

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019, March 12, 2020, January 14, 2021, August 12, 2021, February 10, 2022, February 9, 2023, March 14, 2024, November 14, 2024, August 14, 2025

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

An employee will be eligible for all considerations of military leave in accordance with State Board of Education policy, the federal Uniformed Services Employment and Reemployment Rights Act (USERRA), and Article 16 of Chapter 127A of the North Carolina General Statutes.

Employees are encouraged to schedule short periods of required active duty during vacation periods so as not to interfere with regular duties of the individual's employment.

A. NOTICE AND DOCUMENTATION REQUIREMENTS

1. Employees must provide to the superintendent advance written or oral notice of any absences due to military obligations, except in cases of emergency assignment or other conditions that make notice impossible or unreasonable.
2. For leave periods exceeding 30 days, the employee must also either provide written documentation evidencing performance of military duty or identify the military command in order for the school system to verify the request.

B. SHORT-TERM MILITARY LEAVE WITH PAY

1. In accordance with State Board of Education policy, an employee who is a member of a reserve component of the U.S. Armed Forces may take up to 15 workdays of paid military leave for active duty training per federal fiscal year, which runs from October 1 through September 30. Members of the National Guard may take additional paid leave beyond these 15 days for special state activities when so authorized by the governor.
2. After an employee has used all of his or her paid military leave, the employee may choose to use any accumulated vacation leave, bonus leave, or comp time during the period of military service; however, no employee will be forced to use such paid leave during military service.

C. UNPAID MILITARY LEAVE FOR EXTENDED ACTIVE DUTY

1. Employees may take extended leaves of absence for state or federal military duty under honorable services status, for required training, or for special emergency management in accordance with state and federal law and State Board policy. Such leave is unpaid, except as described in paragraph C.2, below. The employee may use any available eligible paid leave prior to going on unpaid leave.
2. During periods of extended military leaves, which must not exceed five years cumulatively plus any period of additional service imposed by law, the employee will be paid the difference in military base pay and state salary, including non-performance-based bonuses, when the military pay is less than the state salary.

Differential pay will be paid from the same source of funds as the employee's public school salary. An employee may not receive differential pay while absent on any type of paid leave.

D. REINSTATEMENT FROM MILITARY LEAVE

1. If the individual applies for reinstatement following separation from military duty, his or her reemployment and related rights are governed by the provisions of the USERRA (for members of reserve components of the U.S. Armed Forces, including members of the North Carolina National Guard returning from active federal duty, from active state duty for a period of 14 days or more, and from active state duty in response to a national emergency or major disaster declared by the President) or Article 16 of G.S. 127A (for members of the North Carolina National Guard returning from all other active state duty).
2. Employees must meet all applicable state or federal deadlines for reporting back to work or applying for reinstatement.
3. Under certain circumstances, an employee may receive teaching experience credit and retirement credit for service in the military, in accordance with State Board regulations.

E. EXPLANATION OF BENEFITS

When an employee is determined to be eligible for unpaid military leave under this policy, the superintendent or designee shall provide the employee with an explanation of his or her rights and benefits, including those related to leave, salary increases, medical insurance options, retirement status, the possibility of differential pay, and reinstatement rights.

F. COMPLIANCE WITH OTHER REQUIREMENTS

The board will follow and apply all other applicable legal requirements when administering military leave under this policy.

Legal References: Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; G.S. 115C-47, -302.1(g), -302.1(g1); 127A art. 16; 16 N.C.A.C. 6C .0406; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Leave (policy 7510)

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

Revised: May 13, 2010, February 8, 2018, February 10, 2022

Asheboro City Schools

**Asheboro City Schools
Personnel Transactions
June 11, 2026**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berry	Eric	NAMS	Head Custodian	06/19/2026
Ficquette	Kristina	DLL	4th Grade Teacher	06/10/2026
Graham	Dillon	NAMS	7th Grade Science	06/10/2026
Leach	Traci	CWM	Art Teacher	08/01/2026
Thompson	Amanda	AHS	EC/OCS Teacher	06/10/2026
Williams	Siohban	CWM	School Counselor	06/10/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Comer	Samantha	ECDC	EC Preschool Itinerate Teacher	08/13/2026
Harris	Shelly	DLL	Literacy Multi-Classroom Leader	08/13/2026
Hedrick	Tracey	BAL	PE Teacher	08/10/2026
Hughes	Caraline	SAMS	EC Comp. Resource Teacher	08/13/2026
Wellman	Desiree	CWM	5th Grade Teacher	08/13/2026

TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berrier	Angie	AHS to CWM	School Counselor	08/13/2026
Carr	Heather	DLL	Instructional Facilitator to 5th Grade Teacher/MCL	08/13/2026
Gordon	Michelle	CO	Substitute Safety Assistant to Safety Assistant	05/26/2026
McBride	Katherine	SAMS to DLL	ESL Teacher	08/13/2026
McClosky	Kristen	LP to CWM	AIG Specialist	08/13/2026
Rabon	Francia	SAMS to GBT	Instructional Assistant	08/13/2026
Scearce	Erin Blakely	CWM to BAL	ESL Teacher	08/13/2026
Tinnin	Jessica	AHS to DLL	Spark Lab Leader to Reach Associate	08/13/2026

***D. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT**

LAST	FIRST	SCHOOL	SUBJECT
Rousseau	Melissa	CO	EC Program Facilitator

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
June 11, 2026**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Samantha Comer	Catawba College B: Arts	Birth - Kindergarten

Ms. Samantha Comer has been recommended to serve as the EC Preschool Itinerate Teacher for the 2026–2027 school year at the Early Childhood Development Center. Ms. Comer comes to ACS with a strong background in early childhood and elementary education. She currently finished the 25-26 school year as a second grade teacher and has previously worked in Pre-K as an instructional assistant. Ms. Comer brings experience and depth of knowledge to meet the diverse student needs of our youngest learners. Welcome to Asheboro City Schools, Ms. Comer!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Shelly Harris	East Carolina University B: Elementary Education UNC-Greensboro M: Curriculum & Instruction	Elementary Education (K-6) ESL K-12 Reading K-12

Ms. Shelly Harris has been recommended to serve as the Literacy Multi-Classroom Leader at Donna Lee Loflin Elementary School for the 2026–2027 school year. Ms. Harris comes to ACS as a Reading Specialist and MTSS Coach. Ms. Harris has experience as a curriculum support instructor, math specialist, and elementary teacher. Her experience and leadership roles position her greatly for this new Advanced Teaching Role where impact will be felt at the teacher and student level. Welcome to Asheboro City Schools, Ms. Harris!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Tracey Hedrick	North Carolina Central University B: Science: Nursing	Physical Education

Ms. Tracey Hedrick has been recommended to serve as the Physical Education Teacher at Balfour Elementary School for the 2026–2027 school year. Ms. Hedrick has been a long term substitute for Balfour and has come to build a standing rapport with teachers, students, and families. Ms. Hedrick is passionate about supporting students and creating a positive and healthy learning environment. She wants her students to stay active, build confidence, and develop lifelong health habits. Welcome to Asheboro City Schools, Ms. Hedrick!

NAME

Caraline Hughes

COLLEGE/DEGREESouthern Wesleyan University
B: Special Education**LICENSURE**

Exceptional Children K-12

Ms. Caraline Hughes has been recommended to serve as the Exceptional Children Comprehensive Resource Teacher at South Asheboro Middle School for the 2026–2027 school year. Ms. Hughes is relocating to Asheboro from South Carolina where she served as a Special Education Teacher. Ms. Hughes believes that timely feedback and positive reinforcement enhances student learning while goal setting in collaboration with students allows ownership to take place for student learning. We are happy to welcome Ms. Hughes to Asheboro City Schools!

NAME

Desiree Wellman

COLLEGE/DEGREEWinston-Salem State University
B: Elementary Education**LICENSURE**

Elementary Education (K-6)

Ms. Desiree Wellman has been recommended to serve as a 5th grade teacher at Charles W. McCrary for the 2026–2027 school year. Ms. Wellman has taught elementary school for ten years and has over 20 years of experience in the education field. Ms. Wellman brings with her a passion for incorporating different learning styles and ensuring her students are known. Welcome to Asheboro City Schools, Ms. Wellman!

**Asheboro City Schools
Personnel Transactions - ADDENDUM
June 11, 2026**

***A. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bridges	Ruby	DLL	4th Grade Teacher	08/13/2026
Holland	Ashley	BAL	School Counselor	08/13/2026
Varner	Ulises	AHS	Non-Faculty Coach Assistant Varsity Wrestling	06/09/2026

B. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Andrews	Amber	BAL to AHS	Assistant Principal	07/01/2026
Arellano	Jenny	LP to BAL	Instructional Assistant	08/13/2026
Cash	David	DLL to CWM	Assistant Principal	07/01/2026
Cox	Sarah Beth	CO	CTE CIMC/Director to CTE Curriculum and Instructional Management Coordinator (CIMC)	07/01/2026
Hammer	Emilee	GBT to AHS	Social Worker	08/13/2026
Key	Allyson	AHS to SAMS	Assistant Principal	07/01/2026
Melberger	Jeffrey	AHS to BAL	Social Worker	08/13/2026
Smith	Megan	SAMS to AHS	Assistant Principal	07/01/2026
Walker	Amy	AHS to DLL	EC Instructional Assistant	08/13/2026

***C. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT**

LAST	FIRST	SCHOOL	SUBJECT
Johnson	Kristi	CO	EC Program Facilitator

ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
June 11, 2026

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ruby Bridges	Western Carolina University B: Birth-Kindergarten	Birth to Kindergarten Elementary K-6

Ms. Ruby Bridges has been recommended to serve as a 4th Grade Teacher for the 2026–2027 school year at Donna Lee Loflin Elementary School. Ms. Bridges comes to ACS with a strong background in early childhood and elementary education. She has previously worked as a Pre-K Teacher, Kindergarten Teacher, and a Pre-K instructional assistant. Ms. Bridges is looking forward to joining the staff of Loflin and expanding her teaching career into upper elementary. Welcome to Asheboro City Schools, Ms. Bridges!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ashley Holland	UNC-Greensboro B: Special Education NC State University M: School Counseling (In Progress)	Exceptional Children School Counselor

Ms. Ashley Holland has been recommended to serve as School Counselor at Balfour Elementary School for the 2026-2027 school year. Ms. Holland comes to Asheboro City School with prior experience as an Exceptional Children’s Teacher and most recently a district wide Behavior Liaison. Ms. Holland centers her work on supporting the whole child by addressing the academic, social-emotional, and behavioral factors that impact student success. Her prior experience and current work brings strong knowledge and skills into this new role. Ms. Holland is ready to contribute to a comprehensive school counseling program. Welcome to Asheboro City Schools, Ms. Holland!

ASHEBORO CITY SCHOOLS

2026-2027

SCHEDULED PAY DATES

MID-MONTH PAYROLL (10 Month hourly employees)		END OF MONTH PAYROLL (All employees except 10 month hourly)	
July	15	July	31
August	14	August	31
September	15	September	30
October	15	October	30
November	13	November	25
December	15	December	31
January	15	January	29
February	15	February	26
March	15	March	31
April	15	April	30
May	14	May	28
June	15	June supplements/eom	23

**School Treasurers
2026-2027**

Kacie Kern
Asheboro High School

Donna Hill
North Asheboro Middle School

Freddy Bello Medina
South Asheboro Middle School

Alora Annonson
Balfour Elementary School

Alejandra Longoria
Early Childhood Development Center

Cecilia Tzintzun-Jimenez
Charles W. McCrary Elementary School

Roxanne Roessing
Donna Lee Loflin Elementary School

Maira Cortes
Guy B. Teachey Elementary School

Nicole Cox
Lindley Park Elementary School

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated May 26, 2026, is between ASHEBORO CITY SCHOOL DISTRICT (“SFA” or “District”) and SODEXO MANAGEMENT, INC. (“FSMC” or “Sodexo”).

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on April 26, 2024 (“Proposal”) in response to SFA’s Request for Proposal (“RFP”) dated March 1, 2024; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, effective July 1, 2024 as amended (“Agreement”), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. As per Section B.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2026, to June 30, 2027, and may be renewed for two (2) additional terms of one year each upon mutual agreement between SFA and FSMC.

2. The CPI Index to be used for increases to the fixed price per meal equivalent and the fixed price for management services (based upon meal equivalency) shall be increased based on Food Away from Home, CPI for All Urban Consumers. Based on this CPI Index, the prices, effective July 1, 2026, shall be increased by a maximum of 3.9%.

3. Attachment B of FSMC’s Proposal is to reflect the following:

Maximum Allowable Charge per Meal Equivalent	\$4.395
Management Fee per Meal	<u>\$0.260</u>
Total Firm, Fixed Price Cost	\$4.655

4. Break-even Guarantee: If the School Nutrition program results in a Deficit during the 2026-2027 school year, the following shall apply:

(i) Sodexo shall reimburse District for the School Nutrition program Deficit in an amount not to exceed \$50,000.

Amounts pursuant to this Section, shall be paid within thirty (30) days after the final audited Surplus/Deficit is released.

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the

following definition shall apply:

Surplus/Deficit. The Surplus/Deficit shall be defined in accordance with the Audited financial Statements as Income/(Loss) before transfers plus transfers in from the State Public School Fund.

5. Assumptions. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a change in conditions, including, without limitation, changes to the following assumptions, the financial terms of the Agreement, including the Guarantee, shall be adjusted to compensate for such change at the District's discretion.

- A) Prices to be charged for meals during the 2026-2027 academic year under the National School Lunch Program shall be as follows:

	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
Breakfast:			
One Breakfast per student served at no charge as part of the Community Eligibility Program.			
Paid:	\$0.80	\$0.80	\$0.80
Reduced:	\$0.30	\$0.30	\$0.30
Lunch:			
One Lunch per student served at no charge as part of the Community Eligibility Program.			
Paid:	\$2.00	\$2.10	\$2.10
Reduced:	\$0.40	\$0.40	\$0.40

- B) The projected number of full feeding days for the academic year shall remain at

Elementary	179
Middle	179
High School	179

- C) There shall be no competitive sales during all service hours.
- D) A la Carte sales shall be permitted at all locations for the term of the contract.
- E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.
- F) Meal Definition – meals are defined for our fixed price based on the following:
- a. 1 Lunch = 1 Meal
 - b. 2 Breakfasts = 1 Meal
 - c. 4 Snacks = 1 Meal
 - d. 1 Dinner = 1 Meal
- G) District Enrollment – Average Daily Attendance (ADA) is estimated as 95% of the projected enrollment provided in the RFP.

H) Meal Equivalents – Derived from all other revenue, excluding federal/state reimbursements, student snack/breakfast/lunch reimbursable sales and childcare program meals. The meal equivalency shall be equal to \$5.00, as stated in the RFP.

6. Sodexo agrees to comply with the final rule, "Nutrition Standards in the National School Lunch and School Breakfast Programs" issued by the US Department of Agriculture.

7. Sodexo will comply with all requirements pertaining to the meal pattern and dietary standards for reimbursable meals served in the NSLP as prescribed in 7 CFR 210 and the SBP as prescribed in 7 CFR 220.

8. Sodexo will comply with the nutrient content of a la carte and snack items under its purview as indicated in the Smart Snacks Interim Final Rule issued June 25, 2013.

9. This Amendment is effective July 1, 2026, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

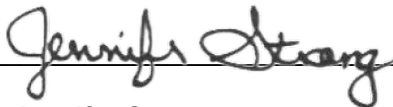
ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): Sandra Spivey

Title: Chief Financial Officer

SODEXO MANAGEMENT, INC.

By: 

Name (printed): Jennifer Strong

Title: Vice President

NAMS BOYS – CATAWBA BASKETBALL CAMP

Submission ID: 67d32aa5-5a18-4537-9d57-44551e01926b

Org Name: North Asheboro Middle School

Submitter: Donna Hill

Submitter Email: dhill@asheboro.k12.nc.us

Status: **Submitted**

Submission Title *

NAMS BOYS – CATAWBA BASKETBALL CAMP

The title is used to identify the submission for both submitters and reviewers. Choose something specific but brief.

Overnight Trip

Group Making Request: *

NAMS BOYS BASKETBALL – JONATHAN ROBBINS

School: *

NORTH ASHEBORO MIDDLE SCHOOL

Destination: *

CATAWBA COLLEGE, SALISBURY, NC

Date of Trip: *

 June 22, 2026

Number of Students Involved: *

8-10

Percent of Total Group: *

85

Reasons for Students Not Attending: *

SCHEDULING CONFLICTS

Transportation Method: Check box

Activity Bus

Charter Bus

Private Automobile

Other: Provide details

PARENTS WILL PROVIDE TRANSPORATION FOR STUDENT TO AND FROM CAMP

Charter Bus Service, state name of vendor here:

N/A

If using Travel Company, state name of Vendor here:

N/A

Number of Vehicles Needed (to be secured by the Central Office): *

0

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

0

Departure Time: *

N/A

Return Time: *

N/A

Round Trip Miles (estimated) *

N/A

Estimated Cost to the Student: *

\$ 265

Purpose of the Field Trip: *

CAMP DATES MONDAY 6/22/26 - WEDNESDAY 6/24/26 - TEAM BASKETBALL CAMP TO FOCUS ON TEAM STRATEGIES, TEAMWORK AND GAME EXECUTION. ATHLETES WILL STAY ON CATAWBA'S CAMPUS. THE PRICE PER STUDENT INCLUDES, LODGING, (6) MEALS IN CATAWB'S CAFETERIA, AND A CAMP T-SHIRT. TEAMS WILL PLAY (3) GAMES PER DAY OF CAMP.

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

*

JONATHAN ROBBINS (HEAD COACH), CHARLIE MCKEOWN

Sponsor (Group Responsible for Paying for the Trip) *






NAMS BOYS BASKETBALL

If approved, the following procedures must be followed: (1) Written parental permission is required for all field trips.

This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All Students in class or group shall have an opportunity to attend-means will be provided for students to participate when necessary.

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

Form History

	Donna Hill submitted form	5/11/2026, 2:56:36 PM
	Donna Hill approved form	5/11/2026, 2:57:03 PM
	Graham Groseclose approved form	5/11/2026, 3:00:49 PM
	Tari Johnson approved form	5/11/2026, 3:04:18 PM
	Notes: No bus needed	
	Aaron Woody approved form	5/11/2026, 4:45:17 PM

App State University Team Volleyball Camp

Submission ID: b9ca4d1e-88aa-4f21-ac74-b1c2d4a4865c

Org Name: Asheboro High School

Submitter: Kelly Smith

Submitter Email: kmsmith@asheboro.k12.nc.us

Status: Approved

Note: 8400

Submission Title *

App State University Team Volleyball Camp

The title is used to identify the submission for both submitters and reviewers. Choose something specific but brief.

Overnight Trip

Group Making Request: *

Women's Asheboro High School Volleyball


School: *

Asheboro High School

Destination: *

App State University

Date of Trip: *

 July 17, 2026

Number of Students Involved: *

26

Percent of Total Group: *

100

Reasons for Students Not Attending: *

Both teams will be participating.

Number of Vehicles Needed (to be secured by the Central Office): *

1

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

0-Kelly Smith and Nick Neighbors will be driving

Departure Time: *

6am

Transportation Method: Check box

Activity Bus

Return Time: *

July 19th at 6pm

Round Trip Miles (estimated) *

260miles

Estimated Cost to the Student: *

\$ 400

Purpose of the Field Trip: *

(Volleyball Team Camp) We would like to attend the Appalachian State University team camp to sharpen our skills and build a strong team culture. This camp provides the perfect opportunity for us to strengthen the bonds between coaches and players, fostering a sense of unity and trust that will be crucial throughout our season. Competing against other schools will not only challenge us but also prepare us for the upcoming season, ensuring we are well-equipped to face any competition. This experience is essential for our growth as a team and for achieving our goals on the court

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

*

Kelly Smith, Nick Neighbors

Sponsor (Group Responsible for Paying for the Trip) *

Asheboro Women's High School Volleyball

If approved, the following procedures must be followed: (1) Written parental permission is required for all field trips.

This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All Students in class or group shall have an opportunity to attend—means will be provided for students to participate when necessary.

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

Special Comments/Response:

The trip is July 17th–July 19th (Overnight)

Form History

	Kelly Smith submitted form	5/6/2026, 3:01:45 PM
	Kacie Kerns approved form	5/6/2026, 3:14:10 PM
	Ryan Moody approved form	5/6/2026, 3:20:57 PM
	Tari Johnson approved form	5/6/2026, 3:30:25 PM
	Notes: 8400	
	Aaron Woody approved form	5/8/2026, 2:09:03 PM

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 11th day of June, 2026, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2026.

REVENUE

1.3100.000	State Allocation	\$ <u>56,969.00</u>
		\$ <u><u>56,969.00</u></u>

EXPENDITURE

1.5230.063	Pre-K Children With Disabilities - Children With Special Needs	\$ 8,100.00
1.5210.089	Special Instruction - Special State Reserve	37,469.00
1.5110.255	Regular Instruction - CRF Low Wealth Fund	<u>11,400.00</u>
		\$ <u><u>56,969.00</u></u>

Total Appropriation in Current Budget	\$ 41,023,516.23
Total Increase/Decrease of above amendment	<u>56,969.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>41,080,485.23</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 11th day of June, 2026.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 11th day of June, 2026, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2026.

REVENUE

3.3600.049	IDEA Pre-School Handicapped	\$ 421.00
3.3600.050	Title I	8,947.00
3.3600.060	IDEA VI-B Handicapped	589.00
3.3600.103	Improving Teacher Quality	1,488.00
3.3600.104	Language Acquisition	78.00
3.3600.108	21st Century Community Learning Center	31.00
3.3600.109	Rural and Low-Income School	534.00
3.3600.111	Title III - Language Acquisition	572.00
		\$ 12,660.00

EXPENDITURE

3.5230.049	Pre-K Children w/ Disabilities Curricular Services	\$ 421.00
3.5330.050	Remedial and Supplemental K-12 Services	8,947.00
3.5210.060	Children w/ Disabilities Curricular Services	589.00
3.5110.103	Regular Curricular Services	1,488.00
3.5330.104	Remedial and Supplemental K-12 Services	78.00
3.5310.108	Alternative Instructional K-12 Services	31.00
3.5110.109	Regular Curricular Services	534.00
3.5330.111	Remedial and Supplemental K-12 Services	572.00
		\$ 12,660.00

Total Appropriation in Current Budget	\$ 4,822,568.52
Total Increase/Decrease of above amendment	12,660.00
Total Appropriation in Current Amended Budget	\$ 4,835,228.52

Passed by majority vote of the Board of Education of Asheboro City on the 11th day of June, 2026.

Chairman, Board of Education

Secretary



**Beginning Teacher Support Program
Plan**

**State Board of Education Policy:
TCED-016**

Updated May 2026

Asheboro City Schools Beginning Teacher Support Program

Introduction

In accordance with the North Carolina State Board of Education Policy TCED-016 and updates outlined in the October 2025 Beginning Teacher Support Program guidance, Asheboro City Schools implements a comprehensive Beginning Teacher Support Program (BTSP). This program provides a structured system of support for Beginning Teachers (BTs) with fewer than three years of teaching experience, regardless of licensure type or licensure pathway, including temporary licenses, residency licenses, and initial professional licenses. These teachers are required to participate in a North Carolina Beginning Teacher Support Program for three years.

The Asheboro City Schools BTSP includes a formal orientation for new teachers, followed by a three-year induction period. Beginning teachers are assigned within their area of licensure and are supported by a trained mentor. Each teacher develops an annual Professional Development Plan (PDP) to guide professional growth. The program also includes training on the North Carolina Professional Teaching Standards, the North Carolina Educator Evaluation System

Goals

The primary goals of the Asheboro City Schools Beginning Teacher Support Program are to help beginning teachers, initially licensed, permit to teach, emergency licensed, and residency, acquire knowledge and support in:

- Classroom Management
- Curriculum and Instruction
- Professionalism

Asheboro City Schools Beginning Teacher Support Program is aligned with the North Carolina Beginning Teacher Support Program Standards:

Standard 1: Systematic Support for High Quality Induction Programs

Standard 2: Mentor Selection, Development, and Support

Standard 3: Mentoring for Instructional Excellence

Standard 4: Beginning Teacher Professional Development

Standard 5: Formative Assessment of Candidates and Programs

Asheboro City Schools Beginning Teacher Support Program

Management of the Beginning Teacher Support Program

The Chief Human Resources (HR) and Support Services Officer, in partnership with the district Beginning Teacher Support Coordinator, will oversee the efficient management of the program for beginning teachers, including documentation to verify Beginning Teachers attend orientation, along with other district meetings. Human Resources staff will work together to verify the status of incoming teachers with fewer than three years of experience to participate in the Beginning Teacher Support Program (BTSP), regardless of licensure type or licensure pathway (e.g., temporary license, residency license, and initial professional license), and ensure their teaching assignment is in the correct area of licensure. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction, and assessment.

Human Resources staff will collect and submit Beginning Teacher data through the State of the Teaching Profession Report and will support the administration and completion of the recent graduate survey by beginning teachers and the employer survey by principals during the teacher's first year following completion of an approved Educator Preparation Program (EPP), as required under GS 115C-269.35 to measure EPP performance. The BT Coordinator will use email and newsletters to notify recent graduates and employers about survey availability and deadlines. The Chief Human Resources and Support Services Officer and the BT Coordinator will monitor survey completion and identify individuals who have not yet responded. The BT Coordinator will also collaborate with NCDPI Regional Education Facilitators to ensure surveys are distributed to the appropriate respondents. All surveys will be administered at the end of the applicable year.

Student Services personnel, administrators, and curriculum-instructional specialists are not required to participate in the Beginning Teacher Support Program.

Verification of Eligibility for a Continuing License

The Chief HR and Support Services Officer will serve as the official who will verify eligibility of Beginning Teachers for a continuing license. Processes are in place to monitor and support Beginning Teachers to successfully meet all North Carolina State Board of Education testing

Asheboro City Schools Beginning Teacher Support Program

requirements. This will also include collaboration with each building level principal as they supervise and evaluate Beginning Teachers who teach at their individual schools. Verification of mentor support and completion of professional development requirements is included in this process.

Once a continuing license is earned in one area, additional teaching areas do not require a BTSP experience.

Formal Orientation

Each BT, including each late hire BT, is provided a system orientation to Asheboro City Schools services and professional learning opportunities within two weeks of the teacher's first day of work with the BT Coordinator and the Chief HR and Support Services to learn about state and local boards of education missions, goals, policies, benefits, and ACS system procedures. The online module provided by the state may be used for this purpose. Additionally, the procedure for converting an Initial Teaching License to a Continuing License is provided, which includes beginning teachers completing all coursework, passing all NCSBE approved exams, and completing three years of teaching.

As part of the orientation, new teachers complete a survey identifying which tests they have passed and/or need to pass. This information is used to follow up with teachers throughout the first year to ensure teachers meet the minimum criteria for licensure. Asheboro City Schools' New Teacher Orientation (NTO) includes: information about available support services such as the mentor program, professional development for BTs, and other pertinent information to help them be successful in their new role as a teacher. The teachers are also introduced to the NC Educator Effectiveness System (NCEES). Once at the school site, the principal and mentor continue this orientation by providing more in-depth information about the NC Teacher Evaluation process and other topics specific to the school.

Prior to the opening of school each year, a New Teacher Orientation is required for all first-year teachers with initial licensure, permit to teach, emergency licensure, and residency licensure. The Chief Human Resources and Support Services Officer will maintain a record of teachers with fewer than three years of experience, regardless of licensure type and licensure pathway that will need to participate in New Teacher Orientation. The BT Coordinator will lead in the development and implementation of this professional development experience specific to BTs. During this three-day orientation, beginning teachers are given an opportunity to network,

Asheboro City Schools Beginning Teacher Support Program

meet district personnel, and meet other instructional support staff. All late hires will also be provided a system orientation within their first two weeks of work. They are also given access to electronic and hard copy resources that contain information about the school system and helpful information including a copy or electronic access of the BTSP plan upon Board approval. BTs are provided a digital copy of the evaluation rubric, the evaluation policy, and the schedule for completing the components of the evaluation process. Materials are provided to the teachers throughout the year which they may add to this resource guide.

Topics covered during the three-day orientation days include:

- ACS and SBE missions, goals, system services, and policies
- Proactive and positive classroom management
- Instructional and technology support
- NC Professional Teaching Standards and NC Evaluation Process
- NC Standard Course of Study, local pacing guides, and curriculum frameworks
- Learning about exceptional children laws and procedures, including appropriate use of seclusion and restraint of students
- Reviewing research-based education best practices
- Reviewing required working conditions guidelines of:
 - Mentor assigned early and in close proximity
 - Limited preparation
 - Limited non-instructional duties
 - Limited number of exceptional or difficult students
 - No extra-curricular assignments unless requested in writing by the BT

Residency licensed teachers may complete Effective Teacher Training or participate in a more extensive orientation with a member of the Curriculum & Instruction team in collaboration with the BT Coordinator and/or Chief HR and Support Services Officer. If the extended orientation is selected, before completing specific requirements they record and submit to Human Resources, with the remaining five days completed during the school year which may include face-to-face sessions and online modules to support the induction requirements. In addition to the required information covered in New Teacher Orientation, the residency license teacher orientation may include observing other teachers; meeting with administrators or other school staff and their mentor; reviewing school and system policies.

Optimal Working Conditions

Asheboro City Schools Beginning Teacher Support Program

We believe all beginning teachers in Asheboro City Schools will have the opportunity to develop into outstanding teachers. With this in mind, the following working conditions will be implemented in every situation to the extent possible.

- Assignment in the area of licensure;
- Lead Mentor assigned at each school
- Buddy teacher assigned as determined by the principal, in the licensure area, and in close proximity
- Orientation that includes state, district, and school expectations
- Limited preparations
- Limited non-instructional duties
- Limited number of students with identified challenges; and
- No extracurricular assignments unless requested in writing by the beginning teacher.

Mentor Selection and Training

Asheboro City Schools will continuously improve practices associated with Standard 2: Mentor Selection, Development, and Support of the NC Standards for Beginning Teacher Support Programs. The areas for focus include:

- Time,
- Instructional Focus, and
- Issues of Diversity (race, ethnicity, gender, religion, and other aspects of culture)

Prospective mentors must complete an application (including job description review) and be recommended by their principal, meet or exceed the minimum mentor qualifications as outlined in State Board policy, and complete mentor training. The Chief HR and Student Services Officer, BT Coordinator, and school principals will clearly articulate mentor selection criteria to ensure a transparent and uniform application process. New mentors will be trained via the NC online module entitled *21st Century Mentoring*, or in-person training delivered by NC Department of Instruction Regional Education Facilitators. The training provides mentors with 21st Century skills, knowledge, and dispositions needed to support beginning teachers. Mentors will also be provided additional training (as needed) to advance their knowledge/skills and have opportunities to participate in periodic mentor professional development. Additional information is provided, as needed, on topics related to beginning teacher support.

Special attention will be given to the mentor's NCEES rating as required by North Carolina State Board of Education Policy TCED-016. As a mentor, these teachers will not be involved in

Asheboro City Schools Beginning Teacher Support Program

evaluating their mentees. Mentors will serve as support for beginning teachers at the school level in partnership with the school Instructional Facilitator who will provide professional development specific to the beginning teacher needs at their school. The mentor's primary role will include orientation, logistical, and emotional support, along with ongoing support and encouragement to improve instruction and learning.

Specific mentor requirements are:

- Rated at least "proficient" level on NCEES (ratings of "Proficient" or higher on all five Standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation).
- The principal shall determine which mentor-teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teachers in their school, with priority consideration for mentors rated as "Distinguished" or "Accomplished."
- If a principal determines that a teacher rated as "Proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- The most recent available evaluation data will be used for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not serve as mentor teachers.
- Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "Proficient" level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- Mentor selection criteria include input from a variety of stakeholder groups.
- Mentors support beginning teacher orientation and provide logistical and emotional support.
- Mentors provide ongoing support and encouragement for the BT.
- Mentors receive ongoing training to advance their knowledge and skills.
- Mentors have opportunities to participate in professional learning communities of mentoring practice.
- Asheboro City Schools chooses not to use retired mentors or mentors from other schools.

Asheboro City Schools Beginning Teacher Support Program

ACS Principal or Principal's Designee Support

A specific date will be designated for principals and their designees to provide an onsite school-based orientation. This introductory session will lay the groundwork for future continued, ongoing support for the beginning teacher. The mentor will also provide support along with the principal. Mentors will provide support each month to ensure the success of the beginning teacher. Mentors at each school, in collaboration with the Instructional Facilitator, will provide regular differentiated professional development for beginning teachers.

Observations/Evaluation

The Chief HR and Support Services Officer will provide all building level administrators with a detailed timeline for all observations. Additionally, the Chief HR and Support Services Officer will carefully monitor the timeliness of each observation, the accuracy for the completion of each document for all beginning teachers as well as monitoring for evidence of support for beginning teachers. The Chief HR and Support Services Officer will work in close collaboration with the principal or designee to ensure all processes and procedures are consistently and correctly followed for each observation for all beginning teachers.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Mentors may be assigned to complete peer observations within their school as a part of the evaluation process, but they will not be assigned to observe beginning teachers, whom they mentor. A pre-conference is held for the first observation. Each observation must last for at least one continuous period of instructional time (or a minimum of 45 minutes) and must be followed by a post-conference within ten days of the observation. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year, and comply with HB1030 requirements, two observations completed in the first semester, with one held within the first grading period if practical, and at least one observation by a principal.

Asheboro City Schools Beginning Teacher Support Program

Professional Development Plan (PDP)

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or principal's designee) and mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Held at the beginning, middle, and end of the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be monitored and signed at each formative assessment conference during the school year by the beginning teacher, principal or designee, and mentor.

Technical Assistance

Building level administrators will provide a minimum of four (4) observations per year in accordance with GS115C-333, using the North Carolina Educator Evaluation System (NCEES), within the timeline established by the Chief HR and Support Services Officer. Other informal observations will be completed consistently and frequently in order to monitor the progress of the beginning teacher in areas noted on the PDP, classroom management, and student progress. Monitored and direct growth plans will be implemented when required by ratings from teacher observations and/or evaluations. If, at any point in time, the administrator notes a need for assistance to support a beginning teacher, such assistance will be provided immediately. This assistance may be provided by the mentor and/or the Instructional Facilitator, and through professional development by one or more members of the Curriculum and Instruction team, or other departments as deemed necessary by the building administrator. Support will continue to be provided until the building-level administrator feels the support is no longer necessary.

Asheboro City Schools Beginning Teacher Support Program

Cumulative File for Beginning Teachers

The Beginning Teacher Coordinator will partner with the Chief HR and Support Services Officer to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for BTs. Beginning Teacher personnel files are secured in the Human Resources office.

Cumulative File Transfer for Beginning Teachers

The Chief HR and Support Services Officer will provide for the timely transfer of all documents as authorized by the BTs.

Systematic Evaluation of BTSP

The Teacher Working Conditions Survey will be used to evaluate the effectiveness, efficiency of management, and the program quality of the Beginning Teacher Support Program. Additionally, an internal survey will be administered to BTs and mentors annually. Feedback will also be gathered from principals, and other teacher groups as needed. Finally, as stated in GS 115C-269.35, the recent graduate survey will be completed by the BT and the employer during the BT's first year of teaching following the completion of an approved Educator Preparation Program (EPP).

Asheboro City Schools will participate in the BTSP monitoring cycle conducted by NCDPI and the Peer Review process within the Piedmont-Triad regional meetings. Based on the results of this evaluation, the BT Coordinator in partnership with the Chief HR and Support Services Officer will revise the plan as needed.

Asheboro City Schools Beginning Teacher Support Program

Conclusion

The Asheboro City Board of Education, district administrators, building administrators, and the Curriculum and Instruction team are all fully committed to ensuring and supporting beginning teachers in their success as professionals, as teacher leaders, and in their individual growth. Mentors and instructional facilitators will work collegially with each beginning teacher so that a professional colleague will be available to provide an individual continuum of support and encouragement. Asheboro City Schools is committed to ensuring each beginning teacher is equipped to be a future-ready professional who prepares our students to be college and career ready.

Local Board of Education Approval

The BTSP Plan is presented to the Local Board of Education for approval, with approval verification notes in the Board minutes.

This plan was established, revised, and submitted by a collaborative effort between the BT Coordinator and Chief Human Resources and Support Services Department.

Approved on _____ by:
Date

Dr. Aaron Woody, Superintendent _____
Signature

Gidget Kidd, Chairperson of Board _____
Signature

Asheboro City Schools 2026-2027 Interim Budget

The Board has approved the 2026-2027 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2025-2026 ending budget as an Interim Budget for 2026-2027.

**POLICIES
FOR
REVIEW**

Policy Code: 1310/4002 Parental Involvement

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

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. Parental Involvement Plans

1. Parental Involvement Plan as Part of the School Improvement Plan

The board directs each principal to ensure that the school improvement team develops a plan for the school's parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

B. Parent Communication, Participation, and Conferences

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives. Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

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

C. Parental Notification

1. Title I Notifications

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

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in [Part 1A of Article 8 of Chapter 115C](#); (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations and the recommended immunization schedule;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school

- programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
 - e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
 - f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools ([Part 2A of Article 39 of Chapter 115C](#)) and for personal education student accounts for students with disabilities ([Article 41 of Chapter 115C](#));
 - g. rights of students who have been identified as students with disabilities, as provided in [Article 9 of Chapter 115C](#);
 - h. contact information for school and unit offices;
 - i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by [G.S. 115C-375.4](#); and
 - j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 1735/4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. when a student initially creates a career development plan, that the plan has been created and information on how to access the plan;
- n. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- o. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on

- academic assessments as compared to the state and school system as a whole;
- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
 - iv. the per pupil expenditures of federal, state, and local funds; and
 - v. teacher qualifications;
- p. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
 - q. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by [G.S. 115C-105.37\(b\)](#) and/or [G.S. 115C-105.39A\(c\)](#);
 - r. supportive services available to students, including health services;
 - s. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
 - t. how to reach school officials in emergency situations during non-school hours;
 - u. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
 - v. information about the school breakfast program;
 - w. information about the availability and location of free summer food service program meals for students when school is not in session;
 - x. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 - y. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
 - z. education rights of homeless students (see policy 4125, Homeless Students);
 - aa. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
- bbb. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in [G.S. 95-28.3](#) (see policy 5015, School Volunteers);

cccc. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and the school system's processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);

dddd. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and

eeee. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

4. Opportunities to Withhold Consent/Opt Out Notifications

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

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or

- group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

D. Parental Permission Required

Written parental permission is required prior to the following activities:

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

7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in any protected information survey other than those given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

E. Procedures for Parental Involvement in Student Health

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by [G.S. 115C-76.60](#) and described below in subsection E.6.

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

In accordance with the rights of parents provided in [Chapter 114A of the General Statutes](#), when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum,

supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

If a parent has a concern about the school or school system's procedure or practice under [Part 4 of Article 7B of Chapter 115C](#), as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in [G.S. 115C-76.60\(b\)](#).

F. Parent Requests for Information

A parent may request in writing from the principal any of the information the parent has the right to access under [Part 3 of Article 7B of Chapter 115C](#). The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in [G.S. 115C-76.25](#).

G. Community Services Available

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

<https://www.asheboro.k12.nc.us/ForFamilies.aspx>

H. Reporting Requirements

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy [PRNT-002](#) and [G.S. 115C-76.70](#).

Legal References: Americans with Disabilities Act, [42 U.S.C. 12101 et seq.](#), [28 C.F.R. pt. 35](#); Asbestos Hazard Emergency Response Act, [15 U.S.C. 2641, et seq.](#); Boy Scouts of America Equal Access Act, [20 U.S.C. 7905, 34 C.F.R. 108.9](#); Elementary and Secondary Education Act, as amended, [20 U.S.C. 6301 et seq.](#), [34 C.F.R. pt. 200](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g, 34 C.F.R. pt. 99](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400, et seq.](#); McKinney-Vento Homeless Assistance Act, [42 U.S.C. 11431, et seq.](#); National School Lunch Program, [42 U.S.C. 1751 et seq.](#), [7 C.F.R. 210.12, 7 C.F.R. pt. 245](#); Protection of Pupil Rights Amendment, [20 U.S.C. 1232h, 34 C.F.R. pt. 98](#); 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 IX of the Education Amendments Act of 1972, [20 U.S.C. 1681 et seq.](#), [34 C.F.R. pt. 106](#); [20 U.S.C. 7908](#); [G.S. 90-21.1, -21.10B](#); [95-28.3](#); [114A-10](#); [115C-47\(47\)](#), [-47\(51\)](#), [-47\(54\)](#), [-47\(58\)](#), [-76.1](#), [-76.20](#), [-76.25](#), [-76.30](#), [-76.35](#), [-76.40](#), [-76.45](#), [-76.50](#), [-76.55](#), [-76.60](#), [-76.65](#), [-76.70](#), [-81.25](#), [-81.30](#), [-81.36](#), [-105.37\(b\)](#), [-105.39A\(c\)](#), [-105.41](#), [-109.1](#), [-158.10](#), [-174.26\(d\)](#), [-307\(c\)](#), [-375.4](#), [-390.2](#), [-391.1](#), -

[402.15](#), [-407.16](#); [16 N.C.A.C. 6D .0307](#), [6G .0701](#); State Board of Education Policies [KNEC-002](#), [PRNT-000](#) and [-002](#), [TEST-001](#)

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018, December 13, 2018, January 9, 2020, August 13, 2020, September 9, 2021, March 10, 2022, November 9, 2023, January 11, 2024, July 11, 2024, July 10, 2025

Asheboro City Schools

The board recognizes that cellular phones and other wireless communication devices are an important tool through which parents communicate with their children and through which students gather information. The board also understands that excessive use of wireless communication devices may pose significant health and social risks for students. Therefore, to balance these interests and the needs of students, parents, and the school community, the board limits the use of wireless communication devices as provided in this policy.

A. DEFINITIONS

For the purposes of this policy, the following definitions apply.

1. “Instructional time” is the time during which students are assigned to a teacher for the primary purpose of instruction.
2. A “wireless communication device” is any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including but not limited to cellular telephones, tablet and laptop computers, paging devices, two-way radios, and gaming devices.

B. AUTHORIZED USE DURING INSTRUCTIONAL TIME

Students are permitted to possess wireless communication devices on school property so long as the devices are not turned on, used, or displayed during instructional time or as otherwise directed by school rules or school personnel.

Additionally, individual students may use wireless communication devices as required by the student’s Individualized Education Program or Section 504 plan or to manage the student’s health care in accordance with a documented medical condition. Teachers may authorize individual students to use the devices for instructional purposes, provided that they supervise the students during such use, or in the event of an emergency.

C. AUTHORIZED USE DURING NON-INSTRUCTIONAL TIME

Although use of wireless communication devices is generally permitted during non-instructional time and before and after school, the principal may establish additional limitations on the use, possession, or display of such devices consistent with this policy.

Students may not use wireless communication devices inside school buildings, at school-sponsored events, or on school buses to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such recordings or pictures in any way, without the consent of the other students and/or employees. An exception will be made for recordings at events that are open to the public,

such as athletic competitions, band and choral concerts, assemblies, presentations, and award ceremonies. If recording at a public event is restricted for any reason, including due to copyright issues (e.g., a school play), the students and all other members of the audience will be notified of the recording restrictions before the event begins.

Use of wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices during such programs.

D. CONSEQUENCES

School employees may immediately confiscate any wireless communication devices that are on, used, or displayed in violation of this policy. In general, the confiscated device will be returned to the student at the end of the school day. However, an administrator may require a student's parent to recover a confiscated device if the student has repeatedly violated this policy.

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation, or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

E. SEARCH OF WIRELESS COMMUNICATION DEVICES

In accordance with policy 4342, Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct, or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

F. LIABILITY

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss, or damage of a personal wireless communication device.

Legal References: G.S. 115C-36, -76.100, -390.2

Cross References: Student Behavior Policies (policy 4300), Disruptive Behavior (policy 4315), Student Searches (policy 4342)

Adopted: July 9, 2009

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy.

A. OPERATIONAL STANDARDS

The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. School officials may not discriminate based on race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials are also prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.

8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has an operating balance of at least two months.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities involving CNP funds shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. In the event that a student is unable to pay for a meal on a particular day, the student may charge a reimbursable meal. A student carrying a negative balance of \$ _____ in a meal account will not be permitted to accrue additional charges until the negative balance drops below \$ _____. Instead the student will be served a designated alternate meal provided at no cost to the student. Appropriate modifications to the alternative meal will be made when required by the student's documented special dietary needs. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

The child nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the CNP on a regular

basis and before the end of the school term. Notices of low or negative balances in a child's meal account will be sent to parents and guardians and the principal at regular intervals during the school year. If a parent or guardian regularly fails to provide meal money and does not qualify for free meal benefits, the child nutrition director shall inform the principal, who shall determine the next course of action, which may include working with the parent or guardian to establish a long-term repayment plan or taking legal steps to recover the unpaid meal charges. Efforts to recover unpaid meal charges should not have a negative impact on the students involved and instead should focus primarily on the adults in the household responsible for providing funds for meal purchases. The principal shall not take any punitive actions against a student for unpaid meal charges. Prohibited punitive actions include requiring a student to work to pay off the debt, withholding a student's records, denying a student a diploma, and prohibiting a student from participating in graduation, class trips, or school-sponsored extracurricular activities or social events.

Parents and guardians are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professionals, parents and guardians, and students. Parents and guardians will receive a written copy of the meal charges policy and any applicable procedures at the start of each school year and at any time their child transfers into a new school during the school year.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at https://www.fns.usda.gov/resources?f%5B0%5D=program%3A39&f%5B1%5D=resource_type%3A160&keywords=&page=1; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 147 art. 6E, art. 6G; 16 N.C.A.C. 6H .0104

Cross References: Parental Involvement (policy 1310/4002), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400), Ethics and the Purchasing Function (policy 6401/9100), Federal Grant Administration (policy 8305)

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018, June 13, 2019, July 15, 2021, September 8, 2022, February 9, 2023, July 11, 2024, May 8, 2025

Asheboro City Schools

VIDEO AND AUDIO RECORDINGS BY EMPLOYEES

Policy Code:

7325

The board authorizes employees to make video and/or audio recordings of students or other employees at school only in accordance with this policy. For purposes of this policy, the term employee includes all school system employees as well as independent contractors and volunteers. This policy applies to all video and/or audio recordings made by employees in school buildings, on school buses, at school-sponsored activities, or while otherwise acting in their capacity as a school system employee.

A. SECURITY CAMERA RECORDINGS

Security cameras that capture video, but not audio, may be installed on school system property to help maintain a safe learning and working environment. The principal or site supervisor shall identify specific locations for camera placement, subject to the approval of the superintendent or designee. Camera placement will be limited to common areas in buildings (e.g., lobbies, hallways, gymnasiums, and building entrances/exits), parking lots and other exterior areas, and school buses. Cameras may not be located in any areas where individuals have a reasonable expectation of privacy, such as restrooms, locker rooms, nurses' offices, or lactation rooms.

The superintendent or designee shall provide notification of the use of security cameras on school system property through student and employee handbooks, the school system website, or other means. The principal or site supervisor shall post a sign at the school entrance in a manner and location that adequately notifies students, employees, and visitors that areas may be subject to video surveillance.

The superintendent or designee shall establish any procedures necessary for regulating the operation of security cameras and the secure storage, viewing, and destruction of resulting recordings.

B. PUBLIC EVENT RECORDINGS

Generally, employees may record events that are open to the public, such as athletic competitions, band and choral concerts, assemblies, presentations, and award ceremonies. If recording at an event is restricted for any reason, including due to copyright issues (e.g., a school play), the employees and all other members of the audience will be notified of the recording restrictions before the event begins.

The superintendent or designee shall establish procedures deemed necessary for the recording of official meetings of the board, board committees, or committees appointed by the board.

C. RECORDINGS OF MEETINGS OR HEARINGS

School officials may make an audio recording of student IEP meetings and student discipline hearings. The recordings must be made openly with all parties aware of the recording.

An employee may make an audio recording of a meeting or hearing addressing that employee's formal grievance, performance evaluation, misconduct, disciplinary action, termination, or nonrenewal. The employee must provide prior notice of the intent to record the meeting or hearing, and the recordings must be made openly with all parties aware of the recording. Any meeting or hearing recorded by the employee also will be recorded by the school official conducting the meeting or hearing.

For any other type of meeting or hearing, the school official conducting the meeting or hearing may make an audio recording if all other parties in attendance consent to the recording. If a party refuses to consent to the recording, the school official may record the meeting or hearing only with the permission of the principal or designee for school-based meetings or the superintendent or designee for system-level meetings. The recording must be made openly with all parties aware of the recording. The school official conducting the meeting or hearing may grant a request by another party in attendance to make an audio recording, in which case the school official shall also make an audio recording of that meeting or hearing.

D. CLASSROOM RECORDINGS

To make a recording of students or employees in a classroom or at a school-sponsored event (other than those open to the public), an employee must receive prior permission from the principal. When seeking permission to record, the employee shall provide the principal with the following information: purpose for recording; who will have access to the recording and for what use; any external program requirements to obtain permission to conduct the recording; and how the recording will be retained. The principal may grant an employee permission to record only for a legitimate educational purpose. The principal shall ensure legal compliance with Section G, below. In addition, depending on the nature of the recording and its intended use, the principal may require the employee to obtain written permission from the parents of the students who will be recorded and, if the recording involves other employees or visitors, the adults who will be recorded.

E. CONSENSUAL RECORDINGS OF OTHER EMPLOYEES

In situations not otherwise covered in Sections A through D, above, an employee may make a recording of another employee for legitimate educational purposes (e.g., a training video, a video to be used in a classroom to instruct students) only with the consent of the employee being recorded.

Any recording of another employee for reasons other than legitimate educational purposes must be with the consent of the employee being recorded and must not interfere with employment responsibilities or school operations.

F. SECRET RECORDINGS

Employees are prohibited from making covert or surreptitious recordings of other individuals on school property or during school-sponsored activities.

This policy is not intended to prohibit recordings for whistleblowing purposes or to document illegal discrimination or harassment, financial improprieties, ethical violations, and other illegal practices. Employees with knowledge of illegal practices or who make a recording pursuant to this exception shall immediately notify appropriate school system personnel in accordance with existing procedures and practices.

G. RECORDING STUDENTS

In accordance with G.S. 114A-10, in no instance will a school system employee make a video or voice recording of a student without prior parental consent unless the recording will be used solely for one of the following purposes: a safety demonstration, including one related to security and discipline on educational property; an academic or extracurricular activity; classroom instruction; photo identification cards; security or surveillance of buildings, grounds, or school transportation.

H. MAINTENANCE OF RECORDS

Any recordings made by school system employees will be maintained, released, and disposed of in accordance with all applicable state and federal laws and regulations. See also policies 4700, Student Records; 5070/7350, Public Records – Retention, Release, and Disposition; 5071/7351, Electronically Stored Information Retention; and 7820, Personnel Files.

I. CONSEQUENCES

Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 15A-287; 114A-10, 126-84 *et seq.*

Cross References: Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Electronically Stored Information Retention (policy 5071/7351), Staff Responsibilities (policy 7300), Personnel Files (policy 7820)

Adopted:

Teacher Working Conditions (TWC) Survey Report

June 11, 2026

Gayle E. Higgs
Chief Human Resource & Support Services Officer

Survey Overview and Participation

Asheboro City Schools - 8 school(s)



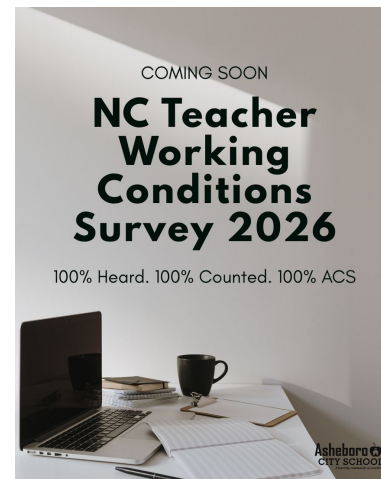
98.55% Response Rate

341/346



Mark Your Calendar!

The survey opens **Monday,**
March 2, 2026



District Snapshot: Key Results

Overall perceptions remain exceptionally positive

- 95% of staff agree their school is a good place to work and learn, up from 82% in 2022
- 90% would recommend their school to parents, an increase of nearly five percentage points since 2024
- Nearly 89% report feeling loyal to their school
- 90% are proud to work at their school



Culture, Trust, & Retention

Since 2022 according to the 2026 Agree Analysis

- Trust and mutual respect increased from 68% to 83%
- Comfort raising concerns increased from 64% to 78%
- Staff looking forward to work each day increased to 88%
- 75% report they would not want to work in another school



Leadership Growth

Notable growth since 2024

- Clear vision: 82% → 87% (+6 points)
- Culture of trust: 69% → 74% (+4 points)
- Faculty wellbeing: 77% → 82% (+6 points)
- Student-centered decisions: 80% → 84% (+4 points)
- Reasonable and justified decisions: 78% → 82% (+4 points)



Teacher Leadership & Collaboration

2026 results show

- 94% agree teachers empower students
- 94% agree teachers create safe and orderly learning environments
- 96% report teachers use assessment data effectively
- 95% report opportunities to analyze data
- Teacher mentoring increased from 84% to 87%



Student Support, Safety, & Community

Safety & Student Support

- Safety concerns addressed quickly: 92%
- Staff awareness of emergency plans increased from 80% in 2022 to 94% in 2026
- Confidence in mental health supports increased from 82% to 90%
- Students arriving with basic needs met increased from 56% to 63%

Community Support

- Parent involvement encouragement: 98%
- Parent support increased from 63% in 2022 to 73% in 2026
- Community support increased from 74% to 87%



Student Conduct

Positive trends

- Students following rules improved dramatically from 50% in 2022 to 76% in 2026
- Leadership support for discipline increased from 66% to 83%
- Leadership enforcement of conduct expectations increased from 56% to 78%

Areas for continued improvement

- Student disrespect toward teachers: 63%
- Tardiness and skipping class: 56%
- Disorder in unstructured settings: 61%



Teacher Voice & Professional Learning

- The percentage of staff who agree that an appropriate amount of time is provided for professional development increased from 75% in 2022 to 92% in 2026, representing one of the largest gains in the survey
- More than 81% of staff believe professional learning provides sufficient time to implement and evaluate new instructional practices
- Nearly 80% of staff report professional learning opportunities allow productive collaboration with colleagues
- 85% of staff believe professional learning strengthens their ability to meet diverse student learning needs



Time & Resources

Although improvements occurred

- Sufficient planning time increased from 57% to 66%
- Protection from non-instructional duties increased from 73% to 79%

Areas for continued attention

- Instructional time to meet all student needs remains at 67%
- Efforts to reduce paperwork declined slightly from 72% to 69%



Conclusions & Next Steps

Celebrate

- Strong staff pride and loyalty
- Positive school culture
- Effective leadership
- Strong community support
- Safe learning environments
- Significant gains over the past four years

Focus Forward

- Continue improving student behavior and attendance
- Increase teacher voice in decision-making
- Differentiate professional learning opportunities
- Protect instructional and planning time
- Expand supports for multilingual learners and special populations



Questions?

Comprehensive district and school results can be found at <https://www.nctwcs.org/>



History Log

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/30/2026 3:03:48 PM	Sarah Beth Robbins	Status changed to 'Draft Completed'.	S
	5/30/2026 10:03:35 AM	Sarah Beth Robbins	Status changed to 'Draft Started'.	S
	4/21/2026 11:01:51 AM	Robin Bowers	Status changed to 'Not Started'.	S

Allotments

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Allotments

Allocation Type (1)	Perk Fed (PRC 0017) (2) CFDA: 84.048A	State Supp (PRC 0014)	Total
Allotment	\$80,468.00	\$72,591.00	\$153,059.00
Carryover	\$0.00	\$0.00	\$0.00
Total	\$80,468.00	\$72,591.00	\$153,059.00

Evaluation of Performance

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Evaluation of performance of students served with respect to state determined and local levels of performance.

Performance Goals

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)		2026-2028
a)	Graduation Rate (1S1): Student performance met or exceeded the state-determined performance level.	* 3 ▼
b)	Graduation Rate (1S1): Student performance met or exceeded the state goal.	* 3 ▼
c)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level.	* 3 ▼
d)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal.	* 3 ▼
e)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined performance level.	* 1 ▼
f)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state goal.	* 1 ▼
g)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state-determined performance level.	* 3 ▼
h)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state goal.	* 3 ▼
i)	Postsecondary Placement (3S1): Student performance met or exceeded the state-determined performance level.	* 3 ▼
j)	Postsecondary Placement (3S1): Student performance met or exceeded the state goal.	* 3 ▼
k)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state-determined performance level.	* 1 ▼
l)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state goal.	* 1 ▼
m)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state-determined performance level.	* 3 ▼
n)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state goal.	* 3 ▼
o)	Program Quality - Other (5S4): Student performance met or exceeded the state-determined performance level.	* 3 ▼
p)	Program Quality - Other (5S4): Student performance met or exceeded the state goal.	* 3 ▼

CTE Administration

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2026-2028

q)	The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.	* 2 ▼
r)	The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner.	* 1 ▼
s)	The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy.	* 2 ▼
t)	The CTE Administration has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on data analysis.	* 2 ▼
u)	The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Career Development Coordinator/Special Populations Coordinator/CIMC Support interview
- CTE Teacher Survey / Monthly CTE Teacher district meetings
- Administration Survey

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

Interviews and surveys revealed the following needs:

- A more formal presentation and review of data with AHS administration and central office/Board of Education. Beginning 26-27 school year. Evaluation to determine need for change in the 27-28 school year.
- Although the LAP is discussed and reviewed at monthly CTE district faculty meetings, a more systematic approach is needed to ensure that action items are being implemented and adjusted in a timely and reflective manner. Beginning 26-27 school year. Evaluation to determine need for change in the 27-28 school year.
- Although adhering to content standards and pacing guides is reviewed at district meeting, a process for effectively monitoring rigor and relevance is needed. Walkthrough schedules have been developed but not strongly implemented. 2026-2027 school year.
- Interviews and teacher surveys have identified a need for professional development on utilizing CTE pacing guides and implementing RBT consistently through instruction. Beginning 26-27 school year. Evaluation to determine need for change in the 27-28 school year.
- Interviews and teacher surveys have identified a need for vertical meetings for better alignment of middle school and high school program areas. We have made some progress through our district meetings this school year, but a continued focus is needed. Beginning 24-25 school year. Evaluation to determine need for change in the 25-26 school year.

- Interviews and teacher surveys have identified a continued need for a closer collaboration with middle school administrators. We have made some progress in this area, but continued focus on building these collaborations is necessary. Beginning 26-27 school year. Evaluation to determine need for change in the 27-28 school year.

NCDPI Feedback:

Labor Market Alignment

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Aligned to state, regional or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate; or designed to meet local education or economic needs not identified by state boards or local workforce development boards.

Labor market alignment

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a)	All current Career Pathways align to current industry demand and needs.	* 2 ▼
b)	Projected industry growth has been analyzed and processes are in place to phase in new Career Pathways and phase out those that do not align to industry demand.	* 2 ▼
c)	Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.	* 2 ▼
d)	Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	* 3 ▼
e)	CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.	* 2 ▼
f)	Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Stakeholders collaborative meeting, Career Connect : Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback
- Concentrator Feedback Survey
- Student Survey
- Student Focus Groups
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- Go beyond the required bi-annual meetings to establish a continuous, structured feedback loop with our Business Advisory Council.
- Expand and optimize the hands-on learning pipeline to ensure capacity matches student interest and labor market demand.
- Provide a structured, predictable framework for teachers to explicitly instruct and assess essential "soft skills" and workplace expectations

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

1. Enhanced Business Advisory Council Engagement

- WHAT: Transition from standard, compliance-driven bi-annual meetings to a continuous, sector-specific advisory feedback ecosystem.
- WHY: To garner highly specific, actionable curriculum feedback tailored to individual program clusters (Advanced Manufacturing, Health Sciences, Agriculture), ensuring student skills perfectly mirror the shifting demands of regional employers like Toyota and Wolfspeed.
- HOW: * 2026-2027: Audit current council membership to bridge industry gaps. Establish specialized sub-committees for core pathways and launch an asynchronous digital feedback channel (e.g., quarterly pulse surveys).
 - 2027-2028: Implement bi-annual "Industry-Teacher Roundtables" for direct curriculum mapping and evaluate engagement metrics to refine communication touchpoints.
- WHO: CTE Director, Career Development Coordinators (CDCs), and Business Advisory Council Members.

2. Standardized Employability Skills Framework

- WHAT: Implement a structured district-wide framework and rubric for teachers to explicitly instruct, assess, and reinforce essential soft skills and workplace expectations.
- WHY: To equip students with the behavioral and professional competencies required across all career clusters, directly scaling the foundational standards established in our NC FAME Production Arm pilot and aligning with Career Connect data.

- HOW: * 2026-2027 Extract core employability standards from the NC FAME pilot and map specific professional competencies to corresponding career pathways (e.g., creating a module for Health Science students regarding professionalism and mandatory reporting during inclement weather). Build a standardized teacher toolkit and rubric.
 - 2027-2028: Deliver targeted professional development to CTE staff, pilot the rubrics in select classrooms, and move to full district-wide implementation and portfolio badging.

WHO: CTE Instructional Management Coordinator (IMC), CTE Teachers, and NC FAME/Career Connect Partners.

3. Maximizing Work-Based Learning (WBL) Opportunities

- WHAT: Expand, optimize, and systematically map the work-based learning, co-op, and internship pipeline across key pathways.
- WHY: To match exploding student interest with actual physical footprint opportunities, maximizing student hands-on placement capacity specifically within the physical environments of the Zoo School and local classrooms for TEACH.
- HOW: * 2026-2027: Map out maximum safe student capacity at the physical Zoo footprint and partner education facilities to locate logistical bottlenecks. Collaborate with on-site supervisors to build structured, tiered WBL blueprints so student tasks mirror real-world roles.
 - 2026-2027: Launch expanded internship and co-op cohorts using the newly optimized capacities. Track student performance data and leverage early supervisor satisfaction metrics to secure new regional WBL partner employers.

WHO: Work-Based Learning Coordinator, Zoo School Faculty, Site Supervisors, and Local School Partners.

NCDPI Feedback:

Size, Scope, and Quality

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Sufficient in size, scope, and quality to meet the needs of all students served.

Size and Scope of Program

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2026-2028
a) CTE enrollment data is analyzed and used to inform program offerings.	* 2 ▼
b) CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.	* 1 ▼
c) All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc.	* 2 ▼

CTE Teaching and Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2026-2028
a) Course blueprints are used to inform instruction in all CTE courses.	* 2 ▼
b) Course User Guides are used to ensure instructional time is maximized in all CTE courses.	* 2 ▼
c) Both teachers and students have a clear understanding of learning targets.	* 2 ▼
d) Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor.	* 2 ▼
e) Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning.	* 2 ▼
f) Teachers actively plan for student differences so that all students can learn to the best of their ability.	* 2 ▼
g) Classroom instruction is planned to foster student engagement.	* 1 ▼
h) Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor.	* 1 ▼

Facilities and Equipment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2026-2028
a) Facilities, equipment, technology and materials meet state-level CTE program guidelines.	* 3 ▼
b) Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.	* 3 ▼

c)	Equipment and technology to student ratio meets state-level guidelines.	* 3 ▼
d)	Facilities, equipment and technology are in good working order and are used in a safe manner.	* 2 ▼
e)	Adequate classroom and/or workshop space is available.	* 2 ▼
f)	Safety inspection of CTE labs/shop areas are conducted annually (at minimum).	* 1 ▼
g)	Instructional facilities are clean, well-organized, and conducive to learning.	* 2 ▼
h)	Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study.	* 2 ▼
i)	Regularly inspect, update and replace equipment, technology and materials.	* 2 ▼

Career Awareness, Exploration and Preparation Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a)	Career Interest Inventories are administered and used for advisement and registration.	* 2 ▼
b)	Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.	* 2 ▼
c)	Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).	* 2 ▼
d)	CTE students participate in employer visits, career fairs, industry and postsecondary tours.	* 1 ▼
e)	Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.	* 2 ▼
f)	Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).	* 2 ▼
g)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.	* 2 ▼
h)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.	* 3 ▼
i)	Students in the program of study have access to job search information and placement services as they near completion of the program of study.	* 2 ▼
j)	Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.	* 3 ▼

Student Credentialing Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a)	Students are provided credentialing opportunities in CTE courses that offer student credentialing.	* 2 ▼
b)	Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled.	* 3 ▼
c)	Student credential data provides evidence of a successful credentialing program.	* 3 ▼

Postsecondary Alignment Quality		
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a)	Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.	* 2 ▼
b)	The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.	* 2 ▼
c)	A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.	* 3 ▼
d)	A process is in place to ensure students receive articulated credits upon matriculation.	* 2 ▼

Partnership Quality		
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a) Advisory council members represent employers in local, regional, or state "in-demand" jobs.		
a)	Advisory council members represent employers in local, regional, or state "in-demand" jobs.	* 2 ▼
b)	Advisory council members are engaged and assist in the planning and implementation process of the CTE program.	* 2 ▼
c)	Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.	* 2 ▼
d)	Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.	* 3 ▼
e)	Partners provide guidance in the selection of Career Pathways that meet current and future workforce demand.	* 2 ▼
f)	Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.	* 2 ▼
g)	Partners support student extended learning by providing opportunities such as work-based learning experiences.	* 2 ▼
h)	Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.	* 1 ▼
i)	Partners support program of study sustainability by advocating for and promoting the program of study.	* 2 ▼

Career and Technical Student Organizations Quality		
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028

a) CTSOs are offered to all students for each program area offered at the middle school level.	* 1 ▼
b) CTSOs are offered to all students for each program area offered at the high school level.	* 2 ▼
c) CTSO's have a calendar of events and hold regular meetings.	* 3 ▼
d) CTSOs provide opportunities for students to participate in relevant competitive events.	* 3 ▼
e) CTSOs provide opportunities for students to participate in relevant community and school service activities.	* 3 ▼
f) CTSOs provide opportunities for students to participate in leadership development activities.	* 3 ▼
g) CTSOs are supervised by CTE staff with clearly defined roles.	* 3 ▼
h) CTSOs are aligned with relevant national, state and/or local standards.	* 3 ▼
i) CTSOs have a formal officer team in place with assigned leadership positions.	* 3 ▼
j) CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.	* 2 ▼

Work-Based Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2026-2028
a) A full continuum of industry learning, and work-based learning experiences are offered to students.	* 3 ▼
b) Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.	* 3 ▼
c) Work-based learning experiences are intentionally aligned with each student's education and career goals.	* 2 ▼
d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).	* 2 ▼
e) Work-based learning experiences are supervised by CTE staff with clearly defined roles.	* 3 ▼
f) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Stakeholders collaborative meeting, Career Connect: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback
- Concentrator Feedback Survey
- Student Survey
- Student Focus Groups
- CTE District Teacher Meetings
- District Curriculum and Instruction Meetings and Central Office Administrative Meetings and Administrative Leadership Team meetings uplifting

- ACS Strategic Plan
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

1. Need for instructional coaching, rigor and engagement oversight in all program areas, but especially in our specialized program areas such as our Zoo School and TEACH programs.
2. Data regarding faculty demographics indicates an urgent need to evaluate existing career pathways and establish a proactive 3-to-5-year workforce succession plan. Because several of specialized CTE instructors are approaching retirement, the district must build structured onboarding frameworks and higher-education/industry recruitment pipelines to prevent severe instructional disruption and protect the integrity of local economic talent pipelines
3. Feedback shows a need for a more systematic approach to stakeholder communications.
4. While bi-annual Career Connect and twice yearly Business Advisory Council meetings provide valuable industry partner feedback, there is a need to develop a continuous asynchronous plan to engage the broader community outside those scheduled meetings.
5. There is a need to celebrate and uplift our students for their credential accomplishments and their post-secondary plans that do not include four year university attendance.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

▪ Instructional Coaching, Rigor, & Oversight

- WHAT: Deploy targeted instructional coaching and rigorous administrative oversight to elevate academic and technical excellence in specialized pathways.
- WHY: To ensure our rapidly scaling pathways—specifically the TEACH program (with tripled enrollment) and the Zoo School (Agriculture) tracks—maintain elite instructional standards that match sophisticated higher-education and industry expectations.
- HOW: * 2026-2027: Conduct comprehensive curriculum audits for the Agriculture/Zoo and TEACH programs to pinpoint alignment gaps. Pair instructors with dedicated instructional coaches for bi-weekly strategy sessions focused on academic rigor.
 - 2027-2028: Establish strict administrative quality-control checks to manage the massive enrollment surge in TEACH without sacrificing course integrity. Perform post-assessments of credential completion rates to measure coaching impact.
- WHO: High School/Zoo School Principals, CTE Director, and CTE Instructional Coaches. WBL Coordinator/CDC

Workforce Sustainability & Higher Education Pathways

- WHAT: Evaluate existing career pathways, develop a proactive succession plan for retiring faculty, and co-develop new technical academies with Randolph Community College (RCC).
- WHY: To protect instructional continuity against impending retirements while simultaneously expanding high-level college credit opportunities through the Career & College Promise (CCP) program.
- HOW: * 2026-2027: Audit CTE faculty demographics to map out a 3-to-5-year retirement timeline. Concurrently, convene a task force with RCC leadership to blueprint new specialized CCP technical academies aligned with regional workforce needs.
- WHO: CTE Director, RCC Liaison/CCP Coordinator, Human Resources, and Building Principals.

Student Achievement Celebrations & Early Career Awareness

WHAT: Establish high-profile milestone celebrations for graduating seniors entering the workforce/military and launch a synchronized, district-wide elementary career exploration initiative.

WHY: To elevate the status of technical and military career choices to match traditional college athletic signings, while simultaneously planting early seeds of career awareness at the elementary school level.

HOW: * 2026-2027: Design the framework for a formal Workforce & Military Signing Ceremony to publicly celebrate students who have earned high-level industry credentials and secured local employment or military enlistment. Concurrently, form a committee to design a standardized, district-wide elementary career fair template.

2027-2028: Host the inaugural district-wide Workforce/Military Signing Ceremony with heavy industry, board, and media presence. Execute the synchronized district-wide elementary career fair, utilizing high school CTE student ambassadors to showcase pathways to the younger students.

WHO: Career Development Coordinators (CDCs), Elementary Principals, School Counselors, CTE Director

Stakeholder Communication & Community Engagement

WHAT: Expand community engagement and feedback mechanisms beyond scheduled physical meetings by launching a district CTE newsletter and continuous outreach channels.

WHY: To bridge communication gaps, hold our district accountable to goals that "have been in the plan but haven't happened," and sustain the momentum of Career Connect dialogue with the broader community asynchronously.

HOW: * 2026-2027: Design and launch a recurring, multi-stakeholder digital newsletter featuring programmatic updates, student credential achievements, and upcoming advisory needs. Establish a digital community feedback forum to capture ongoing input from local businesses who cannot attend daytime events.

2027-2028: Transition Business Advisory Council feedback loops to an ongoing format via the newsletter network. Use these digital engagement metrics to identify new community allies, translating virtual interactions into tangible classroom guest-speaking spots and localized workforce insights.

WHO: Career Development Coordinators (CDCs), CTE Director, CIMC

Comprehensive Facility Safety & Oversight

WHAT: Deploy external safety audits, targeted instructional coaching, and robust administrative oversight across CTE labs and specialized pathways.

WHY: To establish an objective baseline for classroom/lab safety compliance while simultaneously ensuring our rapidly scaling pathways—specifically the TEACH program (with tripled enrollment) and the Zoo School (Agriculture) tracks—maintain elite instructional standards that match sophisticated higher-education and industry expectations.

HOW: * 2026-2027: Finalize the contract and officially schedule with an outside agency to conduct comprehensive safety inspections across all CTE classrooms and manufacturing labs.

2027-2028: Execute necessary facility updates based on SAFE DAY audit findings. Implement strict administrative quality-control checks to manage the massive enrollment surge in TEACH without sacrificing course integrity. Perform post-assessments of student credential completion rates to measure coaching impact.

WHO: High School/Zoo School Principals, CTE Director, Outside Agency, District facilities staff

NCDPI Feedback:

Career Pathways Implementation Evaluation of Progress

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Evaluation of progress toward the implementation of career and technical education programs and pathways.

Career Pathways Implementation Evaluation of Progress

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a)	Career Pathways offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment.	* 2 ▼
b)	Secondary or postsecondary partners play a role in Career Pathways design and delivery.	* 2 ▼
c)	Business and industry partners play a role in Career Pathways design and delivery.	* 2 ▼
d)	Current and future workforce needs and economic priorities in your locale are used to determine Career Pathways offerings.	* 2 ▼
e)	Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.	* 2 ▼
f)	Career Pathways allow for multiple entry and exit points.	* 3 ▼
g)	Career Pathways provide relevant work-based learning opportunities.	* 3 ▼
h)	Career Pathways provide relevant credentialing opportunities as appropriate.	* 3 ▼
i)	Career Pathways provide CTSO opportunities.	* 2 ▼
j)	Students in the Career Pathways have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise.	* 2 ▼
k)	Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts.	* 2 ▼
l)	Career Pathways information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce.	* 3 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Career Connect: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback

- Concentrator Feedback Survey
- Student Survey
- Student Focus Groups
- Parent Survey
- Counselor Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

1. There is a need to get industry partners more involved in Career Pathway design and implementation.
2. Pathways guides are mapped out well, but still sometimes confusing for students, parents, and counselors, especially with the new career clusters and CCP pathways and other WBL pathway opportunities

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

Mobilize a Business Advisory Council Action Committee & Restructure CDC Roles

- What: * Hire/assign a dedicated Middle School Career Development Coordinator (CDC).
 - Transition the High School CDC into a specialized Work-Based Learning (WBL) Coordinator.
 - Establish a targeted Pathway Action Committee directly led by key champions from your existing Business Advisory Council (BAC).
- Why: Building this initiative directly out of the BAC honors your existing partnerships and gives trusted council members direct ownership. Shifting staff roles unlocks the exact capacity needed to manage deeper industry relationships and hook student interest early.
- Who: CTE Directors (ACS and RCSS), BAC Chair & Committee Leads, High School WBL Coordinator, and Middle School CDC.

Year 1 Timeline: 2026–2027 Steps

- Summer/Fall 2026: Secure budget/approval and hire the Middle School CDC. Formally update the High School CDC job description to the WBL Coordinator role, focusing heavily on special programs and pathway alignment.

- Winter 2026: Pitch the initiative at the first BAC meeting. Secure 2–3 active council members to head the new "Pathway Action Committee."
- Spring 2027: The WBL Coordinator and BAC leads map out current high school pathway gaps. Meanwhile, the Middle School CDC launches early career awareness pilots (e.g., career dress-up days or basic interest inventories) in the middle schools.

Year 2 Timeline: 2027–2028 Steps

- Fall 2027: Launch quarterly "Curriculum & Co-Teaching" roundtables led by the BAC Action Committee. Pair business professionals with classroom teachers for guest speaking and live project judging.
- Winter 2027: Expand the WBL program to include formalized student site visits and job-shadowing opportunities vetted by the BAC.

Spring 2028: Review workforce engagement metrics. The Middle School CDC establishes a steady pipeline of rising 9th graders actively choosing pathways based on their middle school engagement.

Develop Visual Career Pathway Guidebooks

- What: Redesign technical, complex course sequence data into clean, highly visual, parent-friendly roadmaps.
- Why: Parents and students need a transparent, easy-to-read guide so they can confidently select courses that lead directly to college credits at Randolph Community College (RCC) or immediate local employment.
- Who: Curriculum and Instructional Management Coordinators (CIMCs), School Counselors, and the RCC Liaison.

Year 1 Timeline: 2026–2027 Steps

- Fall 2026: Audit all existing pathway documents. Gather the raw technical course sequence data, noting where new career clusters, CCP pathways, or WBL opportunities overlap.
- Winter 2026: Collaborate with the RCC Liaison to clearly mark "milestones" on the map—specifically highlighting where students earn free articulated college credits or industry-recognized certifications.
- Spring 2027: Draft the first visual layouts of the new guidebooks (using clean matrices or digital graphics). Gather feedback from a small focus group of middle and high school counselors to ensure clarity.

Year 2 Timeline: 2027–2028 Steps

- Summer/Early Fall 2027: Finalize, print, and publish the digital Career Pathway Guidebooks on all school websites.
- Winter 2027: Train school counselors on how to use the new visual maps during one-on-one student academic planning sessions.

- Spring 2028: Actively distribute the guidebooks during middle and high school registration nights. Use parent surveys at the end of registration to measure if the new maps successfully reduced confusion surrounding course sequencing.

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NCDPI Feedback:

Improve Recruitment, Retention, and Training

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Recruitment, Retention and Training of CTE Teachers

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a)	CTE staff supporting the program of study meet appropriate state certification and licensing requirements.	* 3 ▼
b)	CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.	* 3 ▼
c)	CTE staff reflect the demographic makeup of the student body.	* 2 ▼
d)	CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.	* 2 ▼
e)	CTE staff attend local, regional, and state professional development opportunities.	* 2 ▼
f)	CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.	* 1 ▼
g)	Student data informs the professional learning opportunities provided to teachers.	* 2 ▼
h)	Transparent processes are in place to retain and recognize CTE teachers and support staff.	* 2 ▼
i)	Exit interviews are analyzed for patterns to inform processes and practices.	* 0 ▼
j)	Consistent processes and supports are available for all newly hired CTE teachers and support staff.	* 2 ▼
k)	CTE teachers and support staff participate in structured, data driven, student focused professional learning communities.	* 2 ▼
l)	Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Career Connect: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback
- Concentrator Feedback Survey

- Student Survey
- Student Focus Groups
- Parent Survey
- Counselor Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC)

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

1. Establish a data-driven exit process.
2. Establish opportunities for CTE staff and Academic Staff to collaborate.
3. Establish a system for celebrating CTE support staff and teachers and recognizing their accomplishments and contributions.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

1: Establish a Data-Driven Exit Process

What

Develop and implement a formalized, systematic exit interview and survey framework specifically for departing CTE teachers and support staff. This process will aggregate qualitative and quantitative data to identify patterns, systemic pain points, and reasons for turnover.

Why

The current rating for analyzing exit interviews to inform practices is 0 (Not Demonstrated). Without a structured feedback loop, the district cannot diagnose the root causes of staff departures, leaving leadership unable to make targeted adjustments to culture, workload, or compensation to protect the recruitment pipeline.

How

- Step 1: Partner with HR to design a standardized CTE-specific exit survey (combining scale ratings and open-ended questions) hosted on a secure platform like Google Forms.
- Step 2: Establish a policy triggering an automated invitation for a 1:1 exit interview with a neutral administrator upon resignation.

- Step 3: Create an annual data-dashboard format to mask individual identities while highlighting key themes (e.g., compensation, lack of industry-specific support, student behavior).

Who

- Lead: CTE Director and HR Director.
- Support: Career Development Coordinators (CDCs) and CTE Principals/Instructional Management Coordinators (IMCs).

Timeline

Academic Year 2026–2027: Development & Implementation

- Q1–Q2 (Fall 2026): Design the digital survey instrument and establish the protocol guidelines with Human Resources.
- Q3–Q4 (Spring 2027): Launch the formal process for any mid-year or end-of-year departures. Conduct the first round of anonymous, aggregated data reviews in June 2027.

Academic Year 2027–2028: Evaluation & Policy Adjustment

- Fall 2027: Present the baseline 2026–2027 exit data patterns to the CTE Leadership Team.
- Spring 2028: Implement at least two specific operational or cultural changes (e.g., modifying onboarding, adjusting local supplements, or shifting schedules) based explicitly on the data collected to prove the feedback loop is active.

Action Plan 2: Structure Cross-Curricular Professional Learning Communities (PLCs)

What

Create dedicated, structured, data-driven, and recurring collaboration times explicitly designated for CTE teachers and general academic faculty to co-align curricula, integrate core academic standards into technical courses, and analyze student performance metrics.

Why

Regular and frequent collaboration between academic and CTE staff is currently rated as a 1 (Developing). Elevating this collaboration is crucial for contextualizing math, science, and literacy within career pathways, improving student performance on technical assessments, and boosting graduation profiles.

How

- Step 1: Audit current school schedules to identify overlapping planning periods or embed dedicated professional development days specifically for cross-curricular alignment.
- Step 2: Provide PLCs with clear templates and protocols focusing heavily on data analysis (e.g., unpacking credential pass rates and state end-of-course test data).
- Step 3: Task pairs (e.g., a CTE Health Science teacher and a Biology teacher) with building joint instructional modules that bridge academic theory with real-world industry application.

Who

- Lead: Curriculum and Instructional Management Coordinators (IMCs) and Secondary Academic Directors.
- Support: CTE Teachers, Core Academic Department Chairs, and School Principals.

Timeline

Academic Year 2026–2027: Framework Setting & Pilot Launch

- Q1–Q2 (Fall 2026): Establish common expectations, provide template logs, and pilot cross-curricular PLCs in high-priority pathways (e.g., Health Sciences or STEM/Engineering) meeting at least once per grading period.
- Q3–Q4 (Spring 2027): Review pilot PLC logs and gather feedback from participating staff. Analyze student credential performance data in June to assess the initial impact of the collaboration.

Academic Year 2027–2028: Systemic Expansion & Data Integration

- Fall 2027: Expand the mandatory cross-curricular PLC schedule to all CTE programmatic areas, scaling the meeting frequency to at least once a month.
- Spring 2028: Require each integrated PLC to present a data-driven program improvement initiative using local student performance data, officially moving this metric from "Developing" to "Established" or "Distinguished."

3: Establish a Transparent Framework for Staff Retention and Recognition

What

Create a formalized, criteria-based, and transparent recognition program specifically tailored to celebrate the unique achievements, industry contributions, and teaching excellence of CTE teachers and support staff.

Why

While the indicator for having transparent processes to retain and recognize CTE staff is currently rated as 2 (Established), it lacks the formal structure and consistency required to move to a 3 (Distinguished) level. CTE educators often leave education to return to higher-paying industry roles; a predictable, highly visible culture of appreciation is a critical, low-cost lever for boosting morale and retention.

How

- Step 1: Form a joint "CTE Recognition Committee" consisting of teachers, school administrators, and business advisory council members to define objective criteria for awards (e.g., "Industry Impact Award," "New CTE Teacher of the Year").
- Step 2: Partner with local businesses or the Chamber of Commerce to sponsor tangible incentives, such as industry externship stipends, classroom supply grants, or public profiles in local media.
- Step 3: Standardize a calendar of recognition events, ensuring every school site formally highlights CTE staff during National CTE Month (February) and Teacher Appreciation Week.

Who

- Lead: CTE Director and Public Information Officer (PIO).
- Support: CTE Advisory Council, School Principals, and Community Partners.

Timeline

Academic Year 2026–2027: Criteria Design & Pilot Celebrations

- Q1–Q2 (Fall 2026): Convene the recognition committee to draft the nomination guidelines, transparent rubric, and award categories. Secure at least three local business sponsorships.
- Q3–Q4 (Spring 2027): Launch the inaugural recognition cycle during CTE Month (February 2027). Gather feedback from staff via a quick survey to ensure the process feels fair, visible, and transparent.

Academic Year 2027–2028: Systemic Integration & Retention Review

- Fall 2027: Publish the annualized "CTE Staff Appreciation Calendar" at the start of the school year so all staff understand the nomination windows and criteria in advance.
- Spring 2028: Execute the full recognition framework. In June 2028, cross-reference retention data and climate survey scores against baseline years to evaluate if enhanced recognition correlates with reduced staff turnover.

NCDPI Feedback:

Equal Access to High-Quality CTE Programs of Study for All Students

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:

- o Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- o Providing programs that are designed to enable special populations to meet the local levels of performance; and
- o Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Equal Access to High-Quality CTE Programs of Study for All Students

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2026-2028
a) All learners have access to high-quality CTE programs of study.		* 2 ▼
b) The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.		* 2 ▼
c) Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.		* 1 ▼
d) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.		* 1 ▼
e) Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study.		* 3 ▼
f) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.		* 2 ▼
g) Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.		* 2 ▼
h) Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students.		* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Concentrator Feedback Survey
- Student Survey

- Student Focus Groups
- Teacher Survey
- CTE Teacher District Meetings
- CTE Individual Curriculum Meetings
- Performance Indicator Data
- Exceptional Children Teacher Survey
- Counselor Survey
- Parent Survey
- Counselor Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

1. School counselor education and enrollment support.
2. Eliminate programming disparities and remove participation barriers.
3. Increase non-traditional student participation and completion.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

School Counselor Education and Enrollment Support

Strategic Focus: Equipping busy school counselors with concrete knowledge of CTE course activities to improve student advising and recruitment pipelines.

- **WHAT:** Provide deep-dive, experiential professional development to school-level guidance counselors to build a robust understanding of daily high school CTE classroom experiences.
- **WHY:** Counselors want to do the right thing but face severe time constraints. Transitioning from abstract course titles to showing them exactly what skills students learn helps them strategically align student career goals during course registration.
- **HOW:**

- Leverage the recent training attended by the CIMC and CDC to build short, high-impact "CTE Spotlight" segments for monthly counselor meetings.
 - Coordinate "Counselor Walkthroughs" or mini-lab tours during planning periods so they can see student projects firsthand.
 - Reinstate CTE and counselor vertical team meetings to map out targeted enrollment expectations ahead of registration seasons.
 - Deliver targeted professional development on optimizing Major Clarity/PowerSchool to track and build Career Development Plans (CDPs) efficiently.
- WHO: CTE Director/CIMC, Career Development Coordinator (CDC), Special Populations Coordinator (SPC), and School Counselors.
 - WHEN: * August 2026: Local data/information sharing session and "CTE Spotlight" schedule rollout.
 - Fall 2026: Major Clarity and Career Development Plan (CDP) optimization training.
 - Spring 2027: Joint vertical registration alignment meetings.

Eliminate Programming Disparities & Remove Participation Barriers

Strategic Focus: Closing participation and proficiency gaps for Exceptional Children (EC), Hispanic males, and Black males in specific CTE program areas.

- WHAT: Deploy targeted outreach, instructional support, and structural barrier removal to close systemic access and achievement gaps among underrepresented subgroups.
- WHY: Local performance indicator data highlights distinct demographic disparities across certain program areas; intentional intervention ensures true equitable access and compliance with Perkins V equity benchmarks.
- HOW:
 - Establish data-sharing workflows with the EC Department to review programmatic trends while maintaining strict confidentiality.
 - Create targeted professional development for EC Caseworkers to directly pitch high-wage, high-skill CTE opportunities during IEP planning.
 - Audit current promotional imagery, course descriptions, and marketing content to ensure diverse representation (specifically featuring Hispanic and Black males thriving in CTE sectors).
 - Implement peer-mentorship circles or connect students from these subgroups with industry partners via the Summer Work Experience or Apprenticeship Randolph pipelines.
- WHO: Special Populations Coordinator (SPC), CDC, EC Leadership, EC Caseworkers, and CTE Faculty.

- WHEN: * September 2026: EC caseworker program cross-training and demographic data verification.
 - October 2026: Audit and update marketing materials for inclusive messaging.
 - Ongoing (2026–2027): Documentation and monitoring of subgroup metrics.

Increase Non-Traditional Student Participation and Completion

Strategic Focus: A dedicated plan to reverse the trend of missing the non-traditional enrollment benchmark for two consecutive years.

- WHAT: Construct a dedicated, compliant intervention strategy to actively recruit and retain non-traditional students (e.g., females in Advanced Manufacturing/Automotive; males in Health Science/Early Childhood).
- WHY: Missing the local performance benchmark two years in a row triggers an immediate requirement for an explicit corrective action plan in the NCCCIP application.
- HOW:
 - Utilize specialized Middle School Career Pathways Camps (Advanced Manufacturing, Agriculture, Health Science, and IT) to purposefully recruit non-traditional rising 8th and 9th graders.
 - Host targeted non-traditional student panels or classroom guest speaker sessions featuring local professionals breaking industry stereotypes.
 - Train CTE teachers on recognizing implicit bias within course recruitment and maintaining non-discriminatory classroom environments.
 - Create a clean, digital "Non-Trad Resource Hub" on the high school's Career Center webpage to highlight non-traditional success stories to parents and students.
- WHO: CTE Director, CDC, SPC, Middle School CDCs, and CTE Teachers.
- WHEN:
 - Fall 2026: Analyze historical scheduling data to catch non-traditional enrollment dips before schedules lock.
 - Winter 2026–2027: Launch targeted middle school outreach campaigns and plan non-traditional panels ahead of spring registration.
 - Spring/Summer 2027: Evaluate non-traditional enrollment metrics to measure progress against the local baseline benchmark.

NCDPI Feedback:

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

Data Masking Key

Participants:

In any group where the number of participants is less than 10, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as <10.

When the results are shown as N/A, this indicates that data was not available.

Sub-group	Organization ID	Organization Name	2022-2023				2023-2024				2024-2025				2025-2026			
			Middle School		High School		Middle School		High School		Middle School		High School		Middle School		High School	
			Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count
Total	761	Asheboro City Schools	1139	778	1953	1053	1187	771	1759	984	348	246	1817	1024				
Male	761	Asheboro City Schools	656	422	1007	527	679	420	874	490	210	148	963	534				
Female	761	Asheboro City Schools	483	356	946	526	508	351	885	494	138	98	854	490				
American Indian or Alaskan Native	761	Asheboro City Schools	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10				
Asian	761	Asheboro City Schools	13	10	38	23	19	11	36	25	<10	<10	34	17				
Black or African American	761	Asheboro City Schools	155	98	268	149	195	117	204	119	67	45	209	127				
Hispanic/Latino	761	Asheboro City Schools	609	427	1123	599	644	426	1052	586	180	126	1085	607				
Native Hawaiian or Other Pacific Islander	761	Asheboro City Schools	N/A	N/A	N/A	N/A	<10	<10	N/A	N/A	N/A	N/A	N/A	N/A				
White	761	Asheboro City Schools	270	185	452	245	256	171	396	214	79	60	396	219				
Two or More Races	761	Asheboro City Schools	91	57	69	36	71	44	68	38	16	10	89	52				
Disability Status (ESEA/ IDEA)	761	Asheboro City Schools	140	103	181	100	190	113	152	91	67	43	173	97				
Economically Disadvantaged	761	Asheboro City Schools	942	633	1386	746	995	635	1282	719	208	141	954	546				
Single Parents	761	Asheboro City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
English Learners	761	Asheboro City Schools	224	154	291	168	267	168	285	182	92	59	374	212				
Migrant Status	761	Asheboro City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Nontraditional Enrollees	761	Asheboro City Schools	612	438	838	432	681	582	721	554	153	123	631	377				
Homeless Individuals	761	Asheboro City Schools	<10	<10	<10	<10	<10	<10	N/A	N/A	<10	<10	<10	<10				
Youth in Foster Care	761	Asheboro City Schools	N/A	N/A	N/A	N/A	<10	<10	<10	<10	<10	<10	<10	<10				
Youth with Parent in Active Military	761	Asheboro City Schools	<10	<10	<10	<10	<10	<10	<10	<10	N/A	N/A	<10	<10				

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

Data Masking Key

Concentrators:

In any group where the number of concentrators is less than 10, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as <10.

When the results are shown as N/A, this indicates that data was not available.

		2022-2023						2023-2024						2024-2025						2025-2026					
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals
Agricultural & Natural Resources Tech	Duplicated	N/A	12	16	<10	N/A	37	N/A	<10	19	<10	N/A	35	<10	13	11	16	N/A	41						
	Unduplicated	N/A	10	15	<10	N/A	33	N/A	<10	12	<10	N/A	26	<10	10	11	12	N/A	34						
Architecture and Construction	Duplicated	N/A	N/A	<10	10	N/A	14	N/A	N/A	<10	N/A	N/A	<10	N/A	<10	<10	<10	N/A	10						
	Unduplicated	N/A	N/A	<10	<10	N/A	11	N/A	N/A	<10	N/A	N/A	<10	N/A	<10	<10	<10	N/A	<10						
Arts, Audio/Video Techn and Comm	Duplicated	N/A	<10	<10	<10	N/A	16	<10	<10	<10	<10	N/A	27	N/A	<10	<10	<10	N/A	12						
	Unduplicated	N/A	<10	<10	<10	N/A	13	<10	<10	<10	<10	N/A	23	N/A	N/A	<10	<10	N/A	<10						
Business Management and Administration	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	N/A	<10	N/A	<10	<10	<10	N/A	17						
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	N/A	<10	N/A	<10	<10	<10	N/A	16						
Education and Training	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Finance	Duplicated	N/A	N/A	<10	<10	N/A	<10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Unduplicated	N/A	N/A	<10	<10	N/A	<10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Government and Public Administration	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Health Science	Duplicated	N/A	<10	23	14	N/A	42	<10	<10	33	22	N/A	61	<10	27	22	19	N/A	69						
	Unduplicated	N/A	<10	22	14	N/A	41	<10	<10	28	21	N/A	55	<10	23	15	16	N/A	55						
Hospitality and Tourism	Duplicated	N/A	<10	<10	10	N/A	19	N/A	<10	<10	<10	N/A	<10	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Unduplicated	N/A	<10	<10	10	N/A	18	N/A	<10	<10	<10	N/A	<10	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Human Services	Duplicated	N/A	<10	15	24	N/A	40	N/A	<10	<10	24	N/A	32	N/A	<10	12	19	N/A	37						
	Unduplicated	N/A	<10	13	22	N/A	36	N/A	<10	<10	22	N/A	30	N/A	<10	12	15	N/A	33						
Information Technology	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	<10	N/A	12	<10	<10	<10	<10	N/A	12						
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	<10	N/A	<10	<10	<10	<10	<10	N/A	12						
Law, Public Safety, Corrections and Security	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Manufacturing	Duplicated	<10	18	10	11	N/A	41	<10	<10	10	15	N/A	33	N/A	16	14	13	N/A	43						
	Unduplicated	<10	18	<10	<10	N/A	36	<10	<10	10	13	N/A	31	N/A	14	13	13	N/A	40						
Marketing Sales & Services	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

Science, Tech, Engineering and Math	Duplicated	N/A	<10	<10	11	N/A	21	N/A	13	10	<10	N/A	28	N/A	11	10	<10	N/A	29							
	Unduplicated	N/A	<10	<10	11	N/A	20	N/A	13	<10	<10	N/A	26	N/A	<10	<10	<10	N/A	23							
Transportation, Distribution & Logistics	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
Totals	Duplicated	<10	48	89	93	N/A	232	<10	53	96	90	N/A	243	<10	89	85	93	N/A	270							
	Unduplicated	<10	45	80	83	N/A	210	<10	50	80	79	N/A	213	<10	75	72	80	N/A	230							

1S1 Four-Year Graduation Rate

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

1S1 Four-Year Graduation Rate

CTE concentrators who are part of the Four-Year Cohort Graduation Rate (CGR) and earn a regular high school diploma by the end of the fourth year of high school (fifth year for CIHSs) or the summer session immediately following.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

1S1 Four-Year Graduation Rate Data

Category	2022-2023 State Goal: 97.51%			2023-2024 State Goal: 97.58%			2024-2025 State Goal: 97.76%			2025-2026 State Goal: 98.49%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	99.31	>95	+	99.33	>95	-	98.66	>95	+				
Special Populations													
Individual with Disabilities	100.00	>95	0.00	100.00	90.90	-9.10	95.46	>95	+				
Economically Disadvantaged	98.80	>95	+	98.83	>95	-	98.56	>95	+				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

English Learner	100.00	>95	0.00	100.00	>95	0.00	100.00	>95	0.00				
Homeless Individuals	100.00	>95	0.00	100.00	^	N/A	92.86	^	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	97.69	>95	+	97.75	>95	-	98.36	>95	+				
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Asian	100.00	>95	0.00	100.00	^	N/A	100.00	^	N/A				
Black or African American	100.00	>95	0.00	100.00	>95	0.00	100.00	>95	0.00				
Hispanic/Latino	99.21	>95	+	99.24	>95	-	99.41	>95	+				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
White	99.03	>95	+	99.06	>95	-	97.56	>95	+				
Two or More Races	100.00	>95	0.00	100.00	^	N/A	83.36	^	N/A				
Gender													
Male	100.00	>95	0.00	100.00	>95	-	97.81	>95	+				
Female	98.84	>95	+	98.88	>95	-	99.41	>95	+				

*

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

A performance gap was identified in the **2023-2024** school year for **Individuals with Disabilities**, where the actual graduation rate dropped to **90.90%** (a gap analysis of **-9.10** from the local benchmark). Although performance rebounded back to **>95%** in **2024-2025**, targeted strategies are required to ensure stability and continuous growth for this and other special populations.

•

Targeted Academic Monitoring & Co-Teaching: We will collaborate closely with the Exceptional Children (EC) department to implement a monthly progress-monitoring system for CTE concentrators who are individuals with disabilities or economically disadvantaged. This ensures early identification of students at risk of failing CTE or core courses required for graduation.

•

Individualized Transition Support: CTE Career Development Coordinators (CDCs) will actively participate in IEP meetings for CTE concentrators to align their Career Clusters with realistic, high-interest postsecondary goals, increasing engagement and retention.

•

Professional Development for CTE Educators: Provide targeted professional development focused on Universal Design for Learning (UDL) and differentiated instruction strategies to better support English Learners, individuals with disabilities, and nontraditional concentrators within the CTE classroom.

NCDPI Feedback:

2S1 Academic Proficiency in Reading/Language Arts

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S1 Academic Proficiency in Reading/Language Arts

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 10 on the English II EOC regardless of when they took the assessment.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S1 Academic Proficiency in Reading/Language Arts

Category	2022-2023 State Goal: 40.84%			2023-2024 State Goal: 42.40%			2024-2025 State Goal: 38.82%			2025-2026 State Goal: 40.73%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	40.92	32.70	-8.22	42.48	32.70	-9.78	32.71	41.60	8.89				
Special Populations													
Individual with Disabilities	5.00	<5	-	7.50	^	N/A	7.16	^	N/A				
Economically Disadvantaged	35.22	23.10	-12.12	36.93	28.60	-8.33	25.86	42.90	17.04				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

English Learner	52.50	<5	-	53.75	<5	-	0.01	^	N/A				
Homeless Individuals	N/A	N/A	N/A	N/A	^	N/A	N/A	N/A	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	81.00	66.70	-14.30	81.50	^	N/A	45.86	^	N/A				
Youth who are in, or have aged out of, the foster care system	N/A	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Asian	5.00	50.00	45.00	7.50	^	N/A	41.66	^	N/A				
Black or African American	5.00	20.00	15.00	7.50	^	N/A	10.01	^	N/A				
Hispanic/Latino	52.50	25.00	-27.50	53.75	31.30	-22.45	28.16	27.50	-0.66				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
White	41.96	58.30	16.34	43.49	38.50	-4.99	48.41	54.20	5.79				
Two or More Races	N/A	<5	N/A	N/A	^	N/A	50.01	^	N/A				
Gender													
Male	21.72	28.90	7.18	23.78	35.70	11.92	32.31	35.70	3.39				
Female	52.50	42.90	-9.60	53.75	20.00	-33.75	31.46	48.60	17.14				

*

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

We have a positive turnaround in the **2024-2025** school year, with the overall actual proficiency jumping to **41.60%** (exceeding both the state goal of 38.82% and the local benchmark of 32.71% by **+8.89**). However, historic gaps remain prominent for **Hispanic/Latino** students and **English Learners**.

To address and continuously eliminate these gaps, our CTE program will implement the following strategies:

- **Integrated Literacy Strategies in CTE Curriculum:** Incorporate disciplinary literacy strategies (such as technical reading comprehension, vocabulary building, and text-dependent analysis) directly into all CTE introductory and concentrator courses. This ensures reinforcement of English II EOC skills outside of the standard English classroom.
- **Targeted Support for English Learners (EL) and Hispanic Students:** Partner directly with the ESL/ML department to provide CTE teachers with professional development on SIOP (Sheltered Instruction Observation Protocol) model strategies. We will focus on utilizing bilingual vocabulary aids, visual graphic organizers, and modified technical texts to support our Hispanic/Latino and English Learner sub-groups.
- **Cross-Curricular Collaboration:** Establish formal professional learning community (PLC) time between English II teachers and CTE instructors. This collaboration will align reading and writing expectations, allowing CTE teachers to reinforce core academic reading indicators through real-world, career-technical applications.
- **Predictive Performance Monitoring:** Require CTE teachers to administer a pre-assessment at the beginning of the semester and help them analyze that data to identify student knowledge gaps. Equally as important, administer the same assessment at the end of the semester to track progress and effectiveness of the initiative.

NCDPI Feedback:

2S2 Academic Proficiency in Mathematics

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S2 Academic Proficiency in Mathematics

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 11 on either the NC Math 1 or NC Math 3 EOC regardless of when they took the assessment. Students are classified into two pathways to determine which score counts in this indicator:

- Standard Pathway: Taking the NC Math 1 course for the first time in grade 9 or higher (NC Math 1 EOC).
- Accelerated Pathway: Taking the NC Math 1 course for the first time in grade 8 or earlier (NC Math 3 EOC).

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S2 Academic Proficiency in Mathematics

Category	2022-2023 State Goal: 33.85%			2023-2024 State Goal: 35.60%			2024-2025 State Goal: 34.02%			2025-2026 State Goal: 31.625%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	32.46	18.30	-14.16	34.24	14.30	-19.94	16.31	11.40	-4.91				
Special Populations													
Individual with Disabilities	20.86	<5	-	22.94	^	N/A	0.01	^	N/A				
Economically Disadvantaged	34.74	16.40	-18.34	36.46	11.90	-24.56	14.16	6.60	-7.56				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
English Learner	5.00	33.30	28.30	7.50	<5	-	16.66	5.90	-10.76				
Homeless Individuals	N/A	N/A	N/A	N/A	^	N/A	N/A	N/A	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	100.00	22.70	-77.30	100.00	27.80	-72.20	25.26	13.30	-11.96				
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	^	N/A	N/A	^	N/A				
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Asian	100.00	<5	-	100.00	^	N/A	0.01	^	N/A				
Black or African American	26.10	21.40	-4.70	28.05	26.70	-1.35	24.06	^	N/A				
Hispanic/Latino	27.32	14.60	-12.72	29.23	9.10	-20.13	11.86	7.20	-4.66				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
White	38.92	25.00	-13.92	40.53	23.10	-17.43	24.06	25.00	0.94				
Two or More Races	28.76	<5	-	30.64	^	N/A	0.01	^	N/A				
Gender													
Male	25.80	22.00	-3.80	27.75	11.70	-16.05	16.86	16.40	-0.46				

Female	37.40	14.80	-22.60	39.05	17.30	-21.75	16.06	<5	-				
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- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
 - Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

he overall math proficiency rates have consistently missed local benchmarks, sitting at **18.30%** in 2022-2023, **14.30%** in 2023-2024, and **11.40%** in 2024-2025. Because the program **did not make meaningful progress** and the overall performance gap continues to widen (most recently at **-4.91** against a lowered benchmark).

While overall proficiency is declining, severe gaps exist within specific demographics, particularly **Economically Disadvantaged** students (**6.60% actual vs. 14.16% benchmark**), **English Learners** (**5.90% actual vs. 16.66% benchmark**), and **Female** students, whose proficiency dropped to **<5%** in 2024-2025.

To address these systemic math gaps, our CTE program will implement the following strategies:

- **Integration of Contextual Math in CTE Curricula:** We will systematically integrate targeted math reinforcement modules directly into high-enrollment CTE courses (e.g., Construction, Business, Health Sciences). CTE teachers will work with math instructional coaches to explicitly teach the underlying algebraic and geometric concepts required for EOC success through real-world technical applications.
- **Targeted "Push-In" Math Support for Special Populations:** In collaboration with the EC, ESL, and Remedial Math departments, we will implement a "push-in" tutoring model. Certified math tutors or co-teachers will be strategically placed in CTE classrooms with high concentrations of English Learners, economically disadvantaged students, and struggling female concentrators.
- **EOC Alignment and Predictive Monitoring:** We will establish data-sharing protocols between the math department and CTE Career Development Coordinators (CDCs). By tracking NC Math 1 and Math 3 check-in benchmarks during the 9th and 10th-grade years, we will identify struggling CTE concentrators early and route them into mandatory math labs.
- **Nontraditional & Gender-Targeted Peer Mentoring:** To combat the severe drop in female math proficiency (<5%), we will launch targeted peer-mentoring groups and highlighting female leadership in STEM/Nontraditional CTE pathways to build mathematical confidence and engagement.

Because meaningful progress has not been achieved prior to the third program year and overall proficiency continues to decline, the following intensive, mandatory secondary actions will be taken immediately to eliminate these gaps:

- **Establishment of a Mandatory CTE Math Intervention Task Force:** We will form an emergency accountability team consisting of the CTE Director, Secondary Math Curriculum Specialists, CDCs, and School Counselors. This team will conduct individual transcript and benchmark audits for every 11th-grade CTE concentrator who is not projected to meet math proficiency.
- We will identify which pathways usually concentrate in the 10th grade so we can help that population specifically within those program areas.

NCDPI Feedback:

2S3 Academic Proficiency in Science

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S3 Academic Proficiency in Science

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 11 on the Biology EOC regardless of when they took the assessment.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S3 Academic Proficiency in Science

Category	2022-2023 State Goal: 55.60%			2023-2024 State Goal: 56.8%			2024-2025 State Goal: 44.92%			2025-2026 State Goal: 48.165%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	46.81	35.70	-11.11	48.25	40.70	-7.55	38.21	43.40	5.19				
Special Populations													
Individual with Disabilities	7.50	<5	-	10.00	^	N/A	0.01	^	N/A				
Economically Disadvantaged	41.86	36.00	-5.86	43.44	32.10	-11.34	34.06	35.50	1.44				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

English Learner	19.25	25.00	5.75	21.43	9.10	-12.33	17.06	11.80	-5.26				
Homeless Individuals	N/A	N/A	N/A	N/A	^	N/A	N/A	N/A	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	40.34	34.80	-5.54	41.95	61.10	19.15	47.96	37.50	-10.46				
Youth who are in, or have aged out of, the foster care system	100.00	N/A	N/A	100.00	^	N/A	N/A	^	N/A				
Youth with parents on active duty in the armed forces	7.50	N/A	N/A	10.00	N/A	N/A	N/A	N/A	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	100.00	N/A	N/A	100.00	N/A	N/A	N/A	N/A	N/A				
Asian	69.20	50.00	-19.20	70.03	^	N/A	41.66	^	N/A				
Black or African American	38.07	25.00	-13.07	39.75	46.70	6.95	35.86	^	N/A				
Hispanic/Latino	40.57	31.50	-9.07	42.18	31.80	-10.38	31.66	36.80	5.14				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
White	55.74	47.20	-8.54	56.94	63.00	6.06	55.11	55.00	-0.11				
Two or More Races	53.75	<5	-	55.00	^	N/A	0.01	^	N/A				
Gender													
Male	58.61	37.70	-20.91	59.73	42.60	-17.13	40.16	42.60	2.44				
Female	41.96	33.90	-8.06	43.53	38.50	-5.03	36.21	44.40	8.19				

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- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
 - Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

The data indicates positive momentum, with the overall actual proficiency increasing to **43.40%** in the 2024-2025 school year, successfully exceeding the local benchmark of 38.21% by **+5.19**. However, specific sub-groups continue to show performance gaps that require targeted programmatic interventions.

While overall science proficiency and economically disadvantaged student performance (**35.50% actual vs. 34.06% benchmark**) saw growth, targeted strategies will be implemented to address a significant performance gap among **English Learners (11.80% actual vs. 17.06% benchmark, a gap of -5.26)** and **Nontraditional Concentrators (37.50% actual vs. 47.96% benchmark, a gap of -10.46)**.

Our CTE program will utilize the following strategies to address and eliminate these student performance gaps:

- **Contextual Science Integration in CTE Curriculum:** We will partner with the science department to map foundational Biology EOC concepts to relevant CTE pathways (such as Health Sciences, Agriculture, and Food/Natural Resources). CTE teachers will explicitly reinforce biological concepts—such as cellular biology, genetics, and ecology—through hands-on, career-technical lab applications.
- **Targeted Academic Support for English Learners:** To close the -5.26 proficiency gap for English Learners, we will collaborate with the ESL/ML department to equip CTE teachers with academic language development tools. This includes implementing visual vocabulary strategies, bilingual technical glossaries, and structured peer-learning models within CTE classrooms to make complex scientific terminology more accessible.
- **Support Frameworks for Nontraditional Concentrators:** To reverse the performance dip among students preparing for nontraditional fields, we will establish targeted academic monitoring and peer-support cohorts. Ensuring these students have strong mentorship within their chosen pathways will improve engagement and translate into higher academic confidence and EOC performance.
- **Data-Driven Progress Monitoring:** Career Development Coordinators (CDCs) and CTE instructors will regularly review school-level Biology benchmark data and check-ins. By identifying struggling CTE concentrators early in the academic year, we can coordinate timely remediation and cross-curricular tutoring opportunities prior to the official EOC administration.

NCDPI Feedback:

3S1 Post-Secondary Placement

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

3S1 Postsecondary Placement

Positive placement of CTE concentrators from the previous reporting year who in the second quarter after exiting secondary education reported positive placement in advanced training, military service, national or community service, Peace Corps, employment, or Postsecondary Education.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

3S1 Post-Secondary Placement

Category	2022-2023 State Goal: 95.38%			2023-2024 State Goal: 95.5%			2024-2025 State Goal: 96.94%			2025-2026 State Goal: 97.665%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	96.58	>95	-	96.67	>95	+	96.93	>95	+				
Special Populations													
Individual with Disabilities	86.77	>95	+	87.13	^	N/A	100.00	^	N/A				
Economically Disadvantaged	94.36	92.98	-1.38	94.51	>95	+	95.17	>95	+				
Single Parents	N/A	N/A	N/A	N/A	^	N/A	N/A	^	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	^	N/A	N/A	^	N/A				

English Learner	100.00	>95	0.00	100.00	^	N/A	100.00	>95	0.00				
Homeless Individuals	100.00	50.00	-50.00	100.00	^	N/A	N/A	^	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	N/A	94.74	N/A	N/A	>95	N/A	95.21	>95	+				
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	^	N/A	N/A	^	N/A				
Youth with parents on active duty in the armed forces	N/A	87.50	N/A	N/A	^	N/A	93.76	^	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	^	N/A	N/A	^	N/A				
Asian	100.00	>95	0.00	100.00	^	N/A	100.00	^	N/A				
Black or African American	89.73	94.74	5.01	90.01	>95	+	97.38	>95	+				
Hispanic/Latino	96.86	>95	-	96.94	>95	+	96.26	>95	+				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	^	N/A	N/A	^	N/A				
White	100.00	>95	-	100.00	>95	-	97.54	>95	+				
Two or More Races	76.88	>95	+	77.50	^	N/A	100.00	^	N/A				
Gender													
Male	97.32	>95	+	97.39	>95	+	99.18	>95	+				
Female	95.93	93.55	-2.38	96.04	>95	+	94.91	>95	+				

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- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
 - Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

While overall post-secondary placement is remarkably high (>95%), our CTE program will focus on targeted, proactive monitoring to ensure that no sub-groups fall behind and that students in highly transient or historically vulnerable categories transition successfully into advanced training, employment, military service, or postsecondary education.

Our program will utilize the following strategies to maintain high performance and eliminate any potential disparities:

- **Proactive Transition Planning for Economically Disadvantaged Students:** In 2022-2023, economically disadvantaged students experienced a minor gap (-1.38 at 92.98%). Although this population successfully rebounded to >95% in subsequent years, we will continue to partner with local community colleges, industry partners, and workforce development boards to provide these students with direct assistance for enrollment, FAFSA completion, and fee waivers for credentialing exams.
- **Supportive Frameworks for Nontraditional Concentrators:** To sustain the positive momentum for Nontraditional Concentrators (>95% with a + gap analysis in 2024-2025), Career Development Coordinators (CDCs) will provide targeted career counseling. This includes connecting students preparing for non-traditional fields with local industry mentors and specialized work-based learning placements to reinforce their long-term commitment to their chosen career paths.
- **Systematic Follow-Up Data Collection:** We will optimize our second-quarter graduate follow-up procedures by utilizing digital survey tools, social media outreach, and direct alignment with the National Student Clearinghouse. This will ensure accurate tracking of all sub-groups, reducing the number of "unknown" statuses and preserving our high placement metrics across all racial, ethnic, and gender demographics.

NCDPI Feedback:

4S1 Non-Traditional Program Concentration

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

4S1 Non-Traditional Program Concentration

CTE concentrators for the reporting year who are concentrators in a pathway designated as non-traditional for the student's gender. This indicator only includes pathways that lead to non-traditional fields.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

4S1 Non-Traditional Program Concentration

Category	2022-2023 State Goal: 30.64%			2023-2024 State Goal: 32.47%			2024-2025 State Goal: 23.63%			2025-2026 State Goal: 26.12%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	24.00	17.56	-6.44	26.00	17.19	-8.81	17.39	11.05	-6.34				
Special Populations													
Individual with Disabilities	17.67	22.22	4.55	19.84	26.67	6.83	24.46	22.22	-2.24				
Economically Disadvantaged	21.62	15.15	-6.47	23.68	15.17	-8.51	15.17	11.58	-3.59				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

English Learner	19.62	14.29	-5.33	21.74	23.53	1.79	18.92	16.00	-2.92				
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Non-Traditional Concentrators (Individuals Preparing for Non-Traditional Fields)	24.00	N/A	N/A	26.00	N/A	N/A	N/A	N/A	N/A				
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Asian	N/A	42.86	N/A	N/A	^	N/A	33.94	^	N/A				
Black or African American	12.60	18.75	6.15	14.90	18.75	3.85	18.76	5.88	-12.88				
Hispanic/Latino	24.95	13.97	-10.98	26.93	15.45	-11.48	14.72	10.20	-4.52				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
White	28.76	22.22	-6.54	30.64	20.45	-10.19	21.35	12.24	-9.11				
Two or More Races	18.57	<5	-	20.71	^	N/A	10.01	<5	-				
Gender													
Male	25.35	5.52	-19.83	27.31	<5	-	5.07	<5	-				
Female	22.37	32.48	10.11	24.41	33.73	9.32	33.12	21.69	-11.43				

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

The data reveals severe, widespread gaps in non-traditional recruitment and retention, particularly among **Hispanic/Latino** students (**10.20% actual vs. 14.72% benchmark**), **White** students (**12.24% actual vs. 21.35% benchmark**), and **Black or African American** students, who suffered a massive drop to **5.88%** (a gap of **-12.88**). Furthermore, **Male** enrollment in non-traditional pathways has completely bottomed out at **<5%**.

To confront these critical gaps, our CTE program will implement the following strategies:

- **Targeted Male Recruitment for Non-Traditional Pathways:** With male enrollment sitting at **<5%**, we will launch a targeted campaign focusing on high-growth pathways non-traditional for males (such as Health Sciences/Nursing, Education, and Culinary Arts). This will include peer-to-peer recruiting panels and utilizing male guest speakers from the local industry.
- **Culturally Responsive Outreach for Minority Sub-groups:** To reverse the steep declines among Black/African American (-12.88 gap) and Hispanic/Latino (-4.52 gap) students, we will develop bilingual marketing materials and collaborate with community organizations to promote the economic benefits of high-wage, high-skill non-traditional careers to families.
- **Pathway Explanatory Showcases in Middle Schools:** Work-based learning coordinators and Career Development Coordinators (CDCs) will conduct intentional outreach in the 8th grade to break gender stereotypes *before* students register for their high school courses, utilizing hands-on trial modules.
- **Introductory Course Support Networks:** Establish specialized peer-support cohorts within classrooms for students who are the gender minority in that course (e.g., females in Advanced Manufacturing or automotive; males in health sciences) to prevent early isolation and reduce drop-out rates before they can reach concentrator status.

art 2: Additional Actions Due to Lack of Meaningful Progress (Prior to Year 3)

Because our data indicates a multi-year downward trend and we have failed to achieve meaningful progress, the following intensive, mandatory actions will be taken immediately to overhaul our non-traditional concentration performance:

- **Mandatory Master Schedule and Registration Audit:** The CTE Director and school principals will conduct a mandatory audit of the high school registration and advisement process. Guidance counselors will receive explicit, data-driven parameters requiring them to actively balance and recommend non-traditional pathways during student scheduling sessions.

▪ art 2: Additional Actions Due to Lack of Meaningful Progress (Prior to Year 3)

Because our data indicates a multi-year downward trend and we have failed to achieve meaningful progress, the following intensive, mandatory actions will be taken immediately to overhaul our non-traditional concentration performance:

- **Mandatory Master Schedule and Registration Audit:** The CTE Director and school principals will conduct a mandatory audit of the high school registration and advisement process. Guidance counselors will receive explicit, data-driven parameters requiring them to actively balance and recommend non-traditional pathways during student scheduling sessions. We started a book study a couple of years ago around Culturally Responsive Teaching. We need to revisit that through our monthly CTE district meetings. We could invite counselors.

- **Forming an External Non-Traditional Advisory Sub-Committee:** We will establish a specialized sub-committee within our local CTE Advisory Board consisting of industry professionals working in non-traditional fields. This committee will be tasked with auditing our current course offerings, identifying structural barriers to student entry, and mapping out mandatory structural adjustments by the start of the next school year.

NCDPI Feedback:

5S1 Program Quality-Attained Recognized Postsecondary Credential

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

5S1 Program Quality - Attained Recognized Postsecondary Credential

CTE concentrators from the numerator of 1S1 who earned a recognized postsecondary credential aligned to a foundation prerequisite, prerequisite, or concentrator course in their pathway of concentration.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

5S1 Program Quality-Attained Recognized Postsecondary Credential

Category	2022-2023 State Goal: 24.71%			2023-2024 State Goal: 26.28%			2024-2025 State Goal: 49.51%			2025-2026 State Goal: 74.935%			2026-2027 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	27.25	80.00	52.75	29.22	75.90	46.68	77.96	91.60	13.64				
Special Populations													
Individual with Disabilities	15.92	50.00	34.08	18.19	^	N/A	58.36	80.00	21.64				
Economically Disadvantaged	23.97	84.30	60.33	26.02	75.60	49.58	79.96	91.80	11.84				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

English Learner	19.76	>95	+	21.93	^	N/A	88.91	86.20	-2.71				
Homeless Individuals	N/A	50.00	N/A	N/A	^	N/A	55.01	^	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	17.03	79.50	62.47	19.27	63.00	43.73	71.26	82.60	11.34				
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A				
Asian	19.06	>95	+	21.25	^	N/A	75.01	^	N/A				
Black or African American	33.31	80.00	46.69	35.11	78.60	43.49	79.31	88.90	9.59				
Hispanic/Latino	22.58	80.90	58.32	24.67	77.30	52.63	79.11	92.60	13.49				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
White	29.61	77.10	47.49	31.51	73.70	42.19	75.41	88.90	13.49				
Two or More Races	34.46	>95	+	36.24	^	N/A	100.00	^	N/A				
Gender													
Male	19.43	74.10	54.67	21.61	78.00	56.39	76.06	88.90	12.84				
Female	32.71	84.10	51.39	34.53	74.30	39.77	79.21	94.40	15.19				

*

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

While nearly all subgroups demonstrated significant positive gap analyses—such as Economically Disadvantaged students (**91.80% actual vs. 79.96% benchmark**) and Nontraditional Concentrators (**82.60% actual vs. 71.26% benchmark**)—a specific performance gap emerged for **English Learners**. This group dropped to **86.20% actual against an 88.91% benchmark**, representing a localized gap of **-2.71**.

Our CTE program will utilize the following targeted strategies to eliminate this gap and maintain high credentialing standards:

- Collaboration with our district and school level ML teams to support our ML students.
- Professional Development for our CTE teachers around ML support and instruction, specifically around technical vocabulary and testing/credential testing.
- Ongoing data tracking through CASA meetings at the school level.

NCDPI Feedback:

5S4 Program Quality-Other

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

5S4 Program Quality - Other

CTE participants in grades 9-13 who met proficiency on the Proof of Learning (POL) including a Performance-Based Measure (PBM), CTE State Assessment (CTESA)/third party/local (local course assessments). This indicator does not consider courses with credentials as POL.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

5S4 Program Quality-Other

Category	2022-2023 State Goal: 73.08%			2023-2024 State Goal: 73.81%			2024-2025 State Goal: 74.14%			2025-2026 State Goal: 78.93%			2025-2026 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	77.85	65.42	-12.43	78.45	75.30	-3.15	70.37	75.87	5.50				
Special Populations													
Individual with Disabilities	46.49	32.50	-13.99	47.94	52.94	5.00	42.73	57.45	14.72				
Economically Disadvantaged	73.78	N/A	N/A	74.49	73.71	-0.78	N/A	73.31	N/A				
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

English Learner	38.35	34.09	-4.26	40.02	56.45	16.43	45.28	62.50	17.22				
Homeless Individuals	38.35	N/A	N/A	40.02	N/A	N/A	N/A	N/A	N/A				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	80.11	60.99	-19.12	80.65	74.91	-5.74	67.96	77.31	9.35				
Youth who are in, or have aged out of, the foster care system	42.19	N/A	N/A	43.75	^	N/A	N/A	N/A	N/A				
Youth with parents on active duty in the armed forces	100.00	N/A	N/A	100.00	^	N/A	N/A	N/A	N/A				
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	53.75	>95	+	55.00	^	N/A	75.01	^	N/A				
Asian	93.85	89.47	-4.38	94.02	>95	+	94.75	^	N/A				
Black or African American	69.11	55.40	-13.71	69.94	64.84	-5.10	60.13	58.82	-1.31				
Hispanic/Latino	72.94	62.43	-10.51	73.68	72.99	-0.69	67.72	76.26	8.54				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
White	88.25	78.40	-9.85	88.57	83.04	-5.53	80.73	78.74	-1.99				
Two or More Races	79.00	57.14	-21.86	79.57	85.00	5.43	71.08	90.00	18.92				
Gender													
Male	74.24	61.52	-12.72	74.94	73.54	-1.40	67.54	73.42	5.88				
Female	80.99	68.27	-12.72	81.51	76.42	-5.09	72.36	77.35	4.99				

*

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

The data reflects a highly positive upward trajectory. The overall actual proficiency grew from **65.42%** in 2022-2023 to **75.30%** in 2023-2024, and reached **75.87%** in the **2024-2025** school year, successfully exceeding the local benchmark of 70.37% by **+5.50**. While most subgroups achieved positive gap metrics—such as Individuals with Disabilities (**57.45% actual vs. 42.73% benchmark**) and English Learners (**62.50% actual vs. 45.28% benchmark**)—minor performance gaps remain for **Black or African American** students (**58.82% actual vs. 60.13% benchmark**, a gap of **-1.31**) and **White** students (**78.74% actual vs. 80.73% benchmark**, a gap of **-1.99**).

•

- **Targeted Proof of Learning (POL) Remediation:** We will implement systematic, short-cycle remediation modules directly inside CTE classrooms leading up to the testing windows. Teachers will utilize formal practice questions and project-based performance measure mock-ups to ensure all student groups are familiar with the exact parameters of their Proof of Learning blueprints.
- **Culturally Responsive Technical Instruction:** To close the minor gap for our Black or African American subgroup (-1.31), we will focus on incorporating diverse instructional strategies, real-world professional examples, and cooperative learning frameworks within the classroom to optimize engagement and academic confidence across all career pathways.
- **Proactive Monitoring of Nontraditional Concentrators:** While Nontraditional Concentrators exceeded expectations in 2024-2025 (**77.31% actual vs. 67.96% benchmark**), they historically lagged behind. We will maintain careful tracking of this group's project-based performance measures (PBMs) to ensure they continue to receive the peer support and instructional clarity needed to maintain their high passing rates.
- Implementing a requirement for pre and post assessments to evaluate prior knowledge and identify gaps and track progress. Support teachers in using that data to inform instruction.

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NCDPI Feedback:

Subsection - Local Application Narratives

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part III: Local Application Narratives

Instructions

List all state-approved career pathways offered by your district using the drop down box below. The pathways are grouped alphabetically by the career clusters in the table below. Typing the first two or three letters of the career cluster in the drop down list will move the list to that career cluster list of pathways.

Select Add Row to add additional pathways.

Complete the narratives below the list.

State Approved Career Clusters

Advanced Manufacturing	Education	Management and Entrepreneurship
Agriculture	Energy and Natural Resources	Marketing and Sales
Arts Entertainment and Design	Financial Services	Public Service and Safety
Construction	Healthcare and Human Services	Supply Chain and Transportation
Digital Technology and Computer Science	Hospitality Events and Tourism	

State Approved Career Pathways - List all career pathways offered by your district.

* Agriculture - Animal Science (ANSC)	▼
* Agriculture - Sustainable Agriculture (SUAG)	▼
* Arts Entertainment and Design - Adobe Graphic Design (AGFX)	▼
* Arts Entertainment and Design - Adobe Video Design (AVID)	▼
* Advanced Manufacturing - Technology Engineering and Design (TEND)	▼
* Arts Entertainment and Design - Fashion and Textile Design (FTDE)	▼
* Arts Entertainment and Design - Interior Design (INDE)	▼
* Digital Technology and Computer Science - Python Programming (PYPR)	▼
* Digital Technology and Computer Science - Robotics (ROBO)	▼
* Digital Technology and Computer Science - Computer Science Principles (CSPR)	▼
* Education - Early Childhood Development and Services (EACH)	▼
* Education - Teaching/Training (TETR)	▼

* Healthcare and human Services - Biomedical Technology (BTCP)	▼
* Healthcare and human Services - Counseling and Mental health (CMHC)	▼
* Healthcare and human Services - Food and Nutrition (FONU)	▼
* Hospitality Events and Tourism - Hospitality and Tourism Management (HOTM)	▼
* Management and Entrepreneurship - Entrepreneurship (ENTR)	▼
* Energy and Natural Resources - Natural Resources (NARE)	▼
* Management and Entrepreneurship - General Management (GMGT)	▼
* Marketing and Sales - Marketing Management (MMGT)	▼
* Marketing and Sales - Sport and Event Marketing (SEMK)	▼
* Healthcare and human Services - Healthcare Professional (HPCP)	▼

*** CTE Local Courses**

- CTE Local Course Options are not offered in our school district.
- CTE Local Course Options are offered and have been approved through the LCO application process.

List the approved Local Course Option Pathway(s) offered not identified in the State Approved Career Pathways list above. List the Career Cluster and Local Pathway name (i.e. Transportation, Distribution & Logistics - Aviation).

Advanced Manufacturing - Advanced Manufacturing I
Advanced Manufacturing - Advanced Manufacturing II
Arts Entertainment and Design - Introduction to Adobe

1) CTE course offerings and activities provided with Perkins funds must include at least one state-approved Career Pathway.

* Describe how the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

Our Comprehensive Local Needs Assessment (CLNA) underscored a critical imperative to expand our career development pipeline into earlier grades and aggressively combat a multi-year decline in our **4S1: Non-Traditional Program Concentration** metrics. To systematically eliminate these equity gaps and ensure every funded pathway work, enhance our signature local programming, and absorb the necessary **INDIRECT COST** operations required to run these initiatives.grade, we can introduce systemic career awareness modules before gender stereotypes and implicit cultural biases influence student academic preferences. This critical expansion frees up and alling non-traditional support, culturally responsive intervention frameworks, and intensive data-tracking for underrepresented, minority, and special popugroups.

- **TEACH Apprenticeships s.and technical standards of the Zoo School curriculum, ensuring Proof of Learning (POL) proficiency parallels real-world workforce expecta**

To ensure our classrooms and labs are fully equipped to support these high-demand pathways, Perkins funds will directly purchase vital instructional tools, including standard instructional SUPPLIES & MATERIALS, specialized Computer Software and Supplies for technical training, and high-quality, long-term Computer Equipment - Inventoried to keep our learning labs technologically current.

* Describe how students, including special populations students, will learn about their school's CTE course offerings and whether each course is part of a CTE Career Pathway.

Asheboro City Schools will deploy an ecosystem-wide information framework ensuring that all students—with a heightened emphasis on special populations, English Learners, and non-traditional students—possess clear, transparent navigation of ste/5th-grade CDC, students starting in Grade 5 will interact with career exploration modules, hands-on trial labr a specialized concentrator requirement within a formal pathway.ross the newly updated state Career Clusters, the CTE department will **develop and publish comprehensive Pathway Maps based on the new clusters**. Tigh-wage career endpoints. These maps will be translated into multiple languages to provide culturally responsive support to our Hispanic/Latino families

- **Targeted Employability Skills Focus and Training:** Recognizing that technical capacity must be paired with workplace professionalism-solving, team dynamic navigation, and work ethic).prevent institutional gatekeeping and ensure equitable advisement, we will execute mandatory **school counselor training and program support sessions**. High schoolnder tracking in specific career paths, and utilizing data-driven advising to actively recruit underrepresented sub-groups into high-skill

- **Robust Articulation Communication System:** To maximize the value of high school CTE coursework, we wceive automatic notifications regarding opportunities for articulated community college credit and Career and College Promise (CCP) pathways, eliminating communica

To reinforce the student-led leadership and real-world application components of these state-approved pathways, our budget fully incorporates funding for Career and Technical Student Organizations (CTSOs). We will provide **CTSO Advisor Stipends** to retain highly qualified educators who manage these leadership tracks, cover associated **CTE Affiliate Dues**, and directly fund student **FIELDTRIPS** to regional and state technical competitions.

To maintain the operational capacity and instructional excellence of our staff across these pathways, our budget prioritizes continuous teacher development. This includes funding vital registration and travel for professional **WORKSHOP EXPENSES** alongside targeted **EMPLOYEE EDUCATION REIMBURSEMENT** to support our educators as they achieve advanced technical certifications and industry credentials.

2) Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners:

* - Career exploration and career development coursework, activities or services.

Asheboro City Schools delivers career exploration and career development services through a highly structured, systematic framework that begins in the elementary grades and intensifies throughout middle school and high school. This framework is explicitly designed to support students both before they enroll and while they participate in CTE pathways, allowing them to make data-driven, informed decisions about future educational and high-wage career opportunities.

To ensure maximum real-world alignment, these activities are developed and scaled in direct collaboration with the **Regional Workforce Development Board, local WIOA one-stop delivery systems (NCWorks Career Centers), and local industry partners.**

Early Awareness and Exploration Pipeline (Grades 5–8): Through our newly funded, dedicated **Middle School Career Development Coordinator (CDC)**, our systemic framework explicitly drops down to serve **5th-grade students**. In collaboration with workforce agencies, the Middle School CDC introduces foundational career awareness modules and hands-on trial labs. This early intervention helps disrupt gender tracking and implicit biases before students build high school schedules. As students progress into the middle grades, they utilize digital planning tools to construct initial career profiles, matching personal interests with emerging local labor market data provided by our workforce development board.

* - Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.

-

Targeted Employability Skills Training: Recognizing that technical capability must be paired with workforce readiness, our systematic framework embeds a standardized **employability skills focus and training** curriculum across all middle and secondary introductory experiences. Developed using real-world feedback from local WIOA partners, this training equips students with essential professional competencies—such as communication, adaptive problem-solving, collaborative team dynamics, and strong workplace ethics—ensuring they are structured for professional self-sufficiency.

-

Signature Advanced Pathways (The Asheboro Zoo School): For students actively participating in secondary CTE pathways, our flagship **Asheboro Zoo School** serves as an exemplary model of high-rigor, immersive career development. Backed by regional employer engagement, this ecosystem provides students with access to highly competitive **Zoo Internships and TEACH Apprenticeships**. To preserve the academic integrity and occupational validity of this pathway, **Zoo School Rigor Coaches** are deployed to audit and elevate instruction, ensuring classroom learning directly mirrors the sophisticated demands of agricultural, environmental, and veterinary science sectors.

* - Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

-

Equity-Focused and Culturally Responsive Student Support: With our **realigned high school CDC fully dedicated to overseeing special programs**, our systematic framework includes a built-in equity guardrail. This position works to ensure that special populations, English Learners, and students facing historic performance deficits receive customized, non-traditional career support. By incorporating culturally responsive advisement frameworks and analyzing localized enrollment trends, this coordinator ensures that underrepresented sub-groups have equal, friction-free access to high-skill career pipelines.

-

Strategic Advisement, Counselor Training, and Institutional Alignment: To guarantee that student career choices translate into actionable postsecondary success, we conduct mandatory, systematic **school counselor training and program support sessions**. Guidance and advisement teams are intensively trained to navigate our updated, comprehensive **Pathway Maps based on the new state clusters**. Counselors utilize these maps to visually guide families through course sequencing, technical credentials, and regional wage endpoints.

-

Seamless Articulation and Workforce Transitions: To close communication gaps during postsecondary transitions, we maintain a formalized **system for articulation communication and support**. This system ensures that secondary career planning loops directly into community college technical credits and

Career and College Promise (CCP) tracks. By syncing our programs with regional WIOA one-stop initiatives, we ensure that every graduating CTE student is directly connected to advanced education or immediate career placement opportunities.

3) Describe how the local eligible recipient will:

* - Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

Our local eligible recipient will provide these opportunities through the following targeted initiatives:

- **Dedicated Oversight and Special Programs Alignment:** To ensure continuous compliance and direct advocacy, we have **realigned our current high school Career Development Coordinator (CDC) to exclusively oversee special programs**. This coordinator is structurally tasked with tracking the academic progress, credential attainment, and placement metrics of our most vulnerable student demographics. By monitoring real-time data, this position ensures that students with physical, intellectual, or economic barriers receive personalized cross-curricular interventions and direct coordination with exceptional children (EC) and support staff before performance gaps can widen.
- **High-Rigor Immersive Experiences and Integrated Coaching (Asheboro Zoo School):** Our flagship **Asheboro Zoo School** provides a premier pathway into high-demand regional sectors such as environmental science, agriculture, and veterinary technology. To ensure special populations are not left out of these competitive sectors, we utilize **Zoo School Rigor Coaches** who are tasked with differentiating technical instruction and ensuring academic frameworks remain accessible yet highly rigorous. Through this supported ecosystem, special population students are actively prepared for, and placed into, premier **Zoo Internships and TEACH Apprenticeships**, bypassing traditional entry barriers to high-wage technical careers.
- **Culturally Responsive and Differentiated Career Advising:** Recognizing that institutional and linguistic barriers often limit student tracking, we are developing and distributing comprehensive **Pathway Maps based on the new state clusters**. These maps explicitly visually outline the trajectory from entry-level courses to high-wage endpoints and industry credentials. To support our English Learners and families facing cultural isolation, these maps are paired with **culturally responsive support frameworks** and multilingual outreach, ensuring that non-traditional and minority students are actively advised into high-skill, high-wage sectors.
- **Embedded Employability Skills and Self-Sufficiency Training:** Technical proficiency must be coupled with workplace durability to achieve long-term financial independence. Asheboro City Schools has implemented a rigorous **employability skills focus and training** curriculum directly into all introductory and concentrator CTE courses. Special population students receive explicit instruction and performance-based evaluation in key workplace competencies, including professional communication, adaptive problem-solving, workplace ethics, and collaborative team navigation.
- **Systemic Staff and Counselor Advocacy Training:** To eliminate implicit biases or low-expectation tracking of students with disabilities or economic barriers, we provide mandatory, systematic **school counselor training and program support**. This professional development arms our guidance and enrollment teams with data-driven advising strategies, ensuring they actively recruit and support special populations within high-demand pathways that lead directly to postsecondary articulation or immediate, living-wage career placement.

* - Prepare CTE participants for non-traditional fields;

Asheboro City Schools recognizes that expanding student enrollment and retention in non-traditional fields—where one gender comprises less than 25% of total employment—is essential for achieving regional workforce equity and ensuring student self-sufficiency. To reverse a multi-year decline in our **4S1: Non-Traditional Program Concentration** metrics (with males underrepresented in Health Sciences/Education and females underrepresented in STEM/Advanced Manufacturing), we are executing a comprehensive, structural intervention plan.

Our local eligible recipient will prepare participants for non-traditional fields through the following initiatives:

- **Dedicated Accountability and Equity Oversight:** To guarantee sustained focus on this performance indicator, we have **realigned our current high school Career Development Coordinator (CDC) to oversee special programs**. This realigned position is directly responsible for deploying non-traditional support frameworks, monitoring course-level gender enrollment trends, and providing individualized guidance to students who are the gender minority in their chosen technical pathways to prevent isolation and reduce attrition before they reach concentrator status.
- **Early Exposure and Neutralizing Stereotypes (Grade 5 Expansion):** Gender stereotypes regarding career roles frequently solidify before high school registration. To disrupt this trend, our newly funded **Middle School CDC will expand services down to the 5th grade**. This allows our district to introduce gender-neutral career exploration activities, non-traditional career panels, and hands-on trial labs at an early developmental stage, framing high-wage technical careers as accessible to all students regardless of gender.
- **Culturally Responsive Advising and Modernized Cluster Mapping:** To ensure transparent and unbiased enrollment, the CTE department will **develop and publish visual Pathway Maps based on the new state clusters**. These maps explicitly connect course sequences to high-wage, high-skill endpoints without gender-coded marketing. Paired with **culturally responsive support and multilingual translation**, these materials will be used during targeted outreach to parents and community organizations to emphasize the economic benefits of non-traditional career paths for minority and underrepresented sub-groups.
- **Systemic Counselor Training and Advisement Support:** We will implement mandatory **school counselor training and program support sessions** across all secondary campuses. This professional development focuses on recognizing and eliminating implicit bias during academic scheduling. Counselors will be equipped with data-driven advising protocols to actively encourage female enrollment in high-rigor STEM/Manufacturing courses and male enrollment in high-demand Health Science clusters.
- **High-Rigor Non-Traditional Pipeline Development (Asheboro Zoo School):** Our flagship **Asheboro Zoo School** will be utilized as a strategic ecosystem to champion non-traditional participation in environmental and veterinary sciences. Supported by **Zoo School Rigor Coaches** who ensure differentiated, equitable instructional delivery, we will actively recruit and support non-traditional students within this track. This framework ensures these participants successfully transition into premier **Zoo Internships and TEACH Apprenticeships**, establishing clear visible role models for future cohorts.
- **Integrated Employability and Leadership Training:** A core element of preparing students for non-traditional workplaces is building professional durability. Through our embedded **employability skills focus and training**, non-traditional participants receive explicit coaching in adaptive communication, conflict resolution, workplace ethics, and team dynamic navigation, empowering them with the self-advocacy skills required to thrive in non-traditional professional environments.

* - Provide equal access for special populations to CTE courses, programs, and programs of study;

Asheboro City Schools ensures that all special populations—including students with disabilities, economically disadvantaged individuals, English Learners, foster youth, and single parents—have unrestricted, equitable access to all Career and Technical Education (CTE) courses, programs, and comprehensive programs of study. We proactively dismantle structural, linguistic, and financial barriers to guarantee that enrollment patterns match our district demographics.

Our local eligible recipient provides and safeguards equal access through the following strategic frameworks:

- **Dedicated Equity and Special Programs Administration:** To guarantee that equal access is monitored continuously rather than retroactively, we have **realigned our current high school Career Development Coordinator (CDC) to oversee special programs**. This individual will audit course-level enrollment demographics each semester to detect and correct any disproportionate routing of special populations. Furthermore, this coordinator acts as a direct liaison between the CTE department and the Exceptional Children (EC) and Multilingual Learner (ML) departments, ensuring classroom accommodations, modification delivery, and assistive technologies are integrated seamlessly into technical labs.
- **Early Pipeline Expansion and Demythologizing Career Clusters (Grade 5):** Access barriers often form before high school due to a lack of early pathway awareness. To counteract this, our newly funded **Middle School CDC will expand active career exploration services down to the 5th**

grade. This ensures that students with physical, learning, or economic barriers are introduced to technical pathways early, establishing a long-term academic blueprint and ensuring they are not systematically advised away from high-rigor options as they enter secondary education.

- **Transparent and Accessible Pathway Navigation:** To provide families with clear, un-siloed navigation tools, the CTE department will **develop and publish comprehensive Pathway Maps based on the new clusters.** These visual maps explicitly detail course progressions, corresponding industry credentials, and articulation opportunities. To ensure true equal access for our high-density Hispanic/Latino demographic and English Learners, these maps are paired with **culturally responsive support frameworks and multilingual translations,** ensuring that language barriers do not restrict a student's program of study.
- **Supported Entry into High-Rigor Environments (Asheboro Zoo School):** Equal access must extend to our most competitive, flagship programs. Within the **Asheboro Zoo School,** we deploy **Zoo School Rigor Coaches** whose primary objective is to differentiate advanced technical instruction, adapt lab settings, and scaffold learning components. This support model directly empowers special population students to successfully participate in and secure premier **Zoo Internships and TEACH Apprenticeships** in high-demand scientific sectors.
- **Systemic Counselor Advocacy and Enrollment Support:** We conduct mandatory **school counselor training and program support sessions** across the district. This training focuses on data-driven, equitable advisement models that actively push back against the historic "dumping" or under-registering of special populations in specific clusters. Counselors are trained to use the new cluster maps to construct balanced, ambitious student schedules that include advanced credential tracks.
- **Targeted Employability and Professional Durability Training:** To ensure that access inside the classroom translates to success in the workplace, our embedded **employability skills focus and training** provides explicit instruction in professional communication, self-advocacy, conflict resolution, and workplace ethics. This equips students facing impactful barriers with the interpersonal tools necessary to confidently navigate high-wage, high-skill technical environments.

* - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Based on the organizational structure and strategic reallocations we have established for **Asheboro City Schools (761),** here is a tailored narrative for the **"Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations"** text box in your NCCCIP Perkins V Local Application:

Non-Discrimination Protections for Special Populations

Asheboro City Schools strictly ensures that members of special populations will not be discriminated against, marginalized, or institutionalized on the basis of their status. Our Career and Technical Education (CTE) department enforces an environment of dignity, equal opportunity, and structural inclusion by utilizing continuous administrative oversight and proactive advocacy.

Our local eligible recipient guarantees non-discrimination through the following actions:

- **Dedicated Protective Oversight and Monitoring:** To actively prevent discriminatory practices or implicit tracking, we have **realigned our current high school Career Development Coordinator (CDC) to oversee special programs.** This coordinator acts as a direct administrative shield, auditing enrollment data, credential testing patterns, and work-based learning placements every semester. This ensures that students with disabilities, economically disadvantaged individuals, and English Learners are never excluded from high-demand clusters or disproportionately routed into lower-wage pathways based on their demographics.

- **Accountability-Driven Staff and Counselor Training:** We conduct mandatory, systematic **school counselor training and program support sessions** alongside targeted professional development for CTE instructors. This training directly addresses implicit bias, cultural responsiveness, and non-discriminatory advising models. Counselors are trained to utilize our updated, visual **Pathway Maps based on the new state clusters** to advise students based purely on their interests and career goals, completely independent of their special population status.
- **Equitable Access to Flagship and Rigorous Programming:** Our premier programs, such as the **Asheboro Zoo School**, enforce a strict non-discriminatory selection and participation framework. We deploy **Zoo School Rigor Coaches** who are explicitly tasked with differentiating technical instruction, ensuring physical and academic accessibility, and scaffolding learning environments. This guarantees that students with physical, economic, or learning barriers have a mathematically equal opportunity to secure competitive **Zoo Internships and TEACH Apprenticeships**.
- **Linguistic and Cultural Inclusivity:** To protect our high-density Hispanic/Latino demographic and English Learners from systemic exclusion, all pathway planning materials, credential study guides, and program maps are backed by **culturally responsive support frameworks and multilingual translations**. This removes linguistic barriers, ensuring that a student's or family's native language is never used as a basis for unequal program routing.
- **Universal Employability and Self-Advocacy Training:** To empower special populations against discrimination inside and outside the classroom, we embed a comprehensive **employability skills focus and training** curriculum across all programs. This curriculum equips students with professional communication, conflict resolution, and self-advocacy skills, ensuring they possess the tools necessary to claim their rightful place in high-wage, high-skill industry sectors.

4) Describe work-based learning opportunities that the local eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students. Include descriptions of at least two work-based learning opportunities that are related to CTE instruction. These worked-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning such as Nursing Fundamental Clinicals, etc.

Work-Based Learning Opportunities and Employer Collaboration

Asheboro City Schools delivers high-quality, instructionally aligned work-based learning (WBL) opportunities to ensure that students can directly apply classroom technical theory to authentic, on-the-job professional settings. To scale these experiences and match them with regional workforce demands, our district utilizes an intentional employer-engagement network alongside newly realigned administrative roles.

Collaboration with Representatives from Employers to Develop and Expand WBL

Our CTE program works systematically with local employers, regional corporate partners, and our CTE Advisory Council to audit, expand, and diversify WBL placements. To ensure that our expanding student demographics have equitable, non-discriminatory access to these opportunities, we have **realigned our current high school Career Development Coordinator (CDC) to oversee special programs**.

This realigned position serves as our dedicated employer liaison for underrepresented sub-groups, working with industry partners to dismantle physical, linguistic, or situational barriers. Additionally, this coordinator monitors placement metrics to ensure non-traditional students and special populations are actively matching with high-skill pipelines.

To bridge long-term gaps, our newly funded **Middle School CDC will expand active career development services down to the 5th grade**, working with employers to arrange workplace site visits, job shadowing, and industry career panels. This ensures that students construct clear career intentions long before high school enrollment.

Description of Related Work-Based Learning Opportunities

Asheboro City Schools will provide multiple tiers of WBL experiences, highlighting two distinct, instructionally related opportunities:

- **1. Flagship Zoo Internships and TEACH Apprenticeships (Agriculture & Natural Resources Clusters):** Operating directly through our premier **Asheboro Zoo School**, this advanced work-based learning program provides students with intensive, on-the-job training in environmental science, animal care, and veterinary technologies. To guarantee the professional validity and educational depth of these experiences, we deploy dedicated **Zoo School Rigor Coaches**. These coaches work on-site alongside zoo specialists to ensure that field tasks map directly back to state-approved pathway blueprints. Students in this track participate in competitive, multi-term internships and state-registered TEACH apprenticeships, earning technical hours and establishing professional networks that lead directly to postsecondary self-sufficiency.
- **2. Advanced Manufacturing and Healthcare Co-Ops / Clinicals (STEM & Health Science Clusters):** To address student performance indicators across core academic and technical fields, our secondary programs offer cooperative education placements and clinical rotations (such as Nursing Fundamentals Clinicals). Guided by our comprehensive **Pathway Maps based on the new state clusters**, school teams connect students with local healthcare facilities and advanced manufacturing environments. These on-the-job placements incorporate our mandatory **employability skills focus and training**, requiring students to be evaluated by industry supervisors on critical workplace competencies—including professional communication, adaptive problem-solving, and workplace ethics.

Alignment, Support, and Articulation

To guarantee that these WBL opportunities translate smoothly into postsecondary success, our district maintains a formalized **system for articulation communication and support**. This system ensures that hours completed during high school internships and apprenticeships count toward community college credits and advanced technical standing.

Furthermore, we conduct mandatory **school counselor training and program support sessions** so that academic advising teams can effectively utilize our cluster maps to schedule WBL prerequisites, ensuring all students are positioned to qualify for these premier experiences prior to graduation.

* 5) Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as articulated credit and CTE Career and College Promise (CCP).

Asheboro City Schools provides robust, streamlined pathways for CTE students to earn tuition-free postsecondary credits while still enrolled in high school. By leveraging the North Carolina Career and College Promise (CCP) program and localized high school-to-community college articulation agreements, our district ensures that students accelerate their postsecondary completion, reduce the cost of higher education, and establish clear routes toward financial self-sufficiency.

Our local eligible recipient delivers and expands access to these postsecondary opportunities through the following strategic frameworks:

- **Systemic Articulation Communication and Support:** To eliminate historic communication barriers that prevent students from claiming earned college credits, we maintain a formalized **system for articulation communication and support**. This system ensures that when students achieve a proficient score on their CTE Proof of Learning (POL) or complete a qualifying course sequence, they—along with their families—are systematically notified of their eligibility for articulated community college credit. This protocol bridges the gap between secondary coursework and postsecondary enrollment, making credit acquisition transparent and proactive.
- Targeted Advisement to help students and families visualize exactly how high school courses match up with college programs, the CTE department will continue to **develop and publish comprehensive Pathway Maps based on the new state clusters**. These visual tools explicitly layout where high school CTE pathways intersect with CCP tuition-free college transfer pathways and Associate of Applied Science (AAS) technical programs. To ensure equal access for our high-density Hispanic/Latino demographic and English Learners, these maps are paired with **culturally responsive support frameworks and multilingual translations**.
- **Dedicated Equity Oversight for Vulnerable Subgroups:** To guarantee that advanced credit opportunities are accessible to all demographics equitably, we have **realigned our current high school Career Development Coordinator (CDC) to oversee special programs**. This coordinator directly monitors enrollment patterns in CCP and articulated courses to prevent the underrepresentation or implicit tracking of special populations, including students with disabilities or economic barriers. By reviewing enrollment data each semester, this position ensures that advanced pipelines remain balanced, inclusive, and non-discriminatory.
- **Early Awareness and Pipeline Building (Grade 5 Expansion):** A student's readiness to take on advanced college-level technical coursework in high school depends heavily on early academic planning. Our newly funded **Middle School CDC will expand active career development services down to the 5th grade**. By introducing pathway maps and explaining postsecondary credit options early in the educational journey, our district builds long-term academic expectations, ensuring that students complete required introductory coursework in time to maximize CCP enrollment during their junior and senior years.
- **Systemic Counselor Training and Program Support:** We conduct mandatory, ongoing **school counselor training and program support sessions** across all secondary campuses. This training ensures that high school and middle school guidance teams are experts in advising families on CCP eligibility requirements, dual-enrollment application processes, and the transferability of articulated technical credits. Counselors are trained to use data-driven advising strategies to actively market postsecondary credit opportunities to non-traditional and underrepresented student populations.
- **High-Rigor Workplace Alignment (Asheboro Zoo School):** Our flagship **Asheboro Zoo School** serves as a premier pipeline for high-level technical credit and advanced standing. Supported by **Zoo School Rigor Coaches** who maintain college-level instructional quality and curriculum alignment, students are prepared to enter competitive **Zoo Internships and TEACH Apprenticeships**. The hours and credentials accumulated through these WBL experiences map directly into postsecondary technical programs, reinforcing the **employability skills focus and training** embedded across our curricula and preparing students for immediate transition into high-skill, high-wage occupations.
- ACS provides transportation to our local community college for CCP classes. We work with Randolph Community College staff to develop pathways and academies that are designed specifically for our student's interests and needs as well as the needs our our local community labor market.

*** 6) Describe the support provided for the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrations, and specialized instructional support personnel and paraprofessionals, including individuals from groups underrepresented in the teaching profession.**

Asheboro City Schools implements a comprehensive, equity-driven professional framework to recruit, prepare, retain, and continuously train a diverse team of educators, administrators, and instructional support personnel. By aligning staff development directly with our localized data targets and programmatic expansions, we ensure that our faculty is equipped to deliver rigorous, inclusive, and culturally responsive instruction.

Our district supports and sustains high-quality human capital through the following targeted initiatives:

- **Strategic Human Capital Realignment and Support Equity:** To optimize instructional oversight and support retention, we have **realigned our current high school Career Development Coordinator (CDC) to oversee special programs**. This realigned administrator serves as an instructional coach and resource specialist for teachers, helping them adapt curricula for special populations. Additionally, to build a sustainable, long-term talent pipeline, our newly funded **Middle School CDC will expand active career exploration services down to the 5th grade**. This early expansion alleviates enrollment tracking pressure on secondary teachers by cultivating well-prepared, highly intentional students before they enter high school classrooms.
- **Targeted Support for Underrepresented and Specialized Instructors (Zoo School Ecosystem):** We actively recruit and retain specialized personnel within our flagship **Asheboro Zoo School** to teach advanced environmental, agricultural, and veterinary science pathways. To maintain high instruction standards and ease teacher burnout, we deploy dedicated **Zoo School Rigor Coaches**. These coaches work directly with zoo educators, interns, and faculty members to scaffold instruction, align lesson designs with state blueprints, and integrate advanced work-based learning pathways like **TEACH Apprenticeships and Zoo Internships**, providing robust, on-the-job professional preparation.
- **Mandatory Professional Development in Employability and Technical Rigor:** To ensure that our faculty can effectively cultivate workforce readiness, all CTE instructors participate in structured professional training to deliver our integrated **employability skills focus and training** curriculum. Teachers are equipped with standardized rubric evaluation tools to measure and grade essential workplace competencies—such as professional communication, collaborative team navigation, and workplace ethics—directly within their performance-based measures.
- **Culturally Responsive and Non-Traditional Field Training:** To directly address and reverse performance gaps across our student demographics, our district mandates professional development focused on **culturally responsive support frameworks and non-traditional career navigation**. Teachers and paraprofessionals receive actionable training on recognizing implicit bias, implementing universal design for learning (UDL) for English Learners, and executing recruitment strategies that encourage underrepresented genders to enroll and persist in non-traditional career clusters.
- **Systemic Guidance Counselor Training and Cluster Alignment:** Recognizing that recruitment and pathway retention rely heavily on front-line advisement, we conduct mandatory, systematic **school counselor training and program support sessions**. This specialized training ensures that high school and middle school counseling faculty are fully proficient in navigating our updated **Pathway Maps based on the new state clusters**. Counselors are trained to use these maps to clearly communicate postsecondary earning potential, technical options, and dual-enrollment opportunities to diverse student populations.
- **Robust Transition and Articulation Professional Support:** To ease secondary-to-postsecondary teaching transitions and foster collaborative retention, we maintain a formalized **system for articulation communication and support**. This framework connects our high school CTE teachers with community college faculty to align course competencies. This shared communication system ensures our instructors stay fully informed on the changing requirements of higher education and regional industry certifications, enhancing their professional expertise and retention within our district.

*** 7) Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education.**

Asheboro City Schools systematically improves the academic and technical skills of CTE participants by intentionally blending core academic standards with rigorous, real-world career and technical content. Rather than teaching technical skills in isolation, our district embeds foundational literacy, mathematical concepts, and scientific inquiry directly into career pathways, ensuring students receive a robust, well-rounded education that prepares them for postsecondary success and self-sufficiency.

Our local eligible recipient achieves this cross-curricular integration through the following frameworks:

- **Targeted Integration of Contextual Mathematics and Core Standards:** To directly combat our district-wide performance deficits in 2S2: Mathematics Proficiency, we are establishing formal cross-curricular professional learning communities (PLCs). CTE instructors will partner with secondary math curriculum specialists to map foundational algebraic and geometric principles directly into high-enrollment technical courses (such as Construction, Business, and STEM tracks). By explicitly teaching EOC-aligned math skills through hands-on technical applications, we reinforce core academic competency outside of the traditional math classroom. Furthermore, we will deploy a "push-in" support model where remedial math tools and tutors are integrated into technical lab environments to assist struggling students in real time.
- **Dedicated Equity and Special Programs Oversight for Non-Traditional Fields:** To address severe enrollment and performance gaps within our 4S1: Non-Traditional Program Concentration metrics, we have realigned our current high school Career Development Coordinator (CDC) to oversee special programs. This coordinator directly collaborates with core academic remediation coaches and exceptional children (EC) specialists to deploy specialized non-traditional support networks. By monitoring student benchmark data, this position helps technical teachers implement Universal Design for Learning (UDL) and culturally responsive instructional frameworks, ensuring that underrepresented genders, English Learners, and minority sub-groups possess the academic confidence to remain and succeed in non-traditional career clusters.
- **Instructional Rigor and Coaching in Advanced Ecosystems (Asheboro Zoo School):** Our flagship Asheboro Zoo School serves as a premier model for integrating high-level academic science and math standards with career-technical instruction. To ensure classroom instruction maintains peak academic validity, we deploy dedicated Zoo School Rigor Coaches. These coaches work with technical faculty and zoo professionals to map complex biological, ecological, and statistical concepts directly to hands-on agricultural and veterinary science modules. This integration ensures that advanced experiential tracks—including competitive Zoo Internships and TEACH Apprenticeships—are grounded in rigorous academic standards that directly prepare a diverse, balanced student population for high-skill, high-wage occupations.
- **Early Pipeline Building and Bias Disruption (Grade 5 Expansion):** Developing high-level academic literacy and neutralizing gender stereotypes regarding technical fields requires early intervention. Our newly funded Middle School CDC will expand active career exploration and development services down to the 5th grade. This allows our district to introduce integrated math, science, and literacy-based career modules at an early developmental stage, building strong foundational competencies and preventing non-traditional tracking before students enter secondary pathways.
- **Systemic Counselor Advising and Cluster Mapping:** To help students seamlessly navigate rigorous pathways that support a well-rounded education, the CTE department will continue to develop and publish comprehensive Pathway Maps based on the new state clusters. We support this infrastructure with mandatory, systematic school counselor training and program support sessions. Counselors are trained to use these maps to build balanced student schedules that properly sequence introductory courses, technical concentrator classes, and corresponding advanced academic courses (such as NC Math 3, Biology, and English II), while actively advising underrepresented genders into high-skill STEM and Health Science pipelines.
- **Integrated Employability and Leadership Training:** A well-rounded technical education requires proficiency in professional and interpersonal competencies. We embed a standardized employability skills focus and training curriculum across all CTE pathways. Instructors utilize performance-based measures to evaluate and grade students on critical workplace skills—such as technical communication, adaptive problem-solving, collaborative team dynamic navigation, and professional ethics—bridging the gap between core academic communication standards and real-world workplace expectations.
- **Seamless Postsecondary Transitions and Credit Articulation:** To validate the rigor of our integrated curriculum, we maintain a formalized system for articulation communication and support. This system ensures that our high-rigor course content directly aligns with community college competencies and Career and College Promise (CCP) pathways. By maintaining an open communication pipeline with postsecondary faculty, we guarantee that the academic, mathematical, and technical skills gained in our high school classrooms translate smoothly into tuition-free college credits and advanced technical standing.

NCDPI Feedback:

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part IV: Application for Workstudy Program

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career and technical education program;
- (b) accepted for enrollment in a bonafide career and technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career and technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career and technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour -
Minimum: Effective State minimum wage rate;
Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

Our district WILL be participating in the Workstudy Program.

Budget

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
761	0017	0	No	No	3.79%

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:	DPI Allotment	
Allotment Amount:	\$80,468.00	\$80,468.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$80,468.00	\$80,468.00
Total Budgeted:		\$80,468.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

The **Budget** approval will not be written to the **communications log** until the application reaches step **NCDPI CTE Local Application Regional Coordinator Approved**.

Budget Status	Date of Status	Modified by
Received	06/04/2026 08:26 AM	Admin, NCCCIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
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Highlight Amended Rows

All


[Download Budget Data](#)

00000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Department	Level	Cost Center	Project	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	37	51200	01920	000	00	000	00000	\$6,000.00	\$0.00	\$6,000.00		
	Other	37	51200	02110	000	00	000	00000	\$459.00	\$0.00	\$459.00		
	Other	37	51200	02210	000	00	000	00000	\$1,522.80	\$0.00	\$1,522.80		
	Other	37	51200	03120	000	00	000	00000	\$12,000.00	\$0.00	\$12,000.00		
	Other	37	51200	03330	000	00	000	00000	\$10,000.00	\$0.00	\$10,000.00		
	Other	37	51200	03520	000	00	000	00000	\$4,000.00	\$0.00	\$4,000.00		
	Other	37	51200	03610	000	00	000	00000	\$2,000.00	\$0.00	\$2,000.00		
	Other	37	51200	04110	000	00	000	00000	\$24,822.76	\$0.00	\$24,822.76		
	Other	37	51200	04180	000	00	000	00000	\$15,000.00	\$0.00	\$15,000.00		
	Salary	37	53500	01910	000	00	000	00000	\$1,000.00	\$0.00	\$1,000.00		
	Salary	37	53500	01960	000	00	000	00000	\$350.00	\$0.00	\$350.00		
	Other	37	53500	02110	000	00	000	00000	\$103.28	\$0.00	\$103.28		
	Other	37	53500	02210	000	00	000	00000	\$342.63	\$0.00	\$342.63		
	Other	37	81000	03920	000	00	000	00000	\$2,867.53	\$0.00	\$2,867.53		
Total:									\$80,468.00	\$0.00	\$80,468.00		

Related Documents

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

Optional Documents		
Type	Document Template	Document/Link
Budget Spreadsheet	N/A	 <u>761 ACS CTE Budget Spreadsheet 2026-2027</u>

Grant Award Notification (GAN)

Ashboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

Grant Award Notification (GAN) Generation Status Messages

The grant award notification (gan) has not yet been generated.

The funding application has not had a status change that generates the grant award notification (gan). Please see the 'Status Changes That Generate a Grant Award Notification (GAN)' table for more details.

Allotment and Budget


Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

**Months of Employment (PRC 013)
Allotment:**

228

Related Documents

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Required Documents		
Type	Document Template	Document/Link
Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)]	N/A	 761 ACS CTE PRC 013 2026 2027

Budget

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 3: State Support Grant (PRC 014)

[\[Download Budget Data\]](#) [\[Collapse Budget\]](#) [\[Hide Unbudgeted Categories\]](#)

Object Code	Purpose Code	Regular Curricular 51100	CTE 51200	CTE-Special Populations Service 52200	Alternative K-12 53100	Extended Day/Year Instr 53500	CTE Curricular Support & Devl 61200	Transportation 65500	Debt Services 83000	Debt services - Other 83200	Total
01210 - Salary - Teacher			0.00		0.00						0.00
01220 - Salary - Interim Teacher - Non Certified			0.00		0.00						0.00
01240 - Salary - IFE			0.00		0.00						0.00
01290 - Salary - Held Harmless Salary			0.00	0.00	0.00						0.00
01310 - Salary - Instruct. Support I -			0.00	0.00							0.00
01420 - Salary - TA			0.00		0.00						0.00
01430 - Salary - Tutor			0.00	0.00	0.00						0.00
01460 - Salary - Specialist (School-Based)			0.00		0.00		0.00				0.00
01480 - Salary - Non-Certified Instruc			0.00								0.00
01510 - Salary - Office Support							0.00				0.00
01520 - Salary - Technician							0.00				0.00
01620 - Substitute Pay - Reg. Absence			0.00		0.00						0.00
01630 - Substitute Pay - Staff Dev.		0.00	0.00		0.00						0.00
01640 - Salary - Full Time Sub - Non-C			0.00		0.00						0.00
01650 - Substitute Pay - Non-Teaching								0.00			0.00

01660 - Tchr. Asst. Pay - Staff Dev.	0.00		0.00					0.00
01670 - Tchr. Asst. Pay - Reg. Absence	0.00		0.00					0.00
01710 - Salary - Driver						0.00		0.00
01720 - Salary - Driver Overtime						0.00		0.00
01750 - Salary - Skilled Trades						0.00		0.00
01770 - Work Study Student	0.00		0.00					0.00
01830 - Bonus Pay	0.00	0.00	0.00		0.00			0.00
01840 - Longevity Pay	0.00	0.00	0.00		0.00	0.00		0.00
01850 - Bonus Leave Payoff	0.00	0.00	0.00		0.00			0.00
01880 - Annual Leave Payoff	0.00	0.00	0.00		0.00			0.00
01890 - Short Term Disability - First Six Months	0.00	0.00	0.00		0.00			0.00
01910 - Curriculum Development Pay	0.00			0.00				0.00
01920 - Additional Responsibility Stipend	4,000.00							4,000.00
01960 - Staff Dev. Participant Pay	0.00	0.00		0.00				0.00
01970 - Staff Development Instructor	0.00	0.00	0.00					0.00
01990 - Overtime Pay	0.00	0.00	0.00		0.00	0.00		0.00
02110 - Employer's Soc Sec - Regular	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
02210 - Employer's Retirement - Regular	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
02310 - Employer's Hospitalization Ins	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
02320 - Employer's Workers' Comp Ins	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
02330 - Employer's				0.00				0.00

Unemployment Ins						
02340 - Employer's Dental Ins Cost		0.00				0.00
03110 - Contracted Services		0.00	0.00	0.00	0.00	0.00
03120 - Workshop Exp/Allowable Travel	0.00	5,000.00	0.00	0.00	0.00	5,000.00
03130 - Contracted Instructional Substitutes		0.00	0.00	0.00	0.00	0.00
03140 - Marketing Costs		2,000.00	0.00	0.00	0.00	2,000.00
03150 - Reproduction Costs		0.00	0.00	0.00	0.00	0.00
03190 - Other Professional/Technical Contract Services		2,000.00		0.00		2,000.00
03260 - Contracted Repairs - Equipment		0.00	0.00	0.00	0.00	0.00
03270 - Rentals/Leases		0.00	0.00	0.00	0.00	0.00
03310 - Pupil Transportation - Contract				0.00	0.00	0.00
03320 - Travel Reimbursement	0.00	5,000.00	0.00	0.00	0.00	5,000.00
03330 - Field Trips		5,000.00		0.00		5,000.00
03410 - Telephone		0.00	0.00	0.00	0.00	0.00
03420 - Postage		0.00	0.00	0.00	0.00	0.00
03430 - Telecommunications Services		0.00	0.00	0.00	0.00	0.00
03440 - Mobile Communication		0.00	0.00	0.00	0.00	0.00
03510 - Tuition Reimbursements		0.00	0.00	0.00		0.00
03520 - Employee Education Reimb		0.00	0.00	0.00	0.00	0.00
03610 - Membership Dues and Fees		0.00	0.00		0.00	0.00

03790 - Other Insurance & Judgments	1,000.00		0.00							1,000.00
03810 - Debt Service-Principal							0.00	0.00		0.00
04110 - Supplies and Materials	16,591.00	0.00	0.00		0.00					16,591.00
04130 - Other Textbooks	0.00	0.00	0.00							0.00
04140 - Library Books	0.00	0.00	0.00							0.00
04180 - Computer Software and Supplies	5,000.00	0.00	0.00		0.00					5,000.00
04220 - Repair Parts, Materials & Labor	2,000.00	0.00	0.00		0.00	0.00				2,000.00
04230 - Gas/Diesel Fuel							0.00			0.00
04240 - Oil							0.00			0.00
04250 - Tires and Tubes							0.00			0.00
04590 - Other Food Purchases					0.00					0.00
04610 - Furniture and Equipment - Inventoried	15,000.00	0.00	0.00		0.00					15,000.00
04620 - Computer Equipment - Inventoried	10,000.00	0.00	0.00		0.00					10,000.00
04710 - Sales and Use Tax Expense	0.00	0.00	0.00		0.00					0.00
05410 - Equipment Purchase - Capitalized	0.00	0.00	0.00		0.00					0.00
05420 - Computer Hardware Purchase - Capitalized	0.00	0.00	0.00		0.00					0.00
Total	0.00	72,591.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	72,591.00
									Adjusted Allocation	72,591.00
									Remaining	0.00

Assurances

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief.

These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 - 224) requirements by an (F).

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:**

A. Local Application for Career and Technical Education Programs

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154 (6)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
4. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156)
5. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)
6. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a))
7. The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))
8. The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))
9. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))
10. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))
11. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:

	A. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
	B. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
	C. Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12.	New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))
13.	All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14.	Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15.	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16.	Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))
17.	The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18.	Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19.	Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20.	A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21.	Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6))
22.	An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))
23.	The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
24.	Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
25.	Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).
B. Local Use of Funds	

1.	The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2.	Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3.	No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4.	Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5.	No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)
6.	If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)
C. Other Administrative Provisions	
1.	Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)
2.	Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85, Participants' Responsibilities. Copies of the regulations may be obtained by contacting the person to which this application is submitted.

* **The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.
3. By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.
4. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
5. The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
6. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.
7. The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
8. The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
9. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
10. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

11. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification Regarding Lobbying for Grants and Cooperative Agreements

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

* The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Ashboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - CTE Local Application Checklist

This checklist is a means of communication between NCDPI and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, NCDPI will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where NCDPI may provide notes to explain those items. The LEA should check for notes and additional comments. Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If NCDPI determines that the item has been corrected, Attention Needed will be changed to OK by the NCDPI Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description [Collapse All](#) [Expand All](#)

<input type="checkbox"/> 1. Part I: Comprehensive Needs Assessment (CLNA)	Not Reviewed	▼
1.01 Evaluation of Performance		
1.02 Labor Market Alignment		
1.03 Size, Scope, and Quality		
1.04 Career Pathways Implementation Evaluation of Progress		
1.05 Improve Recruitment, Retention, and Training		
1.06 Equal Access to High-Quality CTE Programs of Study for All Students		
<input type="checkbox"/> 2. Part II: Data/Indicators of Performance	Not Reviewed	▼
2.01 CTE Participants		
2.02 CTE Concentrators		
2.03 1S1 Four-Year Graduation Rate		
2.04 2S1 Academic Proficiency in Reading/Language Arts		
2.05 2S2 Academic Proficiency in Mathematics		
2.06 2S3 Academic Proficiency in Science		
2.07 3S1 Post-Secondary Placement		
2.08 4S1 Non-Traditional Program Concentration		
2.09 5S1 Program Quality-Attained Recognized Postsecondary Credential		
2.10 5S4 Program Quality-Other		
<input type="checkbox"/> 3. Part III: Local Application Narratives	Not Reviewed	▼
3.01 Subsection - Local Application Narratives		
<input type="checkbox"/> 4. Part IV: Application for Workstudy Program	Not Reviewed	▼
4.01 Application for Workstudy Program		
<input type="checkbox"/> 5. Part V - 1: Perkins Federal Grant (PRC 017)	Not Reviewed	▼
5.01 Budget		
5.02 Related Documents		
<input type="checkbox"/> 6. Part V - 2: Months of Employment Grant (PRC 013)	Not Reviewed	▼
6.01 Allotment and Budget		
6.02 Related Documents		
<input type="checkbox"/> 7. Part V - 3: State Support Grant (PRC 014)	Not Reviewed	▼
7.01 Budget		
7.02 Related Documents		
<input type="checkbox"/> 8. Part VI: Assurances and Certifications	Not Reviewed	▼
8.01 Assurances		
8.02 Debarment Assurance		
8.03 Certification Regarding Lobbying for Grants and Cooperative Agreements		
8.04 Signature Page		

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - GAN Information

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at [NCDPI School Allotment Section](#). The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

Note: The actual Grant Award Notification is available in Part V - 1: Perkins Federal Grant (PRC 017).

GAN Organization Data

Asheboro City Schools (761) Regular Local School District - FY 2027 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - GAN Information

*** Unique Entity Identifier (UEI):**

NEP2GJKLLYQ1

*** Address:**

1126 S. Park St.
Asheboro, NC 27203

Superintendent

*** Name**

Aaron M. Woody, Ed. D.

*** Email Address**

awoody@asheboro.k12.nc.us

Key Personnel:

Name	Email Address
* Sarah Beth Cox	* sbcox@asheboro.k12.nc.us
* Anthony Woodyard	* awoodyard@asheboro.k12.nc.us
* Sandra Spivey	* sspivey@asheboro.k12.nc.us

Career & Technical Education

Local Application Plan

June 11, 2026

Sarah Beth Cox



01

Career & Technical Education

Perkins V Legislation

Perkins V

- Strengthening Career and Technical Education for the 21st Century
- Signed into law July 31, 2018
- Went into effect July 1, 2020
- \$1.3 billion annually for CTE programming across the nation
- Governs Secondary and Post-Secondary CTE Education

Career & Technical Education

- Funded by the Carl D. Perkins Act
- First authorized in 1984
- Previous update in 2006
- Must submit a Local Application Plan (LAP) to receive funding
 - LAP is submitted biannually
 - Budgets are submitted annually
 - Both require board approval

Performance Indicators

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Secondary Placement
- 4S1: Non-Traditional Program Enrollment
- 5S1: Program Quality – Attained Recognized Post-Secondary Credential
- 5S4: Program Quality – Proof of Learning

Comprehensive Local Needs Assessment (CLNA)

- Conducted every two years
- Gather and analyze stakeholder feedback in the following categories:
 - Labor Market Alignment
 - Size, Scope, and Quality
 - Career Pathways Implementation
 - Recruitment, Retention, and Training
 - Equal Access for All Students
- Complete a Program Evaluation and develop strategies based on feedback
- Data from the CLNA should be reflected throughout the LAP and should drive decision making.

Narratives

- Written responses to six overarching programming question prompts
- Questions were provided by the federal government
- Includes strategies regarding how ACS CTE will answer these questions through our CTE programming
- Should reflect the data from the CLNA

02

Career & Technical Education

2024-2025 Data Overview

Data Celebrations 2024-2025

1S1 Graduation Rate

>98.66%

(no unmasked data yet)

2S1 ELA Proficiency

Surpassed our
benchmark by **8.89%**

2S3 Science Proficiency

Surpassed our
benchmark by **5.19%**

3S1 Post-Secondary Placement

>96.93%

(no unmasked data yet)

5S1 Industry Recognized Credentials

Surpassed our
benchmark by
13.64%

5S4 Other Proofs of Learning

Surpassed our
benchmark by **5.5%**

Greatest Opportunities for Improvement

2S2 Math Proficiency

CTE concentrators are proficient on the EOC for Math 1 or Math 3 by the end of their junior year, regardless of when they took it.

Gap Analysis: **-4.91%**

4S1 Non-traditional

CTE concentrators who are in a pathway that is designated by the state as non-traditional for their gender.

Gap Analysis: **-6.34%**

02

Career & Technical Education

2026-2028 Primary Objectives

Career Development Focus

1. Hire a middle school/5th grade CDC.
2. Increase pre-apprentice opportunities.
3. Increase 5th grade Career Development opportunities.
4. Increase WBL partnerships across Randolph County, but specifically with the NC Zoo.
5. District initiative on career preparedness and Employability Skills alignment.

Academic and Instructional Focus

1. Increase 2S2 Math Proficiency by 10% over the next two years.
2. Increase 4S1 Non-Traditional participation by 10% over the next two years.
3. Technical vocabulary in CTE classrooms.
4. Professional skills in CTE classrooms.

Communication and Logistics Focus

1. Develop a CTE Employee resource guide.
2. Create a newsletter to keep all stakeholders informed of CTE happenings.
3. Increase our social media presence.
4. Update our CTE webpage on the district website.
5. Establish an annual safety inspection process.

Questions?

Asheboro City Schools Strategic Plan- Proposed Final Draft

Mission

Every student will have equitable access to engaging learning that transforms life outcomes and prepares them to be collaborative, competitive, and successful in our global world.

Vision

Asheboro City Schools engages students in educational experiences and opportunities that elevate lifelong learning, cultivate exceptional thinkers, and empower students to design their own futures.

Strategic Goals

Goal 1: Belonging

Asheboro City Schools will create a supportive environment where every student and staff member is known, valued, and empowered to succeed.

Objectives

1.1 Student-Centered Supports

Ensure every student is known academically, socially, and emotionally by at least one adult and supported through coordinated systems of care.

1.2 Safe and Supportive Environments

Strengthen systems that promote physical safety, mental health, and positive school climates across all campuses.

1.3 Family and Community Partnerships

Expand meaningful engagement with families and community partners to support student success in and beyond the classroom.

1.4 Inclusive Culture

Foster learning environments where diverse perspectives are valued and all students feel a strong sense of belonging.

1.5 Staff Culture and Support

Cultivate a professional environment where employees feel valued, supported, and connected to the mission of the district.

Goal 2: Consistency

Asheboro City Schools will ensure all students experience high-quality, grade-level instruction every day in every classroom.

Objectives

2.1 High-Quality Instruction

Establish and maintain clear expectations for rigorous, grade-level teaching across all schools.

2.2 Aligned Curriculum and Resources

Implement and consistently utilize high-quality instructional materials aligned to state standards.

2.3 Professional Learning and Leadership Development

Provide ongoing, job-embedded professional development and leadership coaching for teachers and administrators.

2.4 Collaborative Practices

Strengthen professional learning communities that focus on student work, data analysis, and instructional improvement.

2.5 Workforce Excellence

Recruit, develop, and retain high-quality staff who reflect the community and are committed to continuous improvement.

Goal 3: Coherence

Asheboro City Schools will align systems, resources, and priorities to create a clear and unified direction for teaching, learning, and operations.

Objectives

3.1 Instructional Alignment

Ensure curriculum, assessment, intervention, and enrichment efforts are aligned to support grade-level learning for all students.

3.2 Continuous Improvement

Implement a district-wide process for ongoing improvement with clear priorities, measurable outcomes, and regular progress monitoring.

3.3 Communication and Transparency

Strengthen communication systems to ensure clarity, trust, and shared understanding among students, staff, families, and the community.

3.4 Operational Effectiveness

Maintain and enhance facilities, technology, and learning environments to support high-quality instruction and student success.

3.5 Expanded Opportunities

Align academic, extracurricular, and enrichment opportunities—including before/after school and summer programs—to district priorities.

Core Values

Belonging and Well-Being

We believe strong relationships and safe environments are essential for learning.

- We foster respectful, supportive environments where all individuals feel valued.
- We prioritize the physical, emotional, and mental well-being of students and staff.
- We partner with families and communities to support the whole child.

High-Quality Learning

We believe every student deserves access to meaningful, challenging learning experiences.

- We set high expectations and support every learner in reaching them.
- We provide engaging, relevant instruction that prepares students for life and work.
- We are committed to continuous improvement in teaching and learning.

Access and Opportunity

We believe every student should have access to the opportunities they need to succeed.

- We work to remove barriers that limit student success.
- We align resources and supports to meet student needs.
- We are committed to fairness, access, and responsible stewardship of resources.

Collaboration and Trust

We believe strong partnerships drive better outcomes.

- We value teamwork, shared responsibility, and open communication.
- We build trust through transparency, consistency, and integrity.
- We engage families, staff, and community members as partners in success.

Focus and Alignment

We believe clarity and alignment lead to stronger results.

- We prioritize what matters most for student success.
- We align actions, resources, and systems to shared goals.
- We hold ourselves accountable for continuous improvement and results.

Closing Statement

This strategic plan reflects Asheboro City Schools' commitment to ensuring that every student has access to high-quality learning experiences within a supportive and aligned system. By focusing on **Belonging, Consistency, and Coherence**, the district will strengthen outcomes for all students while building a culture of trust, collaboration, and continuous improvement.



RFP #147-2026 – Substitute Staffing Management Services

Recommendation for Substitute Staffing Management Services

On April 27, 2026, Asheboro City Schools issued a Request for Proposals (RFP) for Substitute Staffing Management Services. The RFP was published on both the Asheboro City Schools website and the North Carolina Interactive Purchasing System website. The proposal submission period closed on May 15, 2026, with eight vendors responding.

Following a review of all submissions, the evaluation team identified the top four responsive vendors and conducted interviews on May 22, 2026. These interviews provided additional insight into each proposal and allowed the team to evaluate each vendor's ability to meet the district's needs.

Based on the results of the proposal review and interview process, the administration recommends that the Asheboro City Board of Education approve entering into a contract with Edustaff to provide substitute staffing management services for Asheboro City Schools, effective July 1, 2026.

The proposed contract term is one year, with the option to renew annually for up to four additional years. Any annual renewals will be subject to standard contractual price adjustments based on applicable price indices.

Vendors Responding to the RFP

1. BiiTech Solutions
2. Corporate Temps Inc.
3. Edustaff
4. ESS
5. HelloSubs
6. Kelly Education
7. Spur Staffing
8. WTS Health

Evaluation Committee

The evaluation committee consisted of the following individuals:

- Sandra Spivey, Chief Financial Officer
- Kristen Wright, Assistant Finance Officer
- Gayle Higgs, Chief Human Resources and Support Services Officer
- Holly White, Early Childhood Development Center Coordinator

Recommendation Rationale

The committee reached a consensus recommendation to select Edustaff based on the following factors:

- Edustaff offers a comprehensive training program that helps ensure substitute staff are well-prepared and ready to support student learning from their first day in the classroom.
- Edustaff proposed a competitive rate structure that is expected to generate cost savings for Asheboro City Schools.
- Edustaff has more than 16 years of experience providing substitute staffing management services and has established a strong record of supporting school districts nationwide.
- Throughout the interview process, Edustaff demonstrated a commitment to values that closely align with the core values of Asheboro City Schools, emphasizing excellence, service, and a student-centered approach.

DRAFT Asheboro City Schools Calendar 2026-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
3	Holiday

August	
12-13	Optional Teacher Workday
14-21	Required Workdays
24	First Day for Students

September	
7	Holiday
23	Early Release Day/Staff PD

October	
16	End of Q1
19	Required Workday

November	
3	Required Workday
11	Holiday
25	Optional Teacher Workday
26-27	Holiday

December	
18	Early Release/End of Q2/S1
21-23	Vacation/Annual Leave
24,25,28	Holiday
29-31	Vacation/Annual Leave

January	
1	Holiday
4-5	Required Workdays
18	Holiday

February	
15	Required Workday

March	
12	End of Q3
15	Required Workday
26	Optional Teacher Workday
29	Holiday
30-31	Vacation/Annual Leave

April	
1-2	Vacation/Annual Leave

May	
28	Early Release/End of Q4/S2
31	Holiday

June	
1-3	Required Workdays
4-8	Optional Teacher Workdays

Holidays	
	Optional Teacher Workdays
	Required Teacher Workdays
	Vacation/Annual Leave
	Early Release

Early Release Times:
 Elementary - 11:30am
 Middle - 12:20pm
 High - 12:30pm

January 2027						
S	M	T	W	T	F	S
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31						

February 2027						
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March 2027						
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21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
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20	21	22	23	24	25	26
27	28	29	30			

Procedures for Closing School Due To Inclement Weather

In addition to posting information on closing on the official website for Asheboro City Schools (www.asheboro.k12.nc.us), school closing information will be released to the following news media and social media sites:

TV: WFMY (2) WGHP (8) WXII (12) Spectrum News

SOCIAL MEDIA: Facebook (ACSBlueComets) Twitter (@AsheboroSchools) Instagram (@asheboro_city_schools)

**There will be approximately a 45-minute delay between elementary and secondary dismissals in order for the buses to make their double runs.*

Makeup for Inclement Weather

Asheboro City Schools may determine that inclement weather make-up time is required. Days generally reserved include Teacher Workdays and Annual Vacation Leave Days. Make-up days will be utilized according to the educational needs and instructional programs of the Asheboro City Schools. Students, parents, and staff should plan accordingly.

Potential make-up days for staff and students may include but not limited to:

Workdays: February 15, March 15, March 26

Vacation/Annual Leave: December 21-23, December 29-31, March 30-April 2

Saturdays: Only by Board Addendum

Revised 2026-2027 Asheboro City Schools Calendar

June 11, 2026

Gayle E. Higgs
Chief Human Resource & Support Services Officer

DRAFT Asheboro City Schools Calendar 2026-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2026						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

3 Holiday

August

12-13 Optional Teacher Workday

14-21 Required Workdays

24 First Day for Students

September

7 Holiday

23 Early Release Day/Staff PD

October

16 End of Q1

19 Required Workday

November

3 Required Workday

11 Holiday

25 Optional Teacher Workday

26-27 Holiday

December

18 Early Release/End of Q2/S1

21-23 Vacation/Annual Leave

24,25,28 Holiday

29-31 Vacation/Annual Leave

January

1 Holiday

4-5 Required Workdays

18 Holiday

February

15 Required Workday

March

12 End of Q3

15 Required Workday

26 Optional Teacher Workday

29 Holiday

30-31 Vacation/Annual Leave

April

1-2 Vacation/Annual Leave

May

28 Early Release/End of Q4/S2

31 Holiday

June

1-3 Required Workdays

4-8 Optional Teacher Workdays

Holidays						
Optional Teacher Workdays						
Required Teacher Workdays						
Vacation/Annual Leave						
Early Release						

Early Release Times:
Elementary - 11:30am
Middle - 12:20pm
High - 12:30pm

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total Staff Days	215
Holidays	11 + 1
Annual Leave	10
Workdays	22
Q1 Days	39
Q2 Days	39
Q3 Days	46
Q4 Days	48
Total Student Days	172
Total Hours (calculated by minutes)	1060.67
Early Release Days	3
Early Release Hours	9
Net Hours	1051.67
Banked Hours	26.67



DRAFT Asheboro City Schools Calendar 2026-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2026						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

3 Holiday

August

12-13 Optional Teacher Workday

14-21 Required Workdays

24 First Day for Students

September

7 Holiday

23 Early Release Day/Staff PD

October

16 End of Q1

19 Required Workday

November

3 Required Workday

11 Holiday

25 Optional Teacher Workday

26-27 Holiday

December

18 Early Release/End of Q2/S1

21-23 Vacation/Annual Leave

24,25,28 Holiday

29-31 Vacation/Annual Leave

January

1 Holiday

4-5 Required Workdays

18 Holiday

February

15 Required Workday

March

12 End of Q3

15 Required Workday

26 Optional Teacher Workday

29 Holiday

30-31 Vacation/Annual Leave

April

1-2 Vacation/Annual Leave

May

28 Early Release/End of Q4/S2

31 Holiday

June

1-3 Required Workdays

4-8 Optional Teacher Workdays

Holidays

Optional Teacher Workdays

Required Teacher Workdays

Vacation/Annual Leave

Early Release

Early Release Times:
Elementary - 11:30am
Middle - 12:20pm
High - 12:30pm

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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February 2027						
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March 2027						
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April 2027						
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18	19	20	21	22	23	24
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May 2027						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30	31					

June 2027						
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20	21	22	23	24	25	26
27	28	29	30			

Differences

- Start date for staff moves to August 12
- Workday on election day (November 3)
- First semester ends December 18
- Second semester begins on January 6
- Second semester ends and last day of school on May 28
- Staff last day moves to June 8



DRAFT Asheboro City Schools Calendar 2026-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30	31					

September 2026						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2026						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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November 2026						
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29	30					

December 2026						
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	
3	Holiday
August	
12-13	Optional Teacher Workday
14-21	Required Workdays
24	First Day for Students
September	
7	Holiday
23	Early Release Day/Staff PD
October	
16	End of Q1
19	Required Workday
November	
3	Required Workday
11	Holiday
25	Optional Teacher Workday
26-27	Holiday
December	
18	Early Release/End of Q2/S1
21-23	Vacation/Annual Leave
24,25,28	Holiday
29-31	Vacation/Annual Leave
January	
1	Holiday
4-5	Required Workdays
18	Holiday
February	
15	Required Workday
March	
12	End of Q3
15	Required Workday
26	Optional Teacher Workday
29	Holiday
30-31	Vacation/Annual Leave
April	
1	Vacation/Annual Leave
May	
28	Early Release/End of Q4/S2
31	Holiday
June	
1-3	Required Workdays
4-8	Optional Teacher Workdays

Holidays	
Optional Teacher Workdays	
Required Teacher Workdays	
Vacation/Annual Leave	
Early Release	

Early Release Times:
 Elementary - 11:30am
 Middle - 12:20pm
 High - 12:30pm

January 2027						
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					1	2
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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30	31					

June 2027						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Questions?



CALENDAR OF UPCOMING EVENTS - June/July - June 11, 2026 Board Meeting

Monday, June 15	6:30 p.m.	Randolph County Commissioners Meeting- Budget Adoption	Old Historic Courthouse
Monday, June 15- Friday, June 26 Monday, July 6- Tuesday, July 28	8:00 a.m.-3:00 p.m.	Freedom School - Sponsored by Communities in Schools - for rising 5th-9th graders (providing a safe and steady environment for students during the summer)	Asheboro High School
Monday, June 15- Thursday, June 18 Monday, June 22- Thursday, June 25		Credit Recovery (for students needing credits to graduate)	Asheboro High School
Thursday, June 18	12:00-1:30 p.m.	Central Office End-of-Year Celebration (Luncheon)	Professional Development Center
Thursday, June 25	5:30 p.m.	(Tentative) Special Called Board of Education Meeting (Personnel)	Via Phone
Monday, June 29 - Wednesday, July 1	8:30-11:30 a.m.	Minecraft Challenge Summer Camp (rising 3rd-5th)	ACS Global Innovation Center (GIC)
Friday, July 3	All Day	Holiday	All Schools
Monday, July 6	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Monday, July 6 - Thursday, July 23	8:30-11:30 a.m.	Brick Blast Summer Camp (rising 1st-3rd is July 6-9; rising 6th-8th is July 13-16; rising 4th-5th is July 20-23)	ACS Global Innovation Center (GIC)
Monday, July 13 - Thursday, July 30	7:45 a.m.-2:45 p.m.	Read-to-Achieve Summer Camp (2nd & 3rd)	Lindley Park Elementary
Monday, July 20 - Thursday, July 23	8:30-11:30 a.m.	Blue Comet Rocket League Summer Camp (rising 6th-8th)	ACS Global Innovation Center (GIC)
Monday, July 27 - Thursday, July 30	8:30-11:30 a.m.	Drone Discovery Summer Camp (rising 6th-8th)	North Asheboro Middle School
Thursday, July 23	11:00-a.m.-5:00 p.m.	Board of Education Work Session	Professional Development Center
Thursday, July 23	6:30 p.m.	Board of Education Meeting	Professional Development Center
		Calendar Link: ACS Welcome Center Calendar	

Asheboro City Board of Education Meetings 2026-2027 Meeting Schedule

The Asheboro City Board of Education will meet on the following dates in the Professional Development Center (unless otherwise posted).

All regular monthly meetings begin at 6:30 p.m. (unless otherwise posted)

<p>July 23, 2026 (Work Session 11:00 a.m.-5:00 p.m.- PDC, board meeting 6:30 p.m.- PDC)</p>
<p>Special Called Meetings Summer 2026 - As Needed (5:30 p.m. via phone)</p>
<p>August 13, 2026</p>
<p>September 10, 2026</p>
<p>October 8, 2026</p>
<p>November 12, 2026</p>
<p>December 10, 2026</p>
<p>January 14, 2027</p>
<p>February 11, 2027 (with Randolph County Commissioners, 5:00 p.m., board meeting 6:30 p.m.)</p>
<p>February 19-21, 2027 (Board Retreat)</p>
<p>March 11, 2027 (includes budget meeting 5:00 p.m., board meeting 6:30 p.m.)</p>
<p>April 8, 2027 (includes budget approval meeting @ 5:00)</p>
<p>May 13, 2027</p>
<p>June 10, 2027</p>
<p>Special Called Meetings Summer 2027 - As Needed (5:30 p.m. via phone)</p>

Policy and Finance Committee Meetings precede the regularly scheduled Board of Education meetings beginning at 5:30 p.m. unless otherwise posted.