

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
October 8, 2026
6:00 p.m.

5:30 p.m. Policy & Finance Committees

I. Opening

- A. Call to Order
- B. *Approval of Agenda

II. 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, the Board will enter closed session to discuss personnel.

III. Introduction

- A. Moment of Silence
- B. Pledge of Allegiance – North Asheboro Middle School Students

IV. Special Recognitions

- A. Head Custodians - Mr. Blake Brewer, Director of Facilities & Maintenance

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

VI. 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.

VII. *Consent Agenda

- A. Approval of Minutes for September 10, 2026, Board of Education Meeting
- B. Policies for Approval:
 - Policy 3200 Selection of Instructional and Supplementary Materials
 - Policy 3210 Inspection of and Objection to Instructional and Supplementary Materials
 - Policy 3510 Religious-Based Exemptions From School Programs
 - Policy 6220 Operation of School Nutrition Services
 - Policy 6402 Participation by Historically Underutilized Businesses
 - Policy 6442 Vendor Lists
 - Policy 9155 Prequalification of Bidders for Construction Projects
 - Policy 9120 Bidding for Construction Work
 - Policy 9125 Participation by Minority Businesses
- C. Personnel
- D. School Nutrition Procurement Plan 2026-2027
- E. Overnight Field Trip-AHS HOSA International Conf.-PA, June 2027

- F. Overnight Field Trip-NAMS Student Council to Leadership Conf.-Reidsville, November 2026
- G. Budget Amendment CO-01

VIII. Information, Reports, and Recommendations

- A. Instructional Focus: Early Literacy - Ms. Deanna Wiles, Director of Curriculum & Academic Program Support
- B. Grant Highlights – Dr. Aaron Woody, Superintendent, and Ms. Sandra Spivey, Chief Financial Officer
- C. Budget Update – Ms. Sandra Spivey, Chief Financial Officer

IX. *Action Items

- A. Continuous Improvement Plans (CIP) Approval - Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent
- B. 2027-2028 Asheboro City Schools Calendar - Ms. Michelle Harger, Director of Support Services

X. Board Operations – Gidget Kidd, Chair

- A. Calendar of Events
- B. 2026 Voting Delegates at NCSBA Annual Conference

XI. 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
October 8, 2026
6:00 p.m.

Addendum

5:30 p.m. Policy& Finance Committees

- I. Opening**
- II. Closed Session**
- III. Introduction**
- IV. Special Recognitions**
- V. Superintendent's Report**
- VI. Public Comments**
- VII. *Consent Agenda**
 - C. Personnel (addendum added)
 - H. 2026-2027 School Treasurers (Updated)
 - I. 2026-2027 Approved Bank Signature List for Pinnacle Accounts (Updated)
- VIII. Information, Reports, and Recommendations**
- IX. *Action Items**
 - B. 2027-2028 Asheboro City Schools Calendar (updated)
- X. Board Operations**
- XI. Adjournment**

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

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ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
September 10, 2026

Policy Committee

Committee Members Present:

Hailey Lee, Policy Chair

Dr. Beth Knott

Melissa Calloway, Vice Chair

Dr. Brad Thomas

Gidget Kidd, Chair

Mikayla Cassidy

Other Board Members Present:

Baxter Hammer

Adam Hurley

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey

Gayle Higgs

Michelle Harger

The meeting was called to order at 5:30 p.m. by Gidget Kidd, Board Chair. Michelle Harger reviewed the following (12) policies:

- **2115 Unexpired Term Fulfillment**
 - o Annual Review
 - o No recommended Revisions
- **5025 Prohibition of Drugs and Alcohol**
 - o Annual Review
 - o No recommended Revisions
- **5220 Collections and Solicitations**
 - o Annual Review
 - o No recommended Revisions
- **6110 Organization of the Student Health Services**
 - o Annual Review
 - o No recommended Revisions
- **6420 Contracts with the Board**
 - o Adds a statement in Section A to emphasize that the total value of a contract or expenditure may not be divided to avoid requiring board approval
 - o In Section D, adds a contract requirement for the procurement of instructional materials
 - o Updates legal references
 - o Updates cross references
 - o It was discussed that we the committee would like to revisit this policy next month after consulting with the board attorney
- **6520 Use of Equipment, Materials, and Supplies**
 - o Annual Review
 - o No recommended Revisions

- **7610 Defense of Board Employees**
 - o Annual Review
 - o No recommended Revisions
- **7910 Retirement**
 - o Annual Review
 - o Minor editorial change to update the title HR director with no need to carry forward to information
- **7921 Classified Personnel Reduction**
 - o Annual Review
 - o No recommended Revisions
- **7930 Professional Employees: Demotion and Dismissal**
 - o Annual Review
 - o No recommended Revisions
- **7935 Nonrenewal or Non-Reemployment of Teachers**
 - o Annual Review
 - o No recommended Revisions
- **9205 Pest Management**
 - o Annual Review
 - o No recommended Revisions

The meeting was adjourned at 5:40: p.m. by Gidget Kidd, Board Chair.

Finance Committee

Committee Members Present:

Adam Hurley, Finance Chair
Melissa Calloway, Vice Chair

Gidget Kidd, Chair

Baxter Hammer

Committee Members Absent:

Ryan Patton

Other Board Members Present:

Dr. Brad Thomas
Hailey Lee

Mikayla Cassidy

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey

Gayle Higgs

Mr. Adam Hurley, Finance Chair, opened the meeting at 6:40 p.m.

Ms. Spivey shared an update on the Average Daily Membership (ADM) numbers. Our ADM is down by 100 students from the prior year. The district has already collapsed some vacant positions as a result of the decrease in students. We will continue to look for ways to absorb vacancies as they occur. 100 students equal about \$800,000 in state funding.

Ms. Spivey provided information on the Advanced Teaching Roles (ATR) grant. As a member of The Innovation Project (TIP), we are part of a consortium for this grant. Sampson County Schools is currently the fiscal agent. It is possible that duty will shift to Asheboro City Schools after the October State Board of Education meeting.

Ms. Spivey discussed some facility needs at North Asheboro Middle School that will be an action item in the regular meeting tonight. The electrical service entrance needs to be updated, and the switch gear replaced at North Asheboro Middle School. We have already approved Bobbitt Construction for this project. The total expected cost is \$1,800,000. Approval of the contract will allow Bobbitt to order the equipment that currently has long lead times. This project will take place during the summer of 2027.

Bobbitt Construction representatives will be at the meeting tonight to give an update on the South Asheboro Middle School project as well as to further explain the needs at North Asheboro Middle School. The South Asheboro Middle School project remains on time and within budget.

With no further business, the meeting was adjourned at 6:17 p.m. by Adam Hurley, Finance Chair.

Board of Education

Board Members Present:

Gidet Kidd, Chair
Dr. Beth Knott
Dr. Brad Thomas
Scott Eggleston, Attorney

Melissa Calloway, Vice Chair
Adam Hurley
Hailey Lee

Baxter Hammer
Mikayla Cassidy

Board Members Absent:

Ryan Patton

Staff Members Present:

Dr. Aaron Woody
Dr. Wendy Rich
Blake Brewer
Michelle Harger
Julie Brady
Lisa Hayes
Graham Groseclose
Andrea O'Neal
Erin Britton
Melissa Rousseau

Gayle Higgs
Dr. Christina Kinley
Dr. Ana Floyd
Angel Etheridge
D.R. Cash
Jordan Seagraves
Chris Burian
Laura Trodgon
Roxanne Thomas
Kerry Garner

Anthony Woodyard
Sandra Spivey
Marian Gordon
Chandra Manning
Keisha Dawalt
Kelly Patton
Dr. Ryan Moody
Laura Roberts
Kim Kenan
Leigha Banner

Opening

Gidget Kidd, Chair, called the meeting to order at 6:30 p.m. and welcomed all in attendance and opened the meeting with a moment of silence. Students from Donna Lee Loflin and Lindley Park Elementary Schools 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. Melvin Diggs, Director of Exceptional Children, recognized the following Speech Pathologists for their outstanding work within the district: Andrea O'Neal, Erin Britton, Kim Kenan, Laura Roberts, Laura Trodgon, and Roxanne Thomas. Mr. Diggs shared that our speech pathologists serve more than 425 students, conduct over 200 hearing screenings annually, and provide consults and strategies to teachers supporting students with

communication needs.

- B. Ms. Chandra Manning, Director of Communications & Talent Development, recognized Ms. Keisha Dawalt, Principal of Lindley Park Elementary School, as the 2026-2027 Principal of the Year. Ms. Manning thanked Ms. Dawalt for her dedication, leadership and vision.

Superintendent's Report

Dr. Woody shared the following:

A Great First TEN Days: We have had a tremendous start to the 2026-2027 school year establishing routines, excellent teamwork and an overwhelming sense of enthusiasm. We are centering our work around Belonging, Consistency and Coherence.

Presentations: This evening the Board will hear information regarding our District School Risk Management Plans (SRMP), District and School Continuous Improvement Plans (CIP) and performance data.

Early Release Day September 23: September 23 is an early release day for professional development. Staff will participate in "mindset training" to support each educator.

Dr. Woody concluded by sharing that our central office administrators and principals have worked diligently to prepare for this school year and we will continue to "*Aim Higher and Dive Deeper*", following our theme for this school year. He thanked the Board for their continued vision, advocacy, and service.

Public Comments

No public comments.

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 Dr. Beth Knott, the Board voted unanimously to enter closed session to discuss the District School Risk Management Plans (SRMP) at 6:49 p.m.

Upon motion by Dr. Brad Thomas and seconded by Dr. Beth Knott, the Board voted unanimously to reopen the regular session at 7:08 p.m.

Consent Agenda

Upon motion by Dr. Brad Thomas and seconded by Baxter Hammer, the Board unanimously approved the following items:

- A. Approval of Minutes for August 13, 2026, Board of Education Meeting.
- B. Policies for Approval:
 - Policy 1705 Race and Equity
 - Policy 3420 Student Promotion and Accountability
 - Policy 8230 Penalties, Fines and Forfeitures
 - Policy 8410 Individual School Accounts
- C. Personnel (see below)
- D. Overnight Field Trip – AHS HOSA State Leadership Conference – Greensboro, March 2027

**Asheboro City Schools
Personnel Transactions
September 10, 2026**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
English	Lori	CWM	Instructional Assistant	01/01/2027
Ross	Felicia	AHS	Testing Coordinator	08/31/2026
Tzintzun-Jimenez	Cecilia	CWM	Data Manager/Treasurer	09/10/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Isley	Cathy	CO	Substitute Safety Assistant	09/08/2026
Orosz	Amy	GBT	Afterschool Assistant	08/13/2026
Otero	Lindey	AHS	Non-faculty Girls Assistant Wrestling Coach	09/08/2026

**Asheboro City Schools
Personnel Transactions - ADDENDUM
September 10, 2026**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Jonathan	CO	Substitute Bus Driver	09/09/2026
Delk	Gina	CO	C&I Administrative Assistant	10/31/2026
Leggett Bragg	Tracey	CO	Bus Driver	09/30/2026
McLeod	Elizabeth	BAL	Kindergarten Teacher	09/10/2026

Information, Reports, and Recommendations

- A. South Asheboro Middle School Construction Project Update – Ms. Sandra Spivey, Chief Financial Officer, Mr. Blake Brewer, Director of Facilities & Maintenance, and representatives from Bobbitt Construction, shared an update of the South Asheboro Middle School construction project. They are focusing on two primary areas right now, the cafeteria expansion and the SRO expansion. The construction is on time and within budget. This project should be completed by August 2027. Ms. Spivey noted that there is an action item this evening regarding electrical work needed at North Asheboro Middle School. A Bobbitt representative then explained the work needed at North Asheboro Middle School.
- B. Ms. Michelle Harger, Director of Support Services, shared the following Policies for Review:
 - Policy 3200 Selection of Instructional and Supplementary Materials
 - Policy 3210 Inspection of and Objection to Instructional and Supplementary Materials
 - Policy 3510 Religious-Based Exemptions From School Programs
 - Policy 6220 Operation of School Nutrition Services
 - Policy 6402 Participation by Historically Underutilized Businesses
 - Policy 6442 Vendor Lists
 - Policy 9155 Prequalification of Bidders for Construction Projects

- Policy 9120 Bidding for Construction Work
- Policy 9125 Participation by Minority Businesses
- C. Continuous Improvement Plans Report – Dr. Wendy Rich, Assistant Superintendent/Chief Academic Officer, shared that the Continuous Improvement Plans (CIP) from each school were sent to the Board for their review prior to the Board meeting and Dr. Rich invited the Board members to ask the principals questions regarding their CIPs.
- D. Blue Comet Global Academy (BCGA) Update – Ms. Marian Gordon, Director of Global Education, shared a progress update regarding the BCGA. Ms. Gordon shared information about outreach and recruitment, which included reaching out to community partners, former Asheboro City Schools student families, and homeschool administrators. Ms. Gordon shared that she is building connections throughout the community to raise awareness about BCGA and discussed enrollment, reasons for families to choose BCGA, the desired learning model, and the next steps for BCGA.
- E. 2025-2026 School Performance Grades and Growth Data – Dr. Christina Kinley, Director of Accountability & Student Information highlighted that seven out of eight Asheboro City Schools met or exceeded growth. Balfour Elementary and South Asheboro Middle School increased by one letter grade, and three schools had subgroups exit designations – EL subgroups at Balfour and McCrary Elementary Schools, and black subgroup at North Asheboro Middle School. Dr. Kinley also discussed accountability indicators and the state and federal designations for growth/proficiency and subgroups.

***Action Items**

- A. Dr. Aaron Woody, Superintendent, requested approval of the District School Risk Management Plans (SRMP) that the Board reviewed and discussed in the closed session at the beginning of the Board meeting. Upon motion by Dr. Brad Thomas and seconded by Baxter Hammer, the Board unanimously approved the plans as requested.
- B. Ms. Sandra Spivey, Chief Financial Officer, requested approval of a new legal services contract to be awarded to Poyner Spruill Attorneys at Law. Upon motion by Baxter Hammer and seconded by Hailey Lee, the Board unanimously approved the award of a new legal services contract as requested.
- C. Ms. Sandra Spivey, Chief Financial Officer, requested approval to enter into a contract with Bobbitt Construction for an electrical repair project at North Asheboro Middle School as presented earlier in the evening. The total cost is expected to be \$1,800,000. Upon motion by Dr. Brad Thomas and seconded by Hailey Lee, the Board unanimously approved the request as presented.

Board Operations

Gidget Kidd, Chair, reviewed the following:

A. Calendar of Events

The next regularly scheduled board meeting will be on October 8, 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 Melissa Calloway and seconded by Dr. Brad Thomas, the Board unanimously approved to enter closed session to discuss personnel and the Superintendent's annual evaluation at 8:52 p.m.

Adjournment

There being no further business and upon motion by Dr. Brad Thomas and seconded by Baxter Hammer, the Board voted unanimously to adjourn at 10:02 p.m.

Chair

Secretary

**POLICIES
FOR
APPROVAL**

Policy Code: 3200 Selection of Instructional and Supplementary Materials

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional and supplementary materials that will enrich and support the curriculum and enhance student learning. Instructional and supplementary materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional and supplementary materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program.

Selection of Instructional Materials

Instructional materials are systematically organized materials comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for instructional materials may be print, or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits and that require the use of electronic equipment in order to be used in the learning process.

Current state-approved instructional materials will be used as a means to help students meet the goals and objectives of the standard course of study, unless the state-approved materials are no longer current or the board determines that it is otherwise preferable to use alternative instructional materials. Textbooks will be recommended for selection for district-wide use by a committee chaired by the superintendent, or designee, with input from all affected personnel. The committee should include teachers and other professional staff representing various grade levels. Textbook committee members will ensure that textbooks are aligned with the current statewide instructional standards, support articulation from grade to grade, and meet the educational goals of the board of education.

If state-approved instructional materials are no longer current or if the superintendent or a principal believes it would be preferable to use alternative instructional materials, the superintendent shall convene the central curriculum committee to review and recommend alternative instructional materials to the board. The superintendent shall establish procedures for the selection of instructional materials. Recommended instructional materials at a minimum must align with the standard course of student, be accurate, be grade-appropriate, allow for use by students with disabilities, and be compatible with existing resources.

1. Procurement Contracts

All contracts for procurement of instructional materials must include a clause granting the board the license to produce braille, large print, audiocassette tape, and other accessible copies of instructional materials for use in the school system.

B. Selection of Supplementary Materials

Supplementary materials are print or nonprint materials used for instruction in classrooms not encompassed by the definition of instructional materials. Supplementary materials include supplementary textbooks, library books, (see definition of library books in policy 3210, Inspection of and Objection to Instructional and Supplementary Materials), periodicals, and audiovisual materials.

1. Objectives for Selection of Supplementary Materials

The procurement of materials must be accomplished in accordance with law. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;
- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- c. to provide a background of information that will enable students to become successful lifelong learners, prepared for 21st century global citizenship and to make intelligent judgments in their daily lives;
- d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis; and
- e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage.

2. Process and Criteria for Selecting Supplementary Materials

The selection of supplemental instructional materials for school use will be made primarily at the school level with the involvement of an advisory committee. The committee should include media specialists, teachers and

instructional support personnel representing various subject areas and grade levels, as well as parents. Principals will be responsible for establishing rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

C. Removal of Outdated Supplementary

To ensure that the supplementary media collection remains relevant, the school media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged or worn materials still of educational value.

D. Acceptance of Gift Materials

Supplementary materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

E. Challenges to Instructional and Supplementary Materials

Challenges to materials will be addressed pursuant to policy 3210, Inspection of and Objection to Instructional and supplementary Materials.

Legal References: [U.S. Const. amend. I](#); [N.C. Const. art. I](#), § 14; [G.S. 115C-45, -47, -85.1, -98, -101](#); [Board of Education v. Pico](#), 457 U.S. 853 (1982), [Board of Education v. Pico](#), 457 U.S. 853 (1982); State Board of Education Policy [TEXT-000](#); *Impact: Guidelines for North Carolina Media and Technology Programs*, North Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The American Library Association (1996)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Inspection of and Objection to Instruction and Supplementary Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted: January 10, 2013, August 8, 2013

Revised: August 16, 2018

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

Policy Code: 3210 Inspection of and Objection to Instructional and Supplementary Materials

Though the board strives to provide instructional and supplementary materials that will support and enrich the curriculum and enhance student learning, the board recognizes that parents, teachers, and community members still may have concerns about certain instructional and supplementary materials used in the school system. The board respects the right of parents to review instructional and supplementary materials, as those terms are defined in policy 3200, Selection of Instructional and Supplementary Materials, and provides a process for objecting to the use of specific instructional or supplementary materials.

For purposes of this policy, all references to “parent” include a parent, legal guardian, legal custodian, or other caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

A. Parental Right to Inspect Materials

Parents may review all instructional and supplementary materials. Instructional and supplementary materials do not include academic tests or assessments. Parents who would like to inspect and review instructional and supplementary materials should make a request in writing to the principal identifying the materials the parent is seeking to inspect. Within 10 business days of receiving the request, the principal shall either (1) provide access to the requested information or (2) provide an extension notice to the parent that, due to the volume or complexity of the request, access to the information will be provided no later than 20 business days from the date of the parent’s request. Access will be provided by supplying the parent with a copy of the materials or by scheduling a mutually agreeable date and time for the parent to come into the school to review the materials. All materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. Objections to Materials

1. Objections to School System Use of Materials

a. Informal Resolution of Concerns

The board encourages informal resolution of concerns regarding instructional or supplementary materials used in the school system.

Any parent of a student enrolled in a school in the school system, teacher employed by the board, or resident of the geographic area served by the school system who has concerns about an instructional or supplementary material used in a school is encouraged to bring that concern to the principal before submitting a formal challenge. The board believes that many concerns can be resolved promptly through open communication with school administration.

b. Challenges to Materials

A parent of a student enrolled in a school in the school system, a teacher employed by the board, or a resident of the geographic area served by the school system may submit a challenge alleging that a specific instructional or supplementary material is: (1) obscene; (2) inappropriate to the age, maturity, or grade level of the students; or (3) except for library books, not aligned with the standard course of study. The challenge must be submitted in writing to the board. The board will use a community media advisory committee to investigate and evaluate the challenge.

Members of the community media advisory committee will be appointed by the superintendent and include, at minimum: (1) three principals, including a principal from a high school, a middle school, and an elementary school; (2) three teachers, including a teacher from a high school, a middle school, and an elementary school; (3) a parent of a student in high school or middle school and a parent of a student in elementary school; and (4) three school library media coordinators, including a coordinator from a high school, a middle school, and an elementary school.

Within two weeks of the filing of the challenge, the community media advisory committee shall hold a hearing and provide the challengers an opportunity to present their concerns to the committee. The committee may, in the committee's discretion, request additional information on the subject matter at the hearing from experts employed by the school system. Within two weeks of the hearing, the committee shall make a recommendation to the board on whether the challenge has merit and whether the challenged material should be retained or removed as unfit material. The committee's determination will be limited to considerations of whether the material is unfit on the specific grounds of the material being: (1) obscene; (2) inappropriate to the age, maturity, or grade level of the students; or (3) not aligned with the standard course of study.

At the next meeting of the board after the community media advisory committee's recommendation is received, the board will determine whether the challenge has merit and whether the challenged material will be retained or removed as unfit material. The board, at all times, has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. The decision of the board is not appealable.

2. Objections to an Individual Student's Use of Materials

a. Religious-Based Objections

A religious-based objection to an individual student's use of an instructional or supplementary material will be addressed in accordance with policy 3510, Religious-Based Exemptions from School Programs.

b. Objections to Materials Used in Reproductive Health and Safety Education

If a student's parent objects to the student's use of instructional or supplementary materials used in reproductive health and safety education instruction or in separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the parent may opt the student out of participation in the instruction in accordance with policy 3540, Comprehensive Health Education Program.

c. Objections to the Use of Certain Library Books

Any request by a student's parent that the student be prohibited from borrowing certain library books will automatically be granted. The request must be made in writing to the principal and identify by title the library book(s) that the student may not borrow. For purposes of this policy, library books are defined as electronic, print, and nonprint resources, excluding instructional materials held in a formal school library or in a classroom, for independent use by students and school personnel outside of the standard course of study for any grade or course. The titles of all library books at a school may be accessed through a searchable

web-based catalog displayed on the homepage of the school's website.

d. Other Objections to an Individual Student's Use of Materials

Even if an instructional or supplementary material is fit for use by most students, a student's parent still may have concerns about that individual student's use of the material. If a student's parent objects to the student using a specific instructional or supplementary material, and the objection does not fall under subsection B.2.a., B.2.b., or B.2.c., above, the parent first should discuss the matter with the student's teacher in an effort to reach a resolution informally. If the parent is not satisfied with the teacher's response, the parent should request an informal review of the matter by the principal. If the parent is not satisfied with the informal review, the parent may file a grievance in accordance with policy 1740/4010, Student and Parent Grievance Procedure. In determining whether to accommodate an objection, school officials shall consider the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors.

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

Legal References: [U.S. Const. amend. I](#); [20 U.S.C. 1232h](#); [N.C. Const. art. I](#), § 14; [Board of Educ. v. Pico](#), 457 U.S. 853 (1982); [G.S. 115C art. 8](#) pt. 1; [115C-45](#), [-47](#), [-76.25\(a\)\(5\)](#), [-76.35\(b\)](#), [-76.40](#), [-85.1](#), [-98](#), [-98.1](#), [-98.5](#), [-101](#)

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional and Supplementary Materials (policy 3200), Religious-Based Exemptions from School Programs (policy 3510), Comprehensive Health Education Program (policy 3540), Domicile or Residence Requirements (policy 4120)

Adopted: January 10, 2013

Revised: January 8, 2015; November 9, 2023, November 13, 2025

Asheboro City Schools

RELIGIOUS-BASED EXEMPTIONS FROM SCHOOL PROGRAMS

Policy Code:

3510

Though students are expected to participate in all required courses and school activities, the board supports the free exercise of religion and prohibits discrimination on the basis of religion. The board recognizes that at times a student or a student's parent or guardian may object to a specific classroom discussion, activity, or assigned reading based on religious reasons. The board also recognizes that parents and guardians may want their students excused from school to attend private religious instruction. This policy is designed to provide students, parents, and guardians with a process for seeking religious-based exemptions from school programs.

A. RELIGIOUS OBJECTIONS TO CLASSROOM DISCUSSIONS, ACTIVITIES, OR ASSIGNED READINGS

The curriculum of the school system will be based on the current statewide instructional standards. The board, school administrators, and teachers will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. To the extent practicable, students, parents, and guardians will be notified in advance of upcoming classroom discussions, activities, and assigned readings.

A student, parent, or guardian may petition to exempt the student from participation in a specific classroom discussion, activity, or assigned reading that the student, parent, or guardian believes would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion. Any request for exemption should be submitted to the superintendent or designee in accordance with the following guidelines.

1. The request must be in writing.
2. The request must specify the discussion, activity, or reading and explain how it would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion.
3. The request may suggest a proposed alternate activity or study.

The superintendent or designee shall review the request in accordance with any constitutional or statutory standards and shall accommodate the request as required by law. If accommodation is not required by law, the superintendent or designee may choose to accommodate such a request after weighing factors, such as the interest of the child, the impact on other students, and the availability of alternative activities or materials. An appeal of the decision may be made through the student grievance procedure.

If a student is excused from a classroom discussion, activity, or assigned reading, the student will be provided an alternative activity or assignment aligned with the standard course of study.

B. RELEASED TIME RELIGIOUS INSTRUCTION

The principal shall excuse students from school to attend released time religious instruction pursuant to G.S. 115C-407.45 and in accordance with the guidelines described below. For purposes of this policy, released time religious instruction means religious instruction offered by a private entity during the school day. Released time religious instruction is not a part of the school system's educational program or activities and is neither sponsored, supervised, nor controlled by the board. No academic credit will be awarded for a student's participation in released time religious instruction. The school system will not expend state or local funds, excluding any de minimis costs of administering this policy, to facilitate a student attending released time religious instruction.

1. Participation in released time religious instruction is voluntary and may occur only upon the written request of the student's parent or guardian. School system employees shall not encourage or discourage participation.
2. Before a student may participate in released time religious instruction, the student's parent or guardian must provide the principal with a signed copy of the school's consent form. By signing the form, parents and guardians acknowledge that they are responsible for arranging transportation to and from the location where the released time religious instruction will occur. Released time religious instruction by private entities will not be provided on school property except as permitted by policy 5030, Community Use of Facilities.
3. To reduce the amount of instructional time lost and to minimize disruption to school operations, students may be excused for only one hour of released time religious instruction during a school week. Released time religious instruction will not be permitted during: the core classes of mathematics, science, social studies, or English language arts; state-required tests, screenings, or other assessments; or state-required remedial instruction, interventions, or retesting.
4. The student's parent or guardian must provide the principal with written documentation affirming that the student attended religious instruction for each time the student is requesting an excused absence. The student is responsible for making up all missed schoolwork.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-36, -47(33b) and (33d), -407.45

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Attendance (policy 4400), Community Use of Facilities (policy 5030)

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

Revised: June 13, 2013; January 13, 2022, November 13, 2025

Asheboro City Schools

Policy Code: 6220 Operation of School Nutrition Services

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. 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, July 23, 2026

Asheboro City Schools

~~Policy Code: 6402 Participation by Historically Underutilized Businesses~~

~~The board affirms the State's commitment to encourage participation of historically underutilized businesses in the school district's purchase of goods and services. The board of education prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion.~~

~~School District Good Faith Efforts~~

~~The board has adopted the following guidelines to ensure that the school district will make good faith efforts to reach diverse suppliers of goods and services and to encourage participation in the school district's purchasing progress by such suppliers. The school district will:~~

- ~~1. make information about the school district's purchasing procedures and bidding process readily available;~~
- ~~2. advertise for bids in media that reaches minority businesses;~~
- ~~3. ensure access to bidding documents needed for making bids on projects;~~
- ~~4. request directory information of businesses owned and controlled by minorities, women, disabled persons and nonprofit work centers for the blind or severely disabled by contacting the Division of Purchase and Contracts at the State Department of Administration;~~
- ~~5. sponsor or participate in purchasing seminars for all prospective vendors or, in particular for minority-owned, female-owned, disabled-owned, disabled business enterprises, and non-profit work centers for the blind or severely disabled;~~
- ~~6. provide information to HUBs on how to have a company name included on lists maintained by the Division of Purchase and Contracts at the State Department of Administration;~~
- ~~7. prepare vendor lists in accordance with policy 6442, Vendor Lists; and~~
- ~~8. where allowed by law, permit performance guarantees rather than performance bonds for contracts for goods and services.~~

~~Documentation and Reporting~~

~~The superintendent or designee will submit all legally required reports on the use of historically underutilized businesses and will document the use of businesses qualifying as historically underutilized businesses as necessary to comply with applicable laws.~~

~~Legal References: City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989); G.S. 143-48, 143-128~~

~~Cross References: Vendor Lists (policy 6442), Participation by Women and Minority-Owned Businesses (policy 9125)~~

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

~~Revised: August 11, 2016~~

~~Reviewed by the Policy Committee: March 10, 2025~~

~~**Asheboro City Schools**~~

Policy Code: 6442 Vendor Lists

The board desires to provide opportunities to responsible suppliers to do business with the school system. To this end, the superintendent or designee is directed to develop and maintain lists of potential vendors for the various types of materials, equipment and supplies. Such lists will be used in the development of a mailing list for distribution of specifications, invitations to bid, and notice of other competitive purchasing processes.

The superintendent or designee has the discretion to determine which vendors are included on the list and may establish objective, nondiscriminatory standards for being placed on the list or for remaining on the list. The standards shall take into account the requirements of [G.S. 147, art. 6E](#) and [art. 6G](#). The superintendent or designee is encouraged to include small business vendors certified under the North Carolina Small Business Enterprise Program.

Legal References: [G.S. 115C-522](#); 143-148; 147 art 6E, 6G

Cross References: Purchasing Requirements for Equipment, Materials and Supplies (policy 6430)

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

Revised: October 13, 2016, August 16, 2018

Asheboro City Schools

Policy Code: 9115 Prequalification of Bidders for Construction Projects

A. General

1. The purpose of this prequalification process is to impartially evaluate a contractor, and to properly determine by its responsible business practices, work experience, manpower, and equipment that it is qualified to bid on a board construction project, including prime contracts awarded by construction managers pursuant to the Construction Manager at Risk ("CM at Risk") process. The award of contracts should be the result of open competition in bidding; impartiality in the selection of contractors; integrity in business practices; and skillful performance of public contracts.
2. The administration shall be responsible for prequalifying individual contractors to bid on board construction projects when the administration believes prequalification is preferred. The administration is not required to prequalify contractors for any particular project or projects. However, a contractor shall not be allowed to submit a bid on a construction project subject to prequalification, unless it has been prequalified in accordance with board policy.
3. The construction manager and the administration shall jointly develop the assessment tool and criteria for each CM at Risk project, including the prequalification scoring values and minimum requirement score. The construction manager shall use the process outlined in this policy for the prequalification of contractors on CM at Risk projects.
4. Notwithstanding the fact that a contractor was prequalified, the board, administration, and construction manager reserve the right to reject a contractor's bid if it is determined that the contractor has not submitted the lowest responsible and responsive bid. The prequalification of the contractor shall not preclude the board, administration, or construction manager from subsequently concluding that the contractor is not a responsible bidder pursuant to [G.S. 143-129](#). The prequalification of a contract for a project shall only apply to the individual project. All construction and repair contracts shall be awarded to the lowest responsive and responsible bidder, taking into consideration quality, performance, and the time specified in the proposals for the performance of the contract.

B. Application Process

1. The superintendent or designee shall designate a school official to oversee the prequalification process for each individual project ("School Prequalification Official").

2. Each prospective bidder on contracts identified for prequalification by the administration and all CM at Risk projects shall submit an application on the approved prequalification application form in order to become prequalified. The approved prequalification application form will require information to be provided on the ownership of the firm, experience of the firm's personnel, any affiliations with other construction firms, bonding capacity, financial resources, the type of work performed by the firm, and other objective criteria rationally related to the contract to be awarded.
3. The administration shall ensure that applications prepared for the projects comply with this policy and State law. The application is to be submitted by the deadline established in the notice of prequalification. The act of submitting the application does not permit the firm to submit a bid. Incomplete applications will be rejected or returned for further detail or correction in the sole discretion of the school system or construction manager.

C. Application

The application used by the school system or the construction manager must be approved by the School Prequalification Official and shall, at a minimum, address the following items:

1. Organizational Structure - The firm shall provide a list of all owners, officers, partners, or individuals authorized to represent or conduct business for or sign legal documents for the firm. This list must include the full legal name, typed or printed in a clear legible form. Firms experiencing changes in ownership, organizational structure, or material changes in assets must inform the school system prior to the award of a contract. Failure of the firm to comply with this requirement may result in the termination of any contract awarded by the school system or construction manager.
2. Classification - The firm shall indicate the type(s) of work the firm's workforce and equipment normally perform, licensure, and other pertinent information. The firm shall provide its Small Business Enterprise status.
3. Experience - The firm shall furnish information that documents the ability of the firm to undertake a project involving the type(s) of work for which prequalification is requested.
4. Financial - Firms will be required to provide a complete current annual financial statement (current within the previous 12-month period).
5. Litigation/Claims - Firms must provide information on its success at completing projects on time, including the payment of liquidated damages. The firm will be required to submit information regarding its litigation history, including litigation with owners.

6. Capacity - Firms shall demonstrate sufficient bonding capacity, insurance, and resources for the project. Firms must provide relevant information on the personnel that will be directly responsible for the work, including the location of the office that will be primarily responsible for work. Firms shall also demonstrate an acceptable safety history for construction projects.
7. Legal Authorization - All firms must show that they are legally authorized to conduct business in the State of North Carolina and have all required licensure for the work to be performed.

D. Review of Application - School System Bid Projects

1. Prequalification Committee - The School Prequalification Official shall establish a committee to review and score applications, including approving and denying prequalification ("Prequalification Committee"). The superintendent or designee shall not be a member of the Prequalification Committee.
2. Review of Applications - The school system's Prequalification Committee shall use the school system's objective assessment process. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the school system. The prequalification criteria used by the Prequalification Committee shall include prequalification scoring values and the minimum required score to be prequalified for the project. The school system's Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.
3. Notice of Decision - The firms shall be promptly notified of the school system's Prequalification Committee's decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

E. Review of Application - CM at Risk Projects

1. Prequalification Committee - The construction manager and the School Prequalification Official shall agree upon the members of the construction manager's Prequalification Committee. The superintendent or designee shall not be on the Prequalification Committee. The construction manager's Prequalification Committee will review prequalification applications submitted by the firms and will determine the firm's prequalification eligibility for the CM at Risk project.
2. Review of Applications - The construction manager's Prequalification Committee and the School Prequalification Official shall agree upon an objective assessment process. The construction manager and the School Prequalification Official shall develop prequalification criteria, including

prequalification scoring values and the minimum required score to be prequalified for the project. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the construction manager or the school system. The construction manager's Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.

3. Notice of Decision - The firms shall be promptly notified of the construction manager's Prequalification Committee's decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

F. Appeals Procedure

The firm may appeal from the denial of prequalification as noted below:

1. Written Appeal - A written appeal may be filed via hand-delivery or e-mail to the applicable Prequalification Committee within three business days of receipt of notice that the firm has been denied prequalification. The written appeal shall clearly articulate the reasons why the firm is contesting the denial and attach all documents and additional information supporting the firm's position. The Prequalification Committee may contact the firm regarding the information provided prior to ruling on the appeal. If the Prequalification Committee is satisfied that the firm should be prequalified, the firm shall be notified that it is prequalified to bid on the project and allowed to participate in the bid process. If the Prequalification Committee upholds its denial, the firm shall be promptly notified in writing via e-mail.
2. Hearing - The firm may appeal the Prequalification Committee's decision on the written appeal by requesting a hearing before the superintendent or designee via hand-delivery or e-mail within three (3) business days of the receipt of the Prequalification Committee's decision. The hearing shall be held within five (5) business days. The firm shall not be allowed to submit additional information without the written consent of the superintendent or designee. The firm shall be allowed thirty (30) minutes for the hearing. In the event the superintendent or designee is unable to hold a hearing in a timely manner, he/she may designate a school official to handle the appeal.
3. Decision - For projects bid by the school system, the decision of the superintendent or designee shall be final, and the firm shall be promptly notified of the decision via e-mail. For CM at Risk projects, the superintendent or designee shall notify the construction manager of its recommended decision. The construction manager shall review the recommended decision and issue a final decision to the school system and

firm. In the event the construction manager rejects a recommendation from the superintendent or designee to prequalify the firm, the construction manager shall provide a written explanation of the denial to both the superintendent or designee and the firm.

4. General Rules for Appeals - Firms submitting applications shall be provided an e-mail address for communication with the construction manager or school system during the appeal process. The firm shall provide at least two e-mail addresses for use by the school system or construction manager in communicating with the firm. All appeals shall be completed prior to the date and time for the receipt and opening of bids.

Legal References: [G.S. 143-128.1](#), [-129](#), and [135.8](#); [147, art. 6E](#), [art. 6G](#)

Adopted: August 13, 2015

Revised: January 12, 2017, March 14, 2019

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

Policy Code: 9120 Bidding for Construction Work

The board strives to obtain high quality services at a reasonable price through the bidding process employed by the school system. This policy describes state and local requirements. Any contracts funded with federal funds must also be made in accordance with the terms and conditions of the federal award and all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.)

A. Standards for Participation in Construction Contracts

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability and the time specified in the bids for performance of the contract. Contracts will contain a provision stating that the contractor and contractor's subcontractors, if any, must comply with the requirements of [G.S. Chapter 64, Article 2](#). Prior to bidding, contractors may be required to prequalify if the board has elected to use this process. No contract may be entered into with a restricted company, as listed by the state treasurer in accordance with [G.S. 147, art. 6E](#) or [6G](#), except as permitted by those laws.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion. In addition, in accordance with [G.S. 143-133.5](#), the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The school system's bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

B. Bidding Methods

The board may request bids for contracts for building projects using either single prime, multi-prime (separate prime), construction management at-risk, dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the methods authorized by [G.S. 143-128](#), the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. Formal Bidding

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. Informal Bidding

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. Approval

All formally bid construction contracts must be reviewed by the board attorney and submitted by the superintendent to the board for approval.

The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. Board approval of informally bid projects is not required, unless otherwise directed by the board on specific projects.

F. Records and Reporting Requirements

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low bidder.

The superintendent must submit required reports to the State and provide reports to the board on the progress being made towards reaching the board's goals.

G. Dispute Resolution Process

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: [2 C.F.R. 200.317-200.326](#); [G.S. 64, art. 2](#); [115C-521](#), [-522](#); [143-64.31](#) and [art. 8](#); [147, art. 6E](#) and [art. 6G](#)

Cross References: Contracts with the Board (policy 6420), Federal Grant Administration (policy 8305), Facility Construction (policy 9030), Prequalification of Bidders for Construction Projects, (policy 9115)

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

Revised: May 8, 2014, August 13, 2015, June 9, 2016, January 12, 2017, March 14, 2019

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

~~Policy Code: 9125 Participation by Minority Businesses~~

~~The board affirms the State's commitment to encouraging the participation of minority businesses in the school system's building construction contracts. A minority business is defined in accordance with G.S. 143-128.2 and is either (1) one in which at least 51 percent of the business is owned by minority persons or socially and economically disadvantaged individuals and the management and daily business operations are controlled by one or more of the minority persons or socially and economically disadvantaged individuals who own it, or (2) an employee stock ownership plan company in which at least 51 percent of the stock is owned by one or more minority persons or socially and economically disadvantaged individuals. Minority persons include African-Americans, those of Hispanic descent, Asian Americans, American Indians, and females.~~

~~A. Goals~~

~~After notice and public hearing, the board hereby adopts an aspirational verifiable percentage goal of ____ percent for participation by minority businesses in the total value of work for each building project costing \$300,000 or more paid entirely from local or other non-state funds. In addition, the board adopts the state's aspirational verifiable goal of 10 percent participation by minority businesses in the total value of work for each building project costing \$100,000 or more funded in whole or in part with state funds.~~

~~Only businesses holding current certification as a historically underutilized business will be considered eligible for inclusion in meeting the board's participation percentage goals. Lack of certification, however, will not be considered in making a contract award decision.~~

~~B. School System Good Faith Efforts~~

~~The board establishes the following guidelines for contracts subject to Section A to ensure that the school system will make good faith efforts to reach diverse contractors and to encourage participation in the school system's construction contracts by such contractors. Before awarding a contract, the superintendent or designee shall:~~

- ~~1. make information about the school system's formal and informal bidding process readily available;~~
- ~~2. develop and implement a minority business participation outreach plan to identify minority businesses that can perform building projects and to~~

- ~~implement outreach efforts to encourage minority business participation in such projects;~~
- ~~3. advertise for bids in media that reach minority businesses;~~
 - ~~4. designate a school official to attend the scheduled pre-bid conference to explain the school system's minority goals and objectives;~~
 - ~~5. at least 10 days prior to the scheduled day of bid opening, notify minority businesses of the following:~~
 - ~~a. a description of the work for which the bid is being solicited;~~
 - ~~b. the date, time, and location where bids are to be submitted;~~
 - ~~c. the name of the individual within the public entity who will be available to answer questions about the project;~~
 - ~~d. where bid documents may be reviewed; and~~
 - ~~e. any special requirements that may exist.~~

~~For purposes of this provision, the minority businesses to be notified are those (1) that have requested notices from the school system for construction or repair work, and (2) those that otherwise indicated to the Office of Historically Underutilized Businesses an interest in the type of work being bid or the potential contracting opportunities listed in the proposal;~~

- ~~6. ensure that everyone who requests it has access to bid documents needed for making bids on projects;~~
- ~~7. maintain documentation of any contacts, correspondence, or conversation with minority business firms made in an attempt to meet the goals;~~
- ~~8. review, jointly with the designer, the lowest responsible bidder's bid for compliance with all requirements of G.S. 143-128.2(c) and 128.2(f) prior to recommendation of the contract award;~~
- ~~9. encourage businesses experiencing difficulty in meeting the bonding, licensing, and bid deposits required by state law in larger construction projects to utilize resources and assistance offered by local, state, and federal agencies; and~~
- ~~10. provide information to bidders about the statewide uniform certification program for historically underutilized businesses.~~

~~C. Good Faith Efforts Required by Contractors~~

~~All bidders on school construction and renovation projects subject to Section A of this policy who intend to subcontract any part of the project must (1) identify the minority businesses to be used on the project and (2) provide affidavits indicating that a good faith effort has been made in preparing the bid to meet the board's verifiable goal for participation by minority businesses. Upon being named the~~

~~apparent lowest responsible, responsive bidder, a bidder shall provide additional evidence of its good faith efforts as required by law.~~

~~The level of minority participation in bidders' bids will not affect the contract award decision; however, the failure to provide documentation of a good faith effort to meet the board's goal may result in the bid being rejected as non-responsive.~~

~~Before recommending the award of a contract, the superintendent shall direct designated school officials to evaluate bidders' documents in accordance with applicable law and regulations to determine whether bidder good faith requirements are satisfied.~~

~~D. Monitoring~~

~~The superintendent or designee shall monitor payments made to minority businesses on each project subject to Section A to verify that the minority businesses actually working on the project and their level of participation is consistent with the representations made in the contractor's bid.~~

~~E. Other Minority Business Recruitment Efforts~~

~~For building contracts that (1) are not subject to Section A and (2) cost at least \$30,000 but less than \$300,000, the board will solicit participation by minority business enterprises and maintain a record of contractors solicited and efforts to recruit minority participation.~~

~~F. Reporting~~

~~The superintendent shall ensure that all required reports and other documentation are filed with the Department of Administration in accordance with legal requirements.~~

~~G. Nondiscrimination~~

~~The board will award public building contracts without regard to race, religion, color, creed, national origin, sex, age, or disability. Nothing in this policy should be construed to require the board or contractors to award contracts or subcontracts to minority business contractors or minority business subcontractors who do not submit the lowest responsible, responsive bid or bids.~~

Legal References: ~~City of Richmond v. J.A. Croson Co.~~, 488 U.S. 469 (1989); ~~G.S. 143-128, -128.2, -128.3, -131(b); 01 N.C.A.C. 301.0101-0310~~

~~Cross References:~~

~~Adopted: June 1997~~

~~Revised: September 24, 1999; May 7, 2004; May 8, 2014; March 14, 2019; March 14, 2024~~

~~Reviewed by the Policy Committee: March 10, 2025~~

~~**Asheboro City Schools**~~

**Asheboro City Schools
Personnel Transactions
October 8, 2026**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Rabon	Francia	GBT	EC Instructional Assistant	10/08/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lopez Tinoco	Xochitl	CWM	Data Manager/Treasurer	10/05/2026
Lucas	Carisa	AHS	Testing Coordinator	09/28/2026
Trogon	Dexter	AHS	Non-Faculty Assistant Girls Flag Football Coach	09/21/2026
Wilkerson	Sean	AHS	Non-Faculty Assistant Girls Tennis Coach	09/21/2026

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Gordon	Marian	BCGA	Director of Global Education to Principal	10/08/2026
Isley	Cathy	CO	Substitute Safety Assistant to Safety Assistant	10/05/2026
Plascencia	Carlos	NAMS	Custodian to Head Custodian	10/01/2026

Asheboro City Schools
Personnel Transactions - ADDENDUM
October 8, 2026

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Briggs	Gerald	CO	Bus Driver	10/19/2026
Ivan	Joyce	ECDC	Preschool Teacher	02/01/2027
Wall	Jamey	CO	Maintenance	10/05/2026

**ASHEBORO CITY SCHOOLS
PROCUREMENT PLAN
SCHOOL NUTRITION PROGRAM**

The procurement plan described on the following pages was adopted by the Asheboro City Schools Board of Education (BOE) and will be implemented effective July 1st, 2026 and from that date forward until amended. All procurement processes and activities will be consistent with the principles of free and open competition. The SFA will avoid unreasonable conditions that restrict competition. All reasonable efforts will be made to solicit bids, proposals and/or quotes from as many qualified vendors as possible; all qualified vendors are invited to respond to solicitations.

The procurement of all goods and services using School Nutrition funds will be carefully documented during each phase of the procurement process. The ACS Board of Education shall award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed solicitation. The ACS Board of Education will restrict awards, sub-awards and contracts with any party that is debarred, suspended or otherwise excluded from participation in Federal assistance programs or activities. All parties involved in the procurement process involving School Nutrition funds will comply with a written code of ethics/conduct, which includes a conflict of interest policy. Adherence with the code of ethics/conduct and conflict of interest policies is fundamental to the integrity of the procurement process.

Chair, Board of Education

Date

Superintendent

Date

Asheboro City Schools PROCUREMENT PLAN

The Asheboro City Schools (hereinafter referred to as the School Food Authority (SFA) plan for procuring goods and services for use in the School Nutrition Program is described in detail herein. The plan includes all Federal food-assistance programs administered by the SFA. Adhering to the procurement plan is intended to ensure free and open competition, in an environment that promotes transparency in all transactions, documented comparability for ethical decision-making, and adequate documentation to substantiate the allowable use of School Nutrition funds.

Part I: Code of Ethics/Conduct governing the procurement of goods and services using School Nutrition Funds

A. The following conduct will be expected of all people who are engaged in the award and administration of contracts supported by School Nutrition funds.

1. No employee, officer or agent of the Local Education Agency (LEA) shall participate in the development of a solicitation, selection of a recipient, and/or administration of a contract supported by School Nutrition funds if a conflict of interest, real or apparent, would be involved.
2. Conflicts of interest arise when one of the following has a financial or other interest in the contractor selected for the award or a partner of the contractor selected for the award:
 - a. Any employee, officer, or agent of the LEA.
 - b. Any member of the immediate family of an employee, officer, or agent of the LEA; and/or
 - c. An organization which employs or is about to employ one of the above.
3. Employees, officers or agents of the LEA and SFA shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements. (*Note: the SFA may establish local policy indicating School Nutrition personnel may accept an unsolicited item of nominal value where the exact value is established and recorded in this procurement plan or participate in a group event where the financial interest is not significant and the event is open to all attendees or participants.)
4. It is acknowledged that the penalty for violation of the Code of Ethics/Conduct may include any of the following:
 - i. Reprimand by Board of Education; or
 - ii. Dismissal by Board of Education; or
 - iii. Any legal action necessary.

B. The Asheboro City Schools Code of Ethics and Conflict of Interest Policies are shown in Attachment A.

Part II: Procurement Methods used to Purchase Goods and Services using School Nutrition funds

A combination of formal and informal purchasing methods will be used to procure all goods and services on behalf of the non-profit School Food Authority (SFA). Formal purchasing methods will include the use of an Invitation for Bid (IFB) or a Request for Proposal (RFP). As required by 2 CFR 200.317 – 200.326 and NC General Statute, Article 8, Chapter 143, formal purchasing methods will always be used for any purchase that exceeds the lesser of the State’s small purchase threshold of \$90,000.00 or the SFA’s board-approved small purchase or simplified acquisition threshold. For purchases below the lesser of the State’s simplified acquisition threshold of \$90,000 or the board approved simplified acquisition threshold, informal procurement procedures involving a documented Request for Quote (RFQ) will be utilized when seeking competitive pricing. Micro-purchase procedures as defined in 2 CFR 200.320(a)(1) may be used for goods or services reflecting separate or aggregate purchases in an amount equal to or less than \$15,000.00 in aggregate on an annual basis. Non-competitive negotiation or sole source procurement is rare and requires the prior written approval of the North Carolina Department of Public Instruction (NCDPI) prior to purchase and/or contract execution. Contracts will be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the base solicitation; consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance and financial and technical resources. All procurement transactions (formal, informal, sole source and emergency) will be thoroughly documented and available for review and/or audit by Federal, State and local authorities upon request.

The SFA will make all efforts to avoid the acquisition of unnecessary or duplicative items. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach, including purchases made using existing contracts that were competitively procured by the State of North Carolina and in accordance with State General Statute. Where feasible, the SFA will consider the purchase of gently used or surplus equipment in lieu of purchasing new equipment.

Overly prescriptive specifications will be avoided to promote competition. When it is impractical to make a clear, definitive description, a “brand name or equivalent” description will be used as a means to define a product or service. In this case, the specific features of the named brand, which must be met by contractors, must be clearly stated. In order to ensure objective contractor performance, any potential contractor that develops or drafts specifications, requirements, statements of work or other solicitation documents or resources, will be excluded from competing for such procurements. All solicitation documents will identify the specific requirements which the contractor must fulfill and any other factors that will be considered when evaluating quotes, bids, or proposals.

A. Formal Procurement Methods

Formal methods of procurement including an Invitation for Bid (IFB) or a Request for Proposal (RFP) will be used for any and all purchases in excess of the SFA’s simplified acquisition (or small purchase) threshold OR the State simplified acquisition (or small purchase) threshold of \$90,000.00, whichever is less.

The SFA’s Simplified Acquisition Threshold is \$90,000; this amount will be used to determine whether formal or informal purchasing methods will be used.

Formal procurement methods will be applied on the basis of a/an:

- ☐ Centralized or administrative office purchase
- ☐ Individual school purchase
- ☐ Multi-School systems purchases
- ☐ Previously competitively procured State contract, provided Uniform Grants Guidance is included in the terms and conditions of SFA's solicitation/contract
- ☒ *Combination of above (specify): Centralized system will be the basis for most categories. Individual Schools may be the basis for items such as equipment. Multi-school systems may be the basis when the Alliance has completed the bidding process and secured bids that are advantageous to Asheboro City Schools.*
- ☐ Other

An IFB will be used when the sole criteria for awarding a contract to the most responsive, responsible bidder is the cost of goods or services. An RFP will be used when other factors, objective and subjective, will be used to award the contract. When using an RFP, cost will be a significant factor in the contract award along with other evaluation criteria. The specific evaluation criteria will be provided as part of the original solicitation to enable all potential contractors to clearly understand the basis of the award.

Given the potential to purchase more than products and services above the SFA's Simplified Acquisition Threshold of \$90,000 in goods and services using school nutrition funds, it will be the responsibility of School Nutrition Director to document the specific cost of a procurement to determine and document which formal procurement method will be used and the justification for doing so.

The School Nutrition Director will perform a cost analysis for every procurement action in excess the SFA's small purchase threshold where formal procurement methods will be used; the documentation of the cost analysis will be kept on file with other procurement documents and will be subject to review and/or audit.

'When a formal procurement method is required, the following procedures shall apply:

1. A public advertisement is required to solicit bids or proposals for all purchases over the Local Education Agency's (LEA) simplified acquisition (or small purchase) threshold of \$90,000. The public announcement will contain a general description of items to be purchased; specific procedures for submission of a bid or proposal; deadline for submission of sealed bids or proposals, and the address where complete specifications and bid/proposal instructions may be obtained and the contact person to whom questions may be addressed.

An announcement of an Invitation for Bid (IFB) or a Request for Proposal (RFP) will be placed in the online to publicize the intent of the School Food Authority to purchase needed items.

2. In an IFB or RFP, each vendor will be given an opportunity to submit a bid or proposal using the same complete, adequate and realistic specifications.
3. Specifications will be developed and provided to all potential contractors desiring to submit bids or proposals for the products or services requested. Vendors will be selected to receive the solicitation using the following methods:

- a. Prior acceptable service with the SFA
- b. Ability to meet specifications

Any party that assists the SFA in the development of the written specifications, product descriptions or services to be provided, will be disqualified from submitting bids or proposals for such products or services. Potential vendors are prohibited from developing or assisting in the development of specifications, product descriptions or services to be provided.

- 4. If any potential vendor is in doubt as to the true meaning of the specifications or purchase conditions, an interpretation will be provided by School Nutrition Director. If a single vendor requests clarification on an item in an IFB, RFP, or other solicitation, a response will be provided to all potential vendors that originally requested and/or received the solicitation.
- 5. The IFB or RFP will clearly define the purchase conditions. The following shall be addressed in the solicitation and final contract documents:
 - a. Intent of the procurement activity
 - b. Contract period
 - c. SFA is responsible for all contracts awarded (statement)
 - d. Date, time and location of pre-bid or pre-proposal meeting (if any)
 - e. Date, time and location of bid opening and bid/proposal submission procedures with SFA contact information
 - f. How the vendor is to be informed of bid/proposal acceptance or rejection
 - g. Type of contract (i.e. fixed price with firm price for delivery, etc.)
 - h. Specific requirements potential contractors must fulfill in order for the bid or proposal to be evaluated
 - i. Statement indicating any and all bids or proposals may be rejected at the discretion of the SFA
 - j. Benefits to which the SFA will be entitled if the contractor cannot or will not perform as required in accordance with the terms and conditions of the contract
 - k. Statement regarding any contract extension or "rollover" options based upon the mutual agreement of both parties
 - l. Statement concerning any intent for piggybacking should a reasonable need emerge
 - m. Statement regarding the return of rebates, discounts and other purchase incentives to the SFA's non-profit school nutrition account
 - n. Historically Underused Businesses (HUB) Statement to involve minority businesses, where possible
 - o. Remedy for non-performance/termination of contract; termination provisions and the basis for any settlement for all purchases and service contracts over \$10,000.00
 - p. Non-collusion statement
 - q. Assurance of ethical practices statement
 - r. Bid/proposal protest procedures
 - s. Instrument to be used for obtaining goods or services (such as a purchase order or other system of ordering) to be described by the SFA in detail, including how the contractor will be notified using the purchase instrument

- t. Escalation/de-escalation clause for future contract renewal periods (should such be allowed) based on appropriate standard or cost index
 - u. Statement of assurance of protection under Civil Rights laws
 - v. Provision requiring access by duly authorized representatives of the SFA, State agency, United States Department of Agriculture, or Comptroller General to any books, documents, papers and records of the contractor which are directly pertinent to all negotiated contracts
 - w. Method of payment (invoices, statements, etc.)
 - x. Method of shipment or delivery upon contract award
 - y. Delivery schedule and delivery requirements
 - z. Provision requiring contractors to maintain all required records for three years plus the current year (and any contract periods open as a result of unresolved matter) after final payment and all other pending matters are closed for all negotiated contracts
 - aa. Bid/proposal Certification form
 - bb. Specifications that are sufficient to obtain the exact goods or services needed, but not so detailed as to restrict competition
 - cc. Product/service specifications to include approved brand or equivalent, quantity, quality, packaging, pricing (unit and extended), procedures for documenting/pre-approving of any substitutions or deviations
 - dd. Provision requiring the contractor to recognize mandatory standards and policies related to energy efficiency which are contained in the State Energy Plan
 - ee. Provision requiring the contractor to recognize mandatory standards and policies related to energy efficiency which are contained in the State Energy Plan issued in compliance with the Energy Policy and Conservation Act (PL 94-163)
 - ff. All contracts over \$100,000.00 will require compliance with the Clean Air Act issued under Section 306, Executive Order 11738
 - gg. Signed Certificate of Lobbying for all contracts over \$100,000.00
 - hh. Signed Statement of non-collusion
 - ii. Signed Debarment/Suspension Certificate or statement included in contract or copy of Excluded Parties List System (EPLS)
 - jj. Provision requiring "Buy American" as outlined in 7 CFR Part 1787, which includes specific instructions for prior approval of any and all of non-domestic products
 - kk. Provision requiring the Contractor to abide with the Jessica Lunsford Act (sample language is attached with this document)
 - ll. Provision requiring the entity conducting the procurement to abide with the Iran Divestment Act of 2015 (as modified).
6. The School Nutrition Director_ will be responsible for publicly advertising and coordinating the procurement process for all purchases using school nutrition funds. This person will also be responsible for receiving and securing all bids, proposals, quotes and other collateral documents if indicated as part of the solicitation process.
7. The School Nutrition Director will be responsible to ensure all SFA procurements are conducted in compliance with applicable Federal regulations, State General Statutes or policies of the local

Board of Education and that the Procurement Checklist shown at the end of this document will be completed for each formal procurement, signed and dated by the person named above and maintained on file with the original procurement documents.

8. The following criteria will be used to award contracts (based on bids or proposals):
 - a. Price
 - b. Performance
 - c. Delivery
 - d. Service
9. In awarding RFP a set of award criterion in the form of a weighted objective evaluation tool will be provided to each potential vendor in the initial solicitation documents/materials. Price alone will not be the sole basis for award but remains the primary consideration when awarding the contract. Following evaluation and competitive negotiations, a firm fixed-price contract will be awarded to the successful vendor.
10. Contracts will be awarded to the most responsible bidder/proposer whose bid or proposal is most responsive to the solicitation and is most advantageous to the SFA, price, and other factors considered. Any and all quotes, bids or proposals may be rejected at the discretion of the SFA and/or LEA or appropriate governing body.
11. The School Nutrition Director is required to sign the bid tabulation of competitive, sealed bids or the evaluation criterion score form of competitive proposals signifying a fair and impartial review and approval of the successful bidder/proposer.
12. The School Nutrition Director will annually review the SFA's written procurement plan in the context of current local, State and Federal regulations to ensure compliance with applicable laws. This individual will also be responsible for updating the School Nutrition Procurement Plan as often as required to reflect current Federal, State and local procurement policies.
13. The School Nutrition Director will be responsible for documentation that the actual product(s) or service(s) specified are received.
14. Any time a previously agreed-upon item is not available, the Food Service Management Company's (FSMC) General Manager will review, select and approve the acceptable alternate. The contractor must inform FSMC's General Manager no later than 48 hours prior the delivery that a product is not available and that a substitute item may be considered. The FSMC's General Manager shall review and approve all product/service substitutions in advance and in writing to the contractor. No product or service shall be used in the School Nutrition program that was not approved, in writing, in advance by the FSMC's General Manager. In the event a non-domestic agricultural product is to be provided to the SFA, the contractor must obtain, in advance, the written approval of the product from the School Nutrition Administrator. The School Nutrition Director will oversee compliance with the *Buy American Provision*.
15. Full documentation as to the reason an accepted item was unavailable, and to the procedure used in determining acceptable alternates, will be available for audit and review. The person

responsible for preparing and maintaining this documentation is Food Service Management Company General Manager.

16. The School Nutrition Director will be responsible for maintaining all documentation of the procurement process and making documents available for review during announced and unannounced program reviews.
17. When appropriate and approved by School Nutrition Director, the SFA will exercise its option to purchase items that were previously competitively procured by the North Carolina Department of Administration, Purchase and Contract Division, using a duly awarded, active State Term Contract, provided Uniform Grants Guidance is included in the terms and conditions of the SFA's solicitation/contract.

B. Informal Procurement Procedures

1. When the cost of products or services is less than the LEA's small purchase threshold of \$90,000 or the Federal micro-purchasing threshold of \$15,000, informal purchasing procedures including the Request for Quotes (RFQ) and Micro-purchasing Procedures (MPP) will be utilized.
2. When using an RFQ, the following procedures will apply:
 - a. Clearly written specifications will be prepared and provided to each potential vendor; the SFA's approved terms and conditions will also be provided to each potential vendor.
 - b. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of three (3) vendors shall be contacted.
 - c. The School Nutrition Director will be responsible for communicating with potential vendors when price quotes are required.
 - d. Price quotes will receive appropriate confidentiality before awarding a contract.
 - e. Quotes will be awarded by School Nutrition Director. Quotes awarded will be to the lowest and best quote based upon quality, service, availability, price, and delivery.
 - f. The School Nutrition Director will be responsible for documentation of procedures to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and written specifications.
 - g. The School Nutrition Accountant will be responsible for documentation that the actual product(s) or service(s) specified is received.
 - h. Any time an accepted item is not available, the FSMC's General Manager will select and approve an acceptable alternative. Full documentation will be made available as to the selection of the acceptable item.
 - i. Bids will be awarded on the following criteria:

1. Price
2. Quality
3. Service
4. Delivery

- j. The School Nutrition Director is required to sign all quote tabulations, signifying a fair and equitable review and approval of the selections.
- k. Quotes from an adequate number of qualified sources will be obtained. Where only one (1) quote is received, the district will provide written documentation as to why there were fewer than three (3) qualified quotes.
- l. When appropriate and approved by School Nutrition Director, the SFA will purchase items that were previously competitively procured by the North Carolina Department of Administration, Purchase and Contract Division, using a duly awarded, active State Term Contract, provided Uniform Grants Guidance is included in the terms and conditions of the SFA's solicitation/contract.

3. When using MPP, the following will apply:

- a. The School Nutrition Director will determine whether the aggregate amount of purchases for goods and/or services does not exceed the micro-purchase threshold of (equal to or less than) \$15,000, a micro-purchasing procedure may be utilized. In so doing, the School Nutrition Director will be responsible to ensure that, under no condition, will purchases be sub-divided into amounts of \$15,000 or less in order to circumvent the formal and informal purchasing requirements.
- b. Purchase orders may be solicited without quotes if the School Nutrition Director determines such practice is consistent with micro-purchasing regulations and consistent with the SFA's written Procurement Plan.
- c. The School Nutrition Director may purchase products and services (similar or dissimilar, purchased at once, as a single, collective unit whose aggregate cost is less than or equal to \$15,000 in a single transaction, without obtaining competitive quotes as long as the School Nutrition Director determines the price to be reasonable.
- d. The School Nutrition Director shall ensure competition is achieved by distributing purchase transactions equitably among qualified sources where the price is reasonable. The School Nutrition Accountant will document all micro-purchases on a *Micro-purchase Tracking Form*.
- e. For purposes of micro-purchasing, a transaction shall be defined as "an occurrence in which two (2) or more entities exchange goods, services or money between or among them under an agreement formed for their mutual benefit."
- f. The School Nutrition Director agrees to contact the State agency with any questions about allowable/unallowable micro-purchases, and further agrees to maintain all documentation to substantiate micro-purchases including the following:

- i. Rationale for using micro-purchasing.
 - ii. Estimated cost of the item/service to be procured (indicating a one-time purchase of \$15,000 or less);
 - iii. Name and address of the vendor;
 - iv. Documentation that purchases are made from a variety of potential vendors as opposed to a single vendor for the majority of micro-purchases;
 - v. All micro-purchases were approved by the School Nutrition Director prior to the initiation of a single micro-purchase.
- g. The School Nutrition Director will be responsible for the documentation of records to fully explain the decision to use micro-purchasing and to document the micro-purchasing process and outcomes. Such records will be available for audit and review.
- h. The School Nutrition Accountant will be responsible for documentation that the actual product or service as specified or required was purchased and received.

C. Sole Source of Non-competitive Procurement

When it is determined and documented that a product or service is available only from a single source and when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation, sole source or non-competitive negotiation procedures will be used, and the following procedures shall apply:

1. Written specifications for the product or service will be prepared by the SFA.
2. The School Nutrition Director will be responsible to prepare and issue a Request for Information (RFI) or other information collection tool to objectively determine whether the product or service, as described in the written specification, is available from one or more sources.
3. The School Nutrition Director determines the product or services specified qualifies as a sole source procurement, they will be responsible for reviewing the procedures to ensure all requirements for using sole source or non-competitive negotiations are met; this individual shall also be responsible for preparing appropriate documents to fully explain the decision to use the sole source procurement process, including evidence indicating the goods or services were not available from other sources. The records will be available for audit and review.
4. A member or representative of the local Board of Education or Governing Board will approve, in advance, all procurements, with the exception of product testing purchases, that result from a sole source or non-competitive negotiation.
5. The Superintendent will be responsible for obtaining prior written State agency approval of the sole source or non-competitive negotiation before entering into the purchase of a good or service and will also be responsible for maintaining such documentation on file.
6. Sole source procurement may be used for one-time purchases of new food for product testing for which there is no brand equivalent in order to obtain product samples for conducting student taste acceptance. A record of non-competitive negotiation purchase shall be

maintained by the School Nutrition Director. The record of non-competitive purchases shall include, at a minimum, the following:

- a. Item name
- b. Dollar amount
- c. Vendor name and address, and
- d. Written justification for non-competitive procurement

7. The School Nutrition Accountant will be responsible for documentation that the actual product or service specified was received.

D. Emergency or “Pressing Need” Purchases

If it is necessary to make a one-time emergency procurement as a result of a serious, unforeseen event that requires an immediate response in order to obtain goods or services to continue meal service, protect students, personnel or SFA resources, for other purposes that support program accountability and integrity, an emergency purchase shall be made and a log of such purchases will be maintained by the School Nutrition Director. The following emergency procedures shall be followed:

1. All emergency procurements shall be approved by the School Nutrition Director. At a minimum, the following emergency procurement procedures shall be documented:
 - a. Reason for the emergency
 - b. Good or service required
 - c. Cost (all costs to be included, shipping, installation, warranty, etc.)
 - d. Vendor name and address
 - e. Approval of the LEA official, if required.
2. If it is necessary, in the course of a pressing need, to make an emergency purchase by means of “piggybacking” on the solicitation of another SFA, the following conditions must exist, and approved procedures must be followed and appropriately documented as follows:
 - a. The SFA that originated the solicitation must have included a “piggyback provision” in the original solicitation;
 - b. Documentation that a “pressing need” exists that requires piggybacking on another SFA’s bid will be obtained;
 - c. Approval from the SFA’s governing board will be obtained and documented;
 - d. Approval from the SFA that originated the IFB will be obtained and documented;
 - e. Approval from the vendor that was awarded the Contract (as a result of the IFB) will be obtained and documented;
 - f. A public notice of the district’s *“Intent to Waive Competitive Bidding”* will be issued at least 10 days prior to the regularly scheduled governing board meeting;
 - g. Approval of piggyback will be obtained and documented from the governing board during a regularly scheduled meeting following the public notice;
 - h. Notification to the vendor of final approval will be issued; and
 - i. A contract with the vendor will be developed.

Part III: Purchasing Cooperatives

The SFA shall be a voluntary participant in the North Carolina School Nutrition Procurement Alliance (NCPA). In doing so, the SFA shall agree to the terms and conditions established and subsequently modified by the NCPA's elected Board of Directors. The original signed agreement between the SFA and the NCPA shall remain on file in the office of the School Nutrition Administrator. (Note: If the SFA does not participate in the NCPA, this paragraph may be deleted.)

Part IV: Additional Procurement Provisions

1. In order to evaluate a new product, the following methods will be used:
 - a. Price
 - b. Quality
 - c. Delivery
2. Payment will be made to the contractor when all terms and conditions of the contract have been met and verified as stipulated in the contract. (If value added features are available, payment will be based on the mutually agreed upon value added feature. For example, if prompt payment is made, discounts, etc. are allowable.)
3. Specifications will be updated by School Nutrition Director as products change.
4. If a product or service is not received as specified, the following procedure will be implemented:
 - a. Vendor will be contacted
 - b. Opportunity will be given to meet the required specification
 - c. If specifications cannot be met, items can be returned
5. If the SFA chooses to use the services of an entity to maximize allowable rebates, the following procedures will be implemented:
 - a. The School Nutrition Director will review purchases to ensure items being purchased in the rebate program are necessary for the School Nutrition Program.
6. The School Nutrition Accountant will oversee the process of managing rebates provided by a third party participant and will track all interactions with and rebates provided by said third party:
 - a. Provide written documentation to the third-party rebate provider that all rebates must accrue to the non-profit school nutrition account. All rebate checks must be made payable to the SFA's school nutrition account.
 - b. Document the deposit of all rebates into the non-profit school nutrition account.
7. The SFA will designate an individual to monitor each contract to ensure the Contractor and the SFA adhere to all terms and conditions of the contract.
8. All contracts shall result in a fixed, firm price contract and/or cost-plus fixed fee contract.

Part V: Documentation and Records Retention

In all transactions except micro-purchases, the contractor shall agree to retain all invoices, records and other documents relating to the contract for a period of three (3) years after final payment plus the current year. The SFA, its authorized agents, and/or USDA auditors shall have full access to and the right to examine any of said materials during said period.

The SFA shall agree to retain all books, journals, records and other documents relating to the award of the contract agreement for three (3) years after final payment. Specifically, the SFA shall maintain, at a minimum, the following documents:

- a. Written rationale for the method of procurement;
- b. A copy of the original solicitation;
- c. The selection of contract type;
- d. The bidding and negotiation history and working papers;
- e. The basis for contractor selection; and/or rejection;
- f. Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
- g. The basis for award where cost or price is not the primary factor for the decision;
- h. The terms and conditions of the contract;
- i. Any and all contract amendments or modifications;
- j. Billing and payment records;
- k. Any history of any contractor claims; and
- l. Any history of any contractor breaches.

The SFA will complete the most current *School Nutrition Procurement Checklist* for all purchases using school nutrition funds. The checklist should remain on file with the district's procurement documents as an indicator the SFA has taken all reasonable efforts to procure goods and services in a manner that is consistent with Federal regulations and policy. The checklist is shown in Attachment B.

Part VI: Other Procurement Requirements

- a. All contractors must agree to abide with the terms and conditions of the Jessica Lunsford Act. The vendor acknowledges that N.C. General Statute 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. This prohibition applies to persons required to register under Article 27A who have committed any offense in Article 7A of Chapter 14 or any offense where the victim of the offense was under the age of 16 years at the time of the offense.
- b. The SFA will make all reasonable efforts to assure that minority businesses, women's business enterprises and labor surplus area firms are engaged in solicitations and awarded contracts when possible.
- c. The SFA and its contractors shall comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency

(EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

- d. All Contractors must agree to abide with the requirement for Criminal Background Checks. The vendor shall conduct criminal background checks on each of its employees who, pursuant to this Agreement, engage in any services on Asheboro City Schools property or at Asheboro City Schools events. The Contractor shall provide documentation that criminal background checks were conducted on each of its employees prior to hiring and shall refuse employment to any person convicted of a felony or any other crime, whether misdemeanor or felony, that indicates the person poses a threat to the physical safety of students, school personnel or others. Such check shall include an annual check of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry. The vendor shall not assign any employee or agent to provide services pursuant to this contract if (1) said worker appears on any of the listed registries; (2) said worker has been convicted of a felony; (3) said worker has been convicted of any crime, whether misdemeanor or felony, involving sex, violence, or drugs; or (4) said worker has engaged in any crime or conduct indicating that the worker may pose a threat to the safety or well-being of student or school personnel. Asheboro City Schools reserves the right to prohibit any individual employee of the vendor from providing services on Asheboro City Schools property or at Asheboro City Schools events if Asheboro City Schools determines, in its sole discretion, that such employee poses a threat to the safety or well-being of students, school personnel or others.
- e. All entities conducting procurement must agree to abide with the [IRAN DIVESTMENT ACT](#) found in Article 6E of Chapter 147 or the NC General Statutes.

Part VII: Contract Oversight

- a. The School Nutrition Director shall designate an individual by name and title who will oversee each contract using School Nutrition funds to ensure all terms, conditions and deliveries are adhered to in a manner that is consistent with the contract.
- b. Each contract will be monitored on a frequency that is established at the beginning of the contract period; any failure of the contractor to abide with the terms and conditions of the contract will be reported to the School Nutrition Administrator immediately and a documented corrective action will be required and/or contract termination proceedings will begin.
- c. The SFA alone will be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements using school nutrition funds. These issues include, but are not limited to, source evaluation, protests, disputes and claims. These standards do not relieve the SFA of any contractual responsibilities under its contracts.
- d. It is understood by the SFA and LEA that neither the US Department of Agriculture nor the North Carolina Department of Public Instruction will substitute their judgment for that of the SFA and

LEA unless the matter is primarily a Federal or State concern. Violations of law will be referred to the local, State, or Federal authority having proper jurisdiction.

- e. Should the Asheboro City Schools BOE determine it is in the best interest of the SFA to outsource the preparation of meals to a qualified catering company, the SFA agrees to notify the department before procuring the services of a catering company and to use the NC Department of Public Instruction's (NCDPI) RFP Template/Contract to solicit, evaluate, negotiate and contract with the successful vendor.

- f. Should the Asheboro City Schools BOE determine it is in the best interest of the SFA to seek a for-profit Management Company to operate its non-profit School Nutrition Program, the Asheboro City Schools shall notify the NCDPI of its intent to outsource the program no later than six months prior to the desired date of the contract. Further, the LEA agrees to use the solicitation/contract template required by the NCDPI and shall comply with the State and Federal guidelines for contracting with Management Companies. The BOE/BOD further agrees to appoint a qualified employee of the LEA to monitor the contract between the LEA and the Management Company on daily basis.

Attachment A
Code of Ethics and/or Conflict of Interest Policy of the
Asheboro City Schools Board of Education includes the following polices:

Board Policy 2120 – Code of Ethics for School Board Members

Board Policy 2121 Board Member Conflict of Interest

Board Policy 6401/9100 – Ethics and The Purchasing Function

Attachment B

Specific Procurement Procedures for the purchase of all goods and services by the SFA.

Category of Items to be Purchased	Procurement Method to be Used	Method of Award (line item, bottom line, market basket etc.)	Frequency of Purchase
Food and Non-Food Supplies (over small purchase threshold)	FSMC Contract includes purchasing of food and non-food supplies.	N/A	Annual Contract with annual renewal. May renew up to four additional years.
Produce	FSMC Contract includes purchasing of produce.	N/A	Annual Contract with annual renewal. May renew up to four additional years.
Bread/Dairy	FSMC Contract includes purchasing of bread and dairy.	N/A	Annual Contract with annual renewal. May renew up to four additional years.
Locally grown produce (limited quantities; address <i>Buy American</i>)	FSMC Contract includes purchasing of locally grown produce.	N/A	Annual Contract with annual renewal. May renew up to four additional years.
Chemicals for Cleaning (over small purchase threshold and over the federal micro-purchasing threshold)	Request for Quote	Bottom Line	Semi-Annually or as needed
Commodity Processing	IFB	Line Item	Annually or as needed
Computer Hardware	RFQ or IFB (based on district's small purchase threshold)	Bottom Line	Every five years or as often as needed
Technology Service and Support	RFQ or IFB (based on district's small purchase threshold) OR Sole Source which must be approved, in advance, by the State agency	Based upon pre-established evaluation tool with numeric scores; awarded by an evaluation committee	Annually or as often as required for operations/maintenance contract or license
Consultant Services	RFQ or IFB (based on district's small purchase threshold OR Sole Source which must be	Based upon pre-established evaluation tool with numeric	Annually or as often as needed for professional support and consultation

	approved in advance by the State agency	scores; awarded by an evaluation committee	
Hood Cleaning	IFB	Bottom Line	Annually, with option to renew based on mutual agreement of both parties
Equipment Replacement Parts	Micro-purchasing procedures if a one-time purchase of less than \$15,000		As needed

Note: All categories of purchases used by the SFA must be included in the table shown above.

Attachment C

Procurement Checklist

Goods/Services to be procured: _____

Procurement date: _____

Person overseeing procurement process: _____

This checklist will be used when preparing solicitation documents, conducting informal and formal procurements, evaluating bids and proposals and executing contracts that involve the use of School Nutrition Funds.

Procurement Plan:

- Written procurement plan
- Authorized purchaser(s) specified
- Detailed procurement methods to be used (quotes, IFB, RFP, micro-purchasing, non-competitive negotiation) including detailed procedures for each purchasing method
- Advertising procedures
- Award method clearly described (i.e., line item, bottom line, market basket analysis or written evaluation of product/service)
- Vendor notification of award/non-award of contract
- Code of ethics/conflict of interest policy
- Instructions for documentation and record-keeping
- Assignment for Contract oversight
- Assurance of compliance with all Federal procurement policies
- Assurance of compliance with all State procurement policies
- Other local requirements

Procurement Procedures:

- Letter of invitation
- Intent of procurement activity
- Contract time-period
- Bid/proposal/quote submission procedures (i.e. sealed bid, written, etc.)
- Pre-bid/proposal meeting date/time/location (if applicable)
- Bid opening date/time/location, Proposal regarding opening procedures
- Contact information
- Civil Rights Statement
- Other local requirements

Terms and Conditions:

- Certification regarding disclosure of lobbying (\$100,000+)
- Debarment/suspension certification form (\$25,000+)
- Non-collusion statement
- Assurance of ethical practices

Procurement Checklist (continued)

- Escalation/de-escalation clause
- Price determination statement (fixed, fixed with firm price for delivery, etc.)
- Contract Extension or “roll-over” clause if warranted
- Buy American statement and instructions
- Bid/proposal protest procedures
- Remedy for non-performance/termination of contract
- HUB statement to involve minority business where possible
- “Equal Employment Opportunity” compliance statement (\$10,000+)
- Energy Policy and Conservation Act statement
- Clean Air/Water Act statement (\$100,000+)
- Civil Rights Act statement
- Jessica Lunsford Act requirements
- Return of Discounts, Credits and Rebates to SFA statement
- Record retention and record access requirements (records maintained for three years (plus the current year) from final payment of contract and/or renewal; all base solicitations must be maintained for three years after the final payment on the contract)
- Method of shipment/delivery requirements
- Method of payment, invoices, statements, etc.
- Purchase instrument to be used and how vendors will receive purchase orders
- Compliance with Jessica Lunsford Act
- Bid certification form
- Other State or local requirements
- Specifications that are sufficiently detailed to get what is needed but not so specific as to restrict competition
- Product specifications (approved brand and/or equivalent)
- Quantity
- Quality
- Packaging
- Pricing (unit and extended)
- Procedure for documenting/pre-approving any substitutions and/or deviations
- Other local requirements

Documentation and Records:

All IFBs/RFPs/RFQs with appropriate documentation and signatures of authorized purchasers maintained on the original solicitations

Comparison charts and documenting procurement decisions and contract awards

Record of public bid openings and/or proposal openings if proposals are publicly opened

Copies of contract award/non-award letters

Copies of advertisements for solicitation of good/services

Determination/document of correct procurement method used

Evaluation of escalation/de-escalation clause

Evaluation of Contract Extension/Amendment (roll-over clause)

Procurement Checklist (continued)

- Evaluation/documentation of contract re-negotiations/changes to original contract at the timelines and under the same conditions specified in the original solicitation document
- Evaluation of return of discounts, credits and rebates (as applicable) and detailed procedure indicating how/when the discounts, rebates and credits would be assigned to the SFA by the contractor
- Evaluation of whether procurement methods/activities are consistent with the SFA's approved written procurement plan
- Evaluation of procedures for ensuring records retention requirements are met and where/how all documents pertaining to the solicitation and contract/contract amendments will be maintained
- Non-competitive purchases (sole source, emergency, etc.) are appropriately documented and have received approval from State agency or governing board prior to award, including purchases through means of *piggybacking* onto another SFA's solicitation document
- Invoices/payments for items purchased with school nutrition funds
- Documentation of any contractor performance or breach of contract from vendors
- Provision requiring the entity conducting the procurement to abide with the Iran Divestment Act of 2015.
- Other local requirements

USDA Nondiscrimination Statement

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. **Mail:** U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410;
2. **Fax:** (202) 690-7442; or
3. **Email:** program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

HOSA International Leadership Conference

Submission ID: d6670b84-6e79-415d-9dbb-1bbcfa2f4710

Org Name: Asheboro High School

Submitter: Erica Lawson

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

Status: **Approved**

Note:

Requested an Activity Bus- you will need to have a different means of travel/ Waiting on Trip Details along with return dates/ has been submitted in for conditional approval.

Submission Title *

HOSA International Leadership Conference

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

☒ Overnight Trip

Group Making Request: *

HOSA

School: *

Asheboro High School

Destination: *

Pennsylvania Convention Center, Philadelphia, PA

Date of Trip: *

 June 22, 2027

Number of Students Involved: *

Will update at a later time

Percent of Total Group: *

Will update at a later time

Reasons for Students Not Attending: *

Will update at a later time

Transportation Method: Check box



Activity Bus

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: *

Will update at a later time

Return Time: *

Will update at a later time

Round Trip Miles (estimated) *

952

Purpose of the Field Trip: *

Attend the International Leadership Conference

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.
*

Erica Lawson
Justin Rhoney

Sponsor (Group Responsible for Paying for the Trip) *

HOSA/ CTE

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:

I will provide an update once HOSA sends the agenda and hotel information.

Form History

↑	<u>Erica Lawson</u> submitted form	8/28/2026, 4:13:58 PM
✓	<u>Anthony Woodyard</u> approved form	9/10/2026, 9:31:03 AM
✓	<u>Kacie Kerns</u> approved form	9/11/2026, 10:30:52 AM
✓	<u>Ryan Moody</u> approved form	9/16/2026, 10:23:45 AM
✓	<u>Tari Johnson</u> approved form	9/24/2026, 9:46:33 AM
Notes: Requested an Activity Bus- you will need to have a different means of travel/ Waiting on Trip Details along with return dates/ has been submitted in for conditional approval.		
✓	<u>Aaron Woody</u> approved form	9/24/2026, 9:57:20 AM

NAMS STUCO TO EMERGING LEADERS CONFERENCE - REIDSVILLE, NC 11/14-11/15

Submission ID: 123cfc84-aecf-42c3-90d5-1bf0427a0ffa

Org Name: North Asheboro Middle School

Submitter: Donna Hill

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

Status: Approved

Note: 8403- Please submit in an itinerary

Submission Title *

NAMS STUCO TO EMERGING LEADERS CONFERENCE - REIDSVILLE, NC 11/14-11/15

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

☒ Overnight Trip

Group Making Request: *

NAMS STUDENT COUNCIL

School: *

NORTH ASHEBORO MIDDLE SCHOOL

Destination: *

BETSY & JEFF PENN 4-H CENTER, REIDSVILLE, NC

Date of Trip: *

 November 14, 2026

Number of Students Involved: *

15

Percent of Total Group: *

75

Reasons for Students Not Attending: *

SCHEDULE CONFLICT / SICKNESS

Transportation Method: Check box



Activity Bus

Other: Provide details

MINI-BUS

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

1

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

0

Departure Time: *

8:00 AM 11/14/26

Return Time: *

1:00 PM 11/15/26

Round Trip Miles (estimated) *

120

Estimated Cost to the Student: *

\$ 100

Purpose of the Field Trip: *

STUDENT COUNCIL CAMP - EMERGING LEADERS CONFERENCE

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.
*

CARLY HUTTON*

Sponsor (Group Responsible for Paying for the Trip) *

NAMS STUDENT COUNCIL

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:

REQUESTING MINI-BUS

Form History

	<u>Donna Hill</u> submitted form	9/10/2026, 11:47:37 AM
	<u>Donna Hill</u> approved form	9/10/2026, 11:48:42 AM
	Notes: APPROVED. DH	
	<u>Graham Groseclose</u> approved form	9/28/2026, 8:02:35 AM
	<u>Tari Johnson</u> approved form	9/28/2026, 2:56:11 PM
	Notes: 8403- Please submit in an itinerary	
	<u>Aaron Woody</u> approved form	9/29/2026, 7:59:56 AM

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of October, 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

4.4910.999	Fund Balance Appropriated	\$	<u>1,000,000</u>
		\$	<u><u>1,000,000</u></u>

EXPENDITURE

4.9121.999.529.336.000.27	NAMS Electrical Upgrade Project	\$	<u>1,000,000</u>
		\$	<u><u>1,000,000</u></u>

Total Appropriation in Current Budget	\$	17,152,511
Total Increase/Decrease of above amendment		<u>1,000,000</u>
Total Appropriation in Current Amended Budget	\$	<u><u>18,152,511</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of October, 2026.

Chairman, Board of Education

Secretary



A learning community of excellence!

Chartered in 1905

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

School Treasurers

2026-2027

Updated 10/8/2026

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

Xochitl Lopez Tinoco

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

Asheboro City Schools

Approved Signature List by Account

with Pinnacle Financial Partners

as of October 8, 2026

<u>Account</u>	<u>SIGNER</u>	<u>SIGNER</u>	<u>SIGNER</u>	<u>SIGNER</u>	<u>SIGNER</u>
Local Operating Account	Aaron Woody	Sandra Spivey			
Payroll Account	Aaron Woody	Sandra Spivey			
Money Market	Aaron Woody	Sandra Spivey			
School Nutrition Account	Aaron Woody	Sandra Spivey			
Asheboro High School	Aaron Woody	Sandra Spivey	Kristen Wright	Ryan Moody	Kacie Kern
South Asheboro Middle School	Aaron Woody	Sandra Spivey	Kristen Wright	Chris Burian	Freddy Medina
North Asheboro Middle School	Aaron Woody	Sandra Spivey	Kristen Wright	Graham Groseclose	Donna Hill
Balfour Elementary School	Aaron Woody	Sandra Spivey	Kristen Wright	Nikia Domally	Alora Annonson
Charles W. McCrary Elementary School	Aaron Woody	Sandra Spivey	Kristen Wright	Kelly Patton	Xochitl Lopez Tinoco
Donna Lee Loflin Elementary School	Aaron Woody	Sandra Spivey	Kristen Wright	Lisa Hayes	Roxanne Roessing
Guy B Teachey Elementary School	Aaron Woody	Sandra Spivey	Kristen Wright	Jordan Seagraves	Maira Cortes
Lindley Park Elementary School	Aaron Woody	Sandra Spivey	Kristen Wright	Keisha Dawalt	Nicole Cox
Early Childhood Development Center	Aaron Woody	Sandra Spivey	Kristen Wright	Holly White	Alejandra Longoria

Instructional Focus: Early Literacy

October 2026

Deanna Wiles

Director of Curriculum and Academic Program Support

Kristen Asbill, CWM First Grade Teacher

Rebecca Kidd, CWM Kindergarten Teacher

The Science of Reading in Practice

Phonemic Awareness

Visual, Auditory, and Blending Practice

Letter Formation and Spelling

Sight Words



Scarborough's Reading Rope

Language Comprehension **LC**

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

INCREASINGLY STRATEGIC

Word Recognition **D**

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle,
letter-sound correspondences

Sight Recognition
of familiar words

INCREASINGLY AUTOMATIC

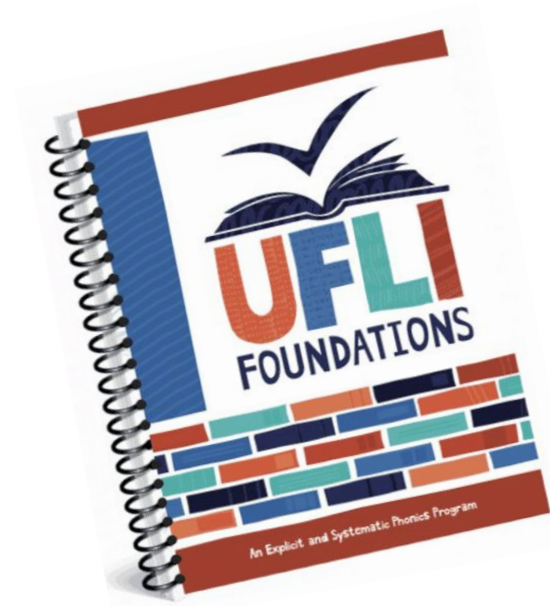
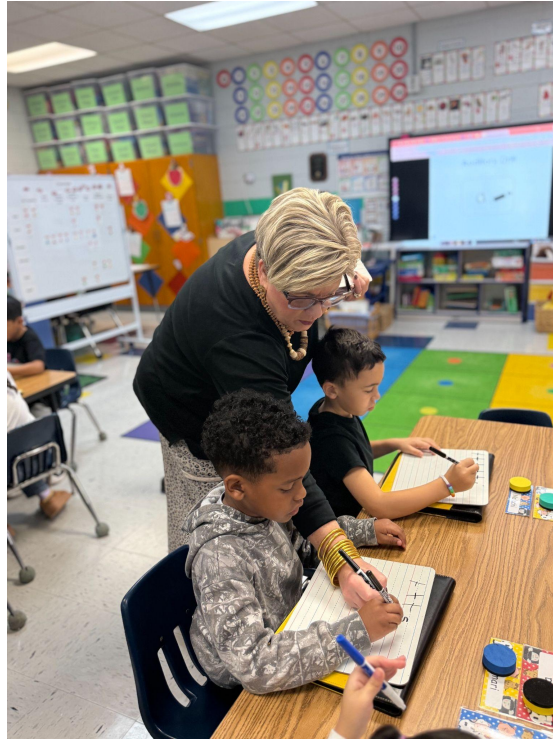
Skilled Reading **RC**

LC × **D** = **RC** Fluent word recognition and comprehension.

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.



What is UFLI Foundations?



University of Florida
Literacy Institute



The 128-Lesson

Scope & Sequence At-a-Glance: All Concepts (K-2)

against

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. i /i/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review

35. (incl. CVC, CCVC)
36. Sh
37. Sh
38. Sh
39. Sh
40. Sh
41. Sh
42. FL
43. -all
44. ck /k/
45. sh /sh/
46. Voiced th
47. Unvoiced th
48. ch /ch/
49. Digraphs Review
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /nk/
53. Digraphs Review 2 (incl. CCCV)
54. a_e /ă/
55. i_e /î/
56. o_e /ô/
57. VCE Review 1, e_e /ê/
58. u_e /û/, /yû/
59. VCE Review 2 (all)
60. -ce /s/
61. -ge /j/
62. VCE Review 3, VCE Exceptions
63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Reading Longer Words

Ending Spellings

69. tch
70. th
71. th
72. th
73. th
74. th
75. th
76. th
77. th
78. th
79. th
80. th
81. th
82. th
83. th
84. th
85. th
86. th
87. th
88. th
89. oo, u /oo/
90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/
95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review
98. kn /n/, wr /r/, mb /m/

Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review
98. kn /n/, wr /r/, mb /m/

Silent Letters

98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ă/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/; ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/, gn /ŋ/, gh /g/; silent t

Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2



mud

edge

at

ferns

unknown

sam

sleigh

yak

fasten

fish

invasion

crab

kite

bases

player

touches



The 8-Step Routine

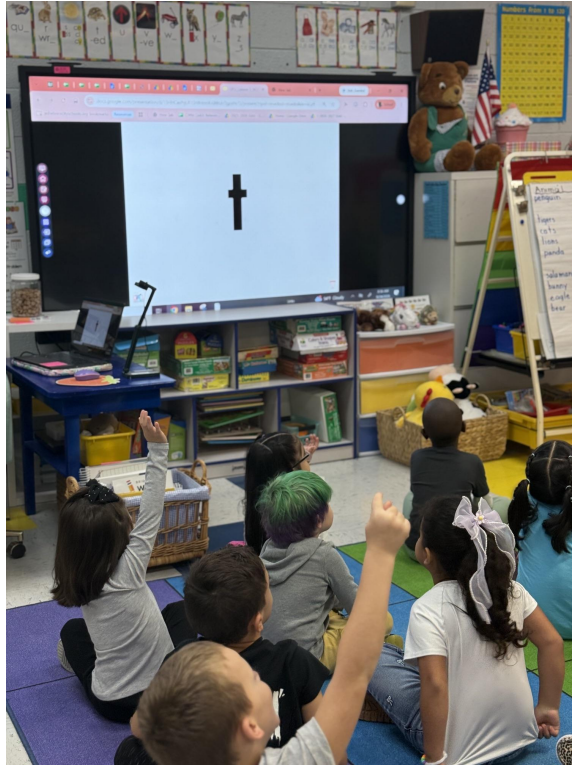
Day 1	
Step 1: Phonemic Awareness	2 minutes
Step 2: Visual Drill	3 minutes
Step 3: Auditory Drill	5 minutes
Step 4: Blending Drill	5 minutes
Step 5: New Concept	15 minutes
Day 2	
Step 5: New Concept (review)	3 minutes
Step 6: Word Work	6 minutes
Step 7: Irregular Words	6 minutes
Step 8: Connected Text	15 minutes



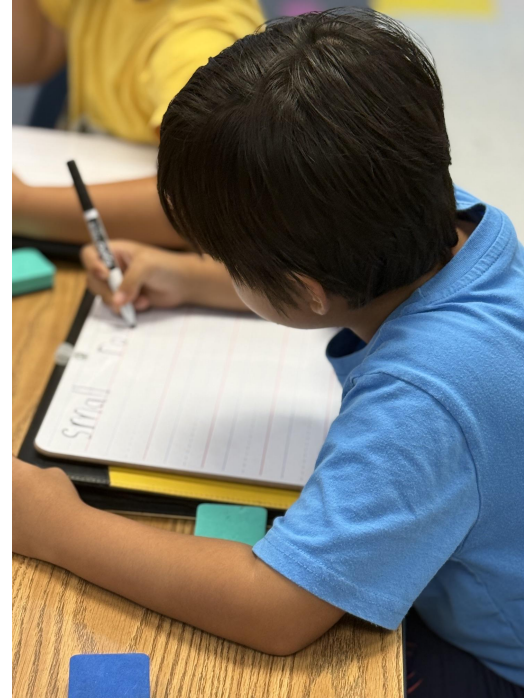
The 8-Step Routine: Phonemic Awareness



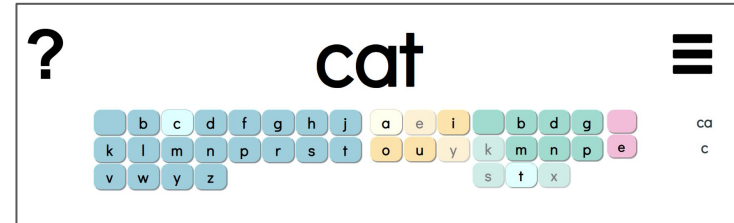
The 8-Step Routine: Visual Drill



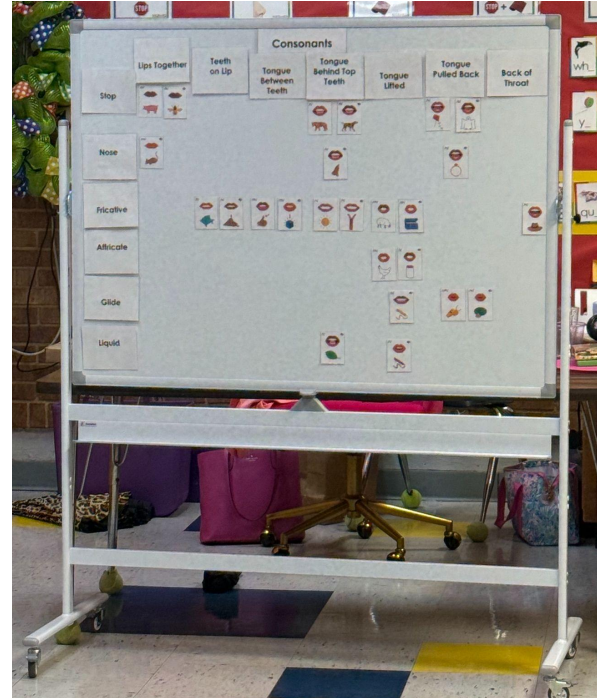
The 8-Step Routine: Auditory Drill



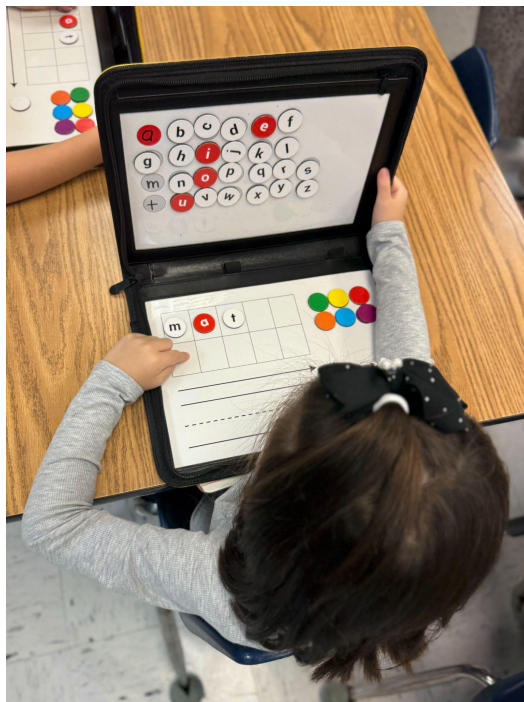
The 8-Step Routine: Blending



The 8-Step Routine: New Concept



The 8-Step Routine: Word Work



The 8-Step Routine: Irregular Words

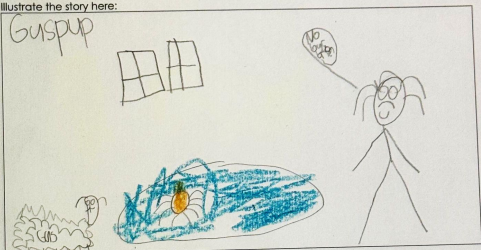


The 8-Step Routine: Connected Text

Lesson 39b: short u advanced review (CCVC, CVCC)
Nazereh

Gus the Pup

Illustrate the story here:



Gus the pup was in the mud. He dug in the mud and got a bug. Gus ran to the rug with his bug. Mom sees Gus on the rug. "No Gus! No bugs on the rug!" Mom jumps up to stop Gus, but he is fast.

Gus runs to the mud. Mom grabs Gus and dumps him in the tub. Mom scrubs Gus. Gus looks glum. Mom pets Gus. Gus is not glum.

Lesson 84: ai /ā/, ay /ā/

Sunday Fun

Illustrate the story here:



On **Sunday**, **Gail** visits her brother at his farm. **Gail** loves to go to the farm because there is so much to do. She starts the **day** in the garden. If it did not **rain**, she **sprays** the plants with water.

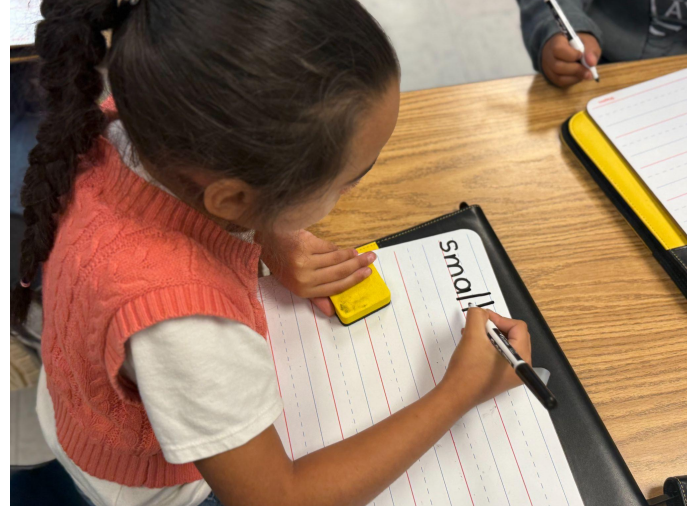
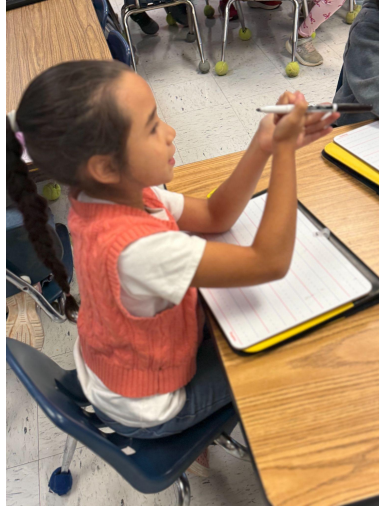
Then, **Gail** and her brother walk on the **path** from the garden to the pond. As they walk, **Gail** hunts for **snails**. When she finds shells, she tucks them in her pocket. She will **sell** them when she gets home.

At the pond, her brother likes to fish. He strings **baits** onto his fishing pole and **waits** for a bite. While they **wait**, **Gail** plays in the mud and **clay**.

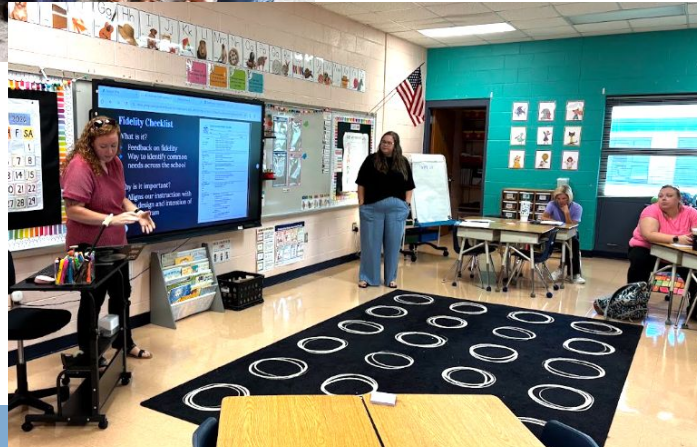
At the end of the **day**, they walk back up the **path** to go home. As they walk, they see the sun set and the **day** fade **away**.



The 8-Step Routine



Support for Teachers

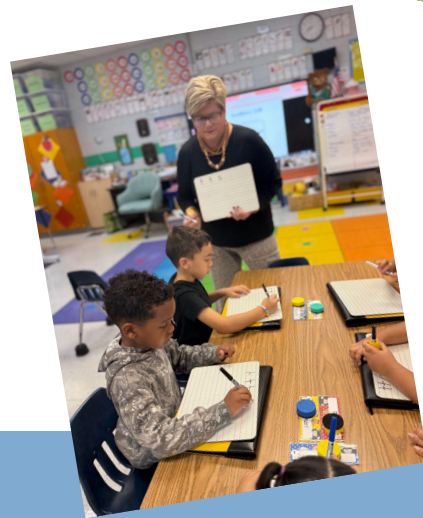
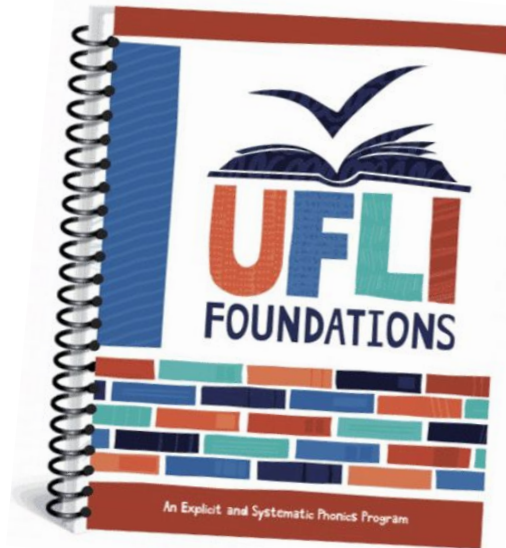
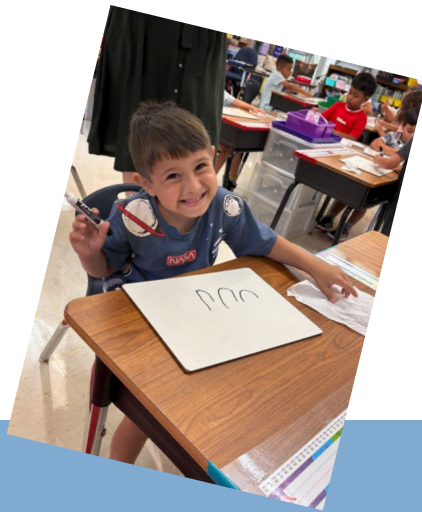
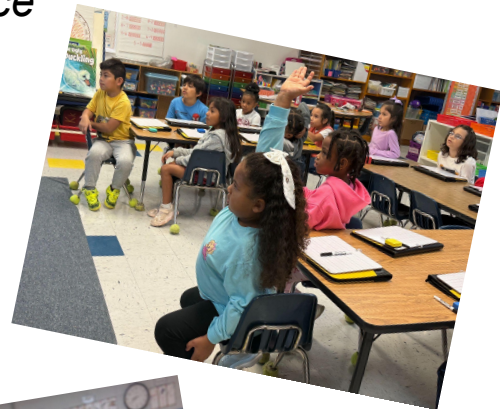


UFLI FOUNDATION Implementation Fidelity Checklist		
Teacher: _____		Observer: _____
Date: _____	Grade: _____	School: _____
General	Lesson Components	Notes
Lesson Number: _____	☐ Teacher used blendable words throughout the lesson. ☐ Teacher monitored student engagement and attention. ☐ Teacher provided general and behavior-specific praise. ☐ Teacher provided corrective feedback, as needed. ☐ Teacher provided appropriate scaffolding, as needed. ☐ Teacher maintained appropriate lesson pacing. ☐ Teacher used efficient routines and transitions.	
New Concept: _____		
Lesson Part 1		
Step 1: Phonemic Awareness (1-2 min)		
Start: _____	☐ Teacher provided phoneme blending practice. ☐ Total words presented: _____ ☐ Teacher provided phoneme segmentation practice. ☐ Total words presented: _____ ☐ Teacher segmented words correctly (e.g., /a/ /t/ for 'at').	
End: _____		
Total Duration: _____		
Step 2: Visual Drill (1-3 min)		
Start: _____	☐ Teacher presented previously taught graphemes. ☐ Teacher prompted student choral response (e.g., /a/ /t/ for 'at'). ☐ Total graphemes presented: _____	
End: _____		
Total Duration: _____		
Step 3: Auditory Drill (1-3 min)		
Start: _____	☐ Teacher presented previously taught phonemes. ☐ After presenting phonemes, teacher prompted students to repeat phonemes and write corresponding graphemes while listening (e.g., /a/ /t/ for 'at'). ☐ Total phonemes presented: _____	
End: _____		
Total Duration: _____		
Step 4: Blending Drill (1-3 min)		
Start: _____	☐ Teacher presented words for students to practice decoding using previously taught concepts. ☐ Total words presented: _____	
End: _____		
Total Duration: _____		
Step 5: New Concept (1-15 min)		
Start: _____	Explicit introduction of new concept included: ☐ Visual (grapheme) and auditory (phoneme) presentation of concept (e.g., /a/ /t/ for 'at'). ☐ Placement discussion with example words. ☐ Articulatory gesture responses, including teacher modeling and student practice opportunity. ☐ Letter formation practice, if applicable.	
End: _____		
Total Duration: _____		
Word reading included:		
☐ At least 1 example with teacher modeling (3 ds). ☐ Guided practice reading words (see ds). ☐ Total words: _____		
Word spelling included:		
☐ At least 1 example with teacher modeling (3 ds). ☐ Guided practice spelling words (see ds). ☐ Total words: _____		



“UFLI has helped me implement phonics instruction that is systematic, effective, and predictable—making learning accessible and achievable for every student.”

-Emma Hinshaw, ACS 2026 Apple of Excellence



Questions



GOAL 1:

Strengthen instructional consistency by building teacher capacity in content knowledge, data-driven practices, and aligned instructional delivery to ensure all students receive high-quality, rigorous, grade-level instruction.

Student Success Indicator:

A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)

D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

Target date for Implementation:

May 2027

Definition of Successful Implementation:

When instructional practices are consistent, students will benefit from a learning experience that is both equitable and effective across classrooms and grade levels. They will come to understand what quality instruction looks like and how to engage with it successfully. As teachers strengthen their content knowledge and respond to student needs with aligned strategies, students will receive the right support at the right time. This stability will foster trust in the learning process, reduce gaps in understanding, and ultimately result in stronger academic performance and growing confidence in their abilities.

Action Steps / Strategies:	Assigned to:	Target Date:
Implement collaborative CASA Protocol to analyze data and student work across classrooms and programs, with a renewed focus on subgroups to make instructional decisions that meet the needs of all learners and to ensure alignment with intervention materials.	Banner	May 2027
Analyze grade-level walkthrough data trends to identify strengths and opportunities for student-centered coaching as it relates to the use of high-leverage instructional practices and student learning.	Domally Garner Banner	May 2027
Allocate time and human resources to implement flexible grouping during a portion of the literacy block in grades K-5 to provide targeted support, while preserving ample time for rigorous grade-level content in order to both close gaps in word recognition and extend knowledge in language comprehension in all subgroups with an emphasis on students with disabilities.	Banner Pruitt Walsh A Hinshaw	January 2027
Monitor the fidelity of implementation of Project AIM discourse strategies in K-5 and provide professional development to new and beginning teachers on the highest leverage strategies as determined by walkthrough data analysis and collaboration with Dr. Floyd.	Garner Pruitt	January 2027

GOAL 2:

Establish a coherent protocol for communication that reinforces aligned behavioral and instructional expectations to ensure clarity and shared understanding among students, staff, and families.

Student Success Indicator:

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

May 2027

Definition of Successful Implementation:

With coherence in place, students will experience fewer inconsistent messaging and clearer expectations—whether transitioning through hallways, learning a new concept, or hearing from a family member about school. This clarity will build confidence and independence. Instruction will feel predictable and purposeful, allowing students to focus more deeply on learning. As teachers and families align their language and expectations, students will gain a stronger sense of direction, leading to increased engagement, fewer behavior disruptions, and steady academic growth

Action Steps / Strategies:	Assigned to:	Target Date:
Incentivize adherence to established behavioral expectations in common spaces for all grade levels, with a focus on high expectations and accountability for grades 3-5.	Garner Holland Butts Clark	October 2026
Review and refine established norms for grade-level planning in collaboration with EC, ESL, AIG, and other support personnel to ensure alignment of implementation across grade levels and departments in Tier 1 academic and behavioral instruction.	Banner Pruitt A Hinshaw Walsh	November 2026
Utilize SMORE to create and disseminate meaningful, content-rich monthly newsletters <i>to advance student learning and enhance family engagement.</i>	Blocker K Smith Walker	December 2026
Adhere to a structured co-teaching framework for classroom teachers and academic support personnel that transitions support staff from static instructional aides in whole group settings to collaborative planners and facilitators of learning , ensuring that instruction across core and resource settings is coherent, standards-aligned, and mutually reinforcing.	Banner Walsh A Hinshaw	February 2027

GOAL 3:

Balfour Elementary will strengthen a culture of belonging by implementing intentional, tiered systems that ensure students and families are known, connected, valued, and meaningfully engaged in the school community.

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
 B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, and behavior monitoring) to identify students at risk for dropping out. (5151)

Target date for Implementation:

April 2027

Definition of Successful Implementation:

By the end of the 2026-2027 school year, 100% of Balfour Elementary students will be celebrated or recognized at least once through school-wide communications, digital displays, or Bulldog Buddy acknowledgments, reflecting increased visibility, belonging, and connection across all tiers of support. When a true sense of belonging is achieved, students will show up more confidently, engage more fully, and take greater ownership of their school experience. Classrooms and common spaces will become places where students feel safe, supported, and celebrated—not just for their achievements, but for who they are. Relationships across the school will deepen, and students will be more likely to take positive risks, support one another, and contribute to the larger school community. This strong sense of belonging will lead to improved behavior, stronger peer relationships, and increased academic motivation.

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen the schoolwide relationship-mapping process by using BOY and MOY data to identify students who need additional connection and to assign intentional Tier 1, Tier 2, and Tier 3 relationship-building responses, including Bulldog Buddy connections with peers and trusted adults.	Holland A. Hinshaw Walker	April 2027
Expand grade-level transition experiences at key anchor points throughout the school year—including BOY, the return from winter break, and EOY—to intentionally build student identity, connection, and Bulldog pride by reinforcing the people, expectations, opportunities, and traditions that define their grade level and the larger Balfour community.	Domally Garner	April 2027
Elevate family voice by systematically gathering and utilizing parental input to design family engagement opportunities that reflect their interests and priorities as those relate to students' academic, social-emotional, and personal growth.	Blocker Pruitt Delgado	May 2027

Belonging

By June 2027, 100% of staff will intentionally foster a culture of belonging by creating safe, inclusive, and supportive learning environments where every student feels known, valued, respected, and empowered to succeed. Staff will build strong relationships with students and families, maintain high expectations for all learners, and implement practices that promote student engagement, voice, and meaningful family partnerships.

Student Success Indicator:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Target date for Implementation:

August 2026 - June 2027

Definition of Successful Implementation:

All classrooms consistently implement schoolwide expectations and relationship-building practices. Walkthrough data reflects inclusive classroom environments, positive student-teacher interactions, and high expectations for all learners. Student survey results show increased feelings of safety, belonging, and connection to school. Family participation and two-way communication increase throughout the school year. Office discipline referrals and chronic absenteeism decrease, while student engagement and attendance improve.

Action Steps/Strategies:	Assigned to:	Target Date:
Implementation of Core Essentials school-wide through guidance lessons by the counselor, daily announcements, and classroom activities.	A. Berrier	June 2027
Implement schoolwide structures that promote student ownership by engaging students in setting learning goals, monitoring academic progress, communicating learning through student-led conferences, using data notebooks, reflecting on growth, and regular teacher conferencing.	L. King	June 2027
Strengthen family ownership by offering meaningful opportunities for families to engage in data-sharing and goal-setting sessions as active participants in students' academic, social and emotional success.	K. Patton	June 2027
Staff will consistently implement schoolwide behavior expectations and positive behavior supports to create safe, inclusive, and predictable learning environments where every student feels respected, connected, and supported.	D. Cash	June 2027

GOAL 2: Consistency

McCrary Elementary will ensure that every student experiences consistent, high-quality, grade-level instruction in every classroom by implementing shared instructional expectations, using common instructional resources, and providing ongoing coaching, collaborative planning, and data-driven feedback to teachers, as well as aligned professional development to support areas of need.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs.

Target date for Implementation:

August 2026 - June 2027

Definition of Successful Implementation:

We will see students engaged in rigorous, grade level content daily in all core areas of instruction. Students will move to a deeper level of content understanding and toward mastery of grade level standards. Students will show growth based on EVAAS data. There will be a minimum increase on the following subject area EOG proficiency results:

8% on Math EOGs, 5% on Reading EOGs, and 10% on Science EOGs

Action Steps/Strategies:	Assigned to:	Target Date:
Partner with teachers through targeted and ongoing coaching cycles to strengthen the alignment of classroom assignments and assessments with grade-level standards, using walkthrough data to guide support.	L. King	December 2028
The Instructional leadership team will provide walkthrough feedback on rigorous, grade level instruction. All teachers will receive feedback at a minimum by mid-October, January and by the end of April.	K. Patton	June 2027
Walkthroughs, lesson plans and assessment data will demonstrate that instruction and assessments align with the demands of grade level standards and school-wide instructional expectations.	K. Patton	June 2027
Professional development will include training for all staff in the new ELA standards, literacy in the content areas, vocabulary and Mindset Training.	D. Cash	June 2027

GOAL 3: Coherence

By June 2027, McCrary Elementary will strengthen instructional coherence by ensuring that curriculum, instruction, assessment, intervention, and family engagement are consistently aligned to grade-level standards. Through collaborative planning, data-driven decision-making, and ongoing coaching, all instructional supports will reinforce core classroom learning and provide students with a connected, grade-level learning experience.

Student Success Indicator:

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Target date for Implementation:

August 2026 - June 2027

Definition of Successful Implementation:

100% of grade-level teams engage in weekly collaborative planning focused on coherent instruction. Walkthrough data shows increasing alignment between classroom instruction, assignments, and grade-level standards. Intervention plans consistently reflect current classroom learning targets. Families receive regular communication aligned to grade-level learning goals and student progress. Student achievement and growth data demonstrate increased proficiency on grade-level standards.

Action Steps/Strategies:	Assigned to:	Target Date:
Implement consistent classroom systems, routines, and procedures.	D. Cash	June 2027
Ensure collaborative planning meetings focus on aligning instruction, assessments, and interventions to upcoming grade-level learning targets.	L. King	June 2027
Develop consistent family communication through monthly newsletters and family engagement nights to share grade-level learning goals, student progress, and strategies families can use at home.	K. Patton	June 2027
Review curriculum resources, assessments, and intervention materials each quarter to ensure they support the school's instructional priorities.	L. King	June 2027

GOAL 1: Consistency

Donna Lee Loflin will provide every student with consistent, high-quality, standards-aligned instruction through the use of effective instructional practices in every classroom, every day.

Student Success Indicator:

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

August 2026 - May 2027

Definition of Successful Implementation:

At Donna Lee Loflin Elementary, successful implementation will be evident when teachers consistently deliver high-quality, standards-aligned instruction through the implementation of the Opportunity Culture Model. Teachers collaborate through coaching cycles, while classroom observations and instructional monitoring demonstrate consistent implementation of high-impact instructional practices in every classroom. By the end of the year, **100% of classrooms** will demonstrate consistent implementation of identified Tier 1 instructional practices, as measured through walkthrough data.

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen Instructional Planning - Utilize an Extended Planning Protocol quarterly to design high-quality instructional units using the backwards planning design. - Lesson plans will include one formative assessment or informal observation daily for each learning target to identify instructional priorities. - Lesson plans will include ways to engage students as active thinkers.	Lisa Hayes	May 2027
High Impact Practices and ACS Instructional Practices - Identify 5 high impact practices that will be consistently used in every classroom. - Model practices during Collaborative Planning Sessions, Staff Meetings, Staff PD Days, and Student-Centered Coaching Cycles. - Ensure ACS Instructional Practices are embedded in all classrooms.	Lisa Hayes	May 2027
Student-Centered Coaching - Develop student centered, standards-aligned coaching goals. - Reflect on coaching feedback and revise instructional plans based on evidence of student learning. - Implement student-centered coaching cycles in which teachers and coaches analyze student learning, establish standards-aligned coaching goals, implement targeted instructional strategies, collect evidence of impact, and reflect on student outcomes to continuously improve instruction.	Multi-Classroom Leaders Heather Carr Shelly Harris	May 2027

GOAL 2: Belonging

Donna Lee Loflin will cultivate a school culture that promotes belonging through positive relationships, consistent expectations, meaningful engagement, and shared responsibility for student success.

Student Success Indicator:

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Target date for Implementation:

August 2026 - May 2027

Definition of Successful Implementation

At Donna Lee Loflin, successful implementation will be evident when staff foster safe, welcoming, and inclusive learning environments where positive relationships, high expectations, and respectful interactions are observed consistently. Teachers explicitly teach and reinforce schoolwide behavioral expectations, instructional expectations, and support students' social-emotional development. Families are engaged as partners in the educational process, and students demonstrate a strong sense of belonging through meaningful participation in the learning community. Increase positive student responses on identified school belonging survey indicators with **90% or more of students reporting that they feel safe, supported, valued, and connected at school.**

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen Social-Emotional Learning - Continue implementing weekly Core Essential Tier I SEL lessons with fidelity in every classroom. - Reinforce monthly character traits and social-emotional competencies through classroom meetings, morning announcements and school-wide activities.	Donna Cabiness	May 2027
Implement Consistent Tier I Behavior Supports - Explicitly teach, model, practice, and reinforce the Loflin Expectations of Respect. - Recognize positive student behavior through Lions Den Celebrations, Positive Office Referrals, Loflin Lion Shout-Outs, and Lion of the Month.	Brisa Raya	May 2027
Build Staff Capacity Provide ongoing professional development in proactive classroom management, Mindset Training (de-escalation strategies), and relationship building through Behavior Interventions that Work training and strategies.	Meghan Joyce	May 2027
Monitor School Climate and Engagement - Review attendance, behavior, and school climate data to monitor implementation, identify trends, and inform continuous improvement. - Utilize student, family, and staff feedback to strengthen belonging and engagement across the school community. - Review Kick-Up data for high expectations and student engagement in the learning environment.	Ashley Tucker	May 2027

GOAL 3: Coherence

Donna Lee Loflin will create a coherent instructional system that aligns curriculum, instruction, assessment, intervention, and teacher collaboration to improve student outcomes.

Student Success Indicator:

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback for teachers.

Target date for Implementation:

August 2026 - May 2027

Definition of Successful Implementation:

At Donna Lee Loflin, successful implementation will be evident when teachers work collaboratively to align curriculum, instruction, assessment, and intervention across grade levels. Collaborative planning, common formative assessments, and data-driven decision making will ensure students experience a cohesive learning progression while maintaining access to grade-level instruction. There will be an increase in the percentage of students meeting or exceeding expected annual growth by **20% from the previous year**. There will be an Increase in EOG proficiency by **at least 5 percentage points in Math, 8 percentage points in ELA, and 10 percentage points in Science** compared with 2025–26 performance.

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen Standards-Based Planning - Strengthen teacher capacity to unpack grade-level standards, identify priority learning targets, and design standards-aligned instruction that ensures all students have access to grade-level learning. - Provide ongoing professional learning on the new NC ELA Standards, literacy across content areas, explicit vocabulary instruction, and effective instructional practices to increase comprehension.	Multi-Classroom Leaders Heather Carr Shelly Harris	May 2027
Strengthen MTSS and Data Driven Decision Making - Build teacher capacity to implement a consistent MTSS process that uses multiple sources of student data to inform differentiation, scaffolding, and classroom interventions within Tier I instruction. - Utilize CASA meetings and MTSS Support Team meetings to analyze student performance, monitor intervention effectiveness, and adjust instruction to improve student outcomes.	Stephanie Shuskey Lisa Hayes	May 2027
Monitor Systemwide Implementations Monitor implementation of the Advanced Teaching Roles (ATR) Opportunity Culture Model, collaborative planning, MTSS processes, student-centered coaching, and common instructional practices through classroom observations, walkthroughs, CASA documentation, student data, coaching artifacts, and leadership team reviews to ensure coherence across all grade levels.	Lisa Hayes	May 2027

GOAL 1: Consistency

By June 2027, Guy B. Teachey Elementary School will increase its overall achievement score by 8% and exceed growth through the consistent implementation of standards-aligned Tier 1 instruction, schoolwide instructional expectations, evidence-based practices, and data-informed planning across all classrooms.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation:

August 2026 - June 2027

Definition of Successful Implementation:

We will see students consistently engaged in rigorous, standards-aligned, grade-level learning across all core instructional areas. Students will be able to explain their learning targets, use success criteria, engage in academic discourse, and demonstrate increasingly deeper understanding and mastery of grade-level standards. Learning walks, classroom observations, collaborative planning artifacts, and student work will show consistent implementation of the schoolwide instructional expectations and evidence-based practices in at least 90% of classrooms. Guy B. Teachey Elementary will exceed expected growth and increase its overall achievement score by at least 8%.

Action Steps / Strategies:	Assigned to:	Target Date:
Instructional Planning with Purpose: Facilitate monthly collaborative planning in which grade-level teams unpack standards, align lessons to core resources, plan rigorous grade-level tasks, anticipate misconceptions, and identify checks for understanding. Use a shared planning and walkthrough look-for tool.	Nicole Faircloth	June 2027
Consistent Core Instructional Routines: Identify and explicitly teach 3 high-leverage routines aligned to the district wide instructional expectations . Model the routines through faculty learning, planning, and coaching; monitor implementation and student impact.	Jessica Hartong	June 2027
Calibrate and Monitor Instructional Expectations: Communicate the district wide instructional expectations and conduct regular learning walks using a shared tool to calibrate expectations, identify gaps, provide feedback, and match teachers with support.	Jordan Seagraves	June 2027
Reading and Subgroup Response Cycles: Each quarter, review reading, formative assessment, check-in data, ELS, and SWD data; identify priority standards and groups; implement a documented instructional response; and monitor whether gaps are narrowing.	Kelly Robbins/ Dana Hollingsworth	June 2027

GOAL 2: Belonging

By June 2027, Guy B. Teachey Elementary School will increase the number of students who respond favorably to having a sense of belonging at school, increase overall student attendance by 2%, reduce major discipline referrals by 15%, and reduce exclusionary instructional time lost by at least 15% through relationship-centered practices, positively taught behavioral expectations, student voice, and student ownership.

Student Success Indicator:

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules/procedures by positively teaching them.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

August 2026 - June 2027

Definition of Successful Implementation:

Successful implementation will be evident when students report a stronger sense of belonging and demonstrate that they feel safe, respected, supported, and connected at school. Students will be able to identify at least one trusted adult, explain and model schoolwide behavioral expectations, participate in opportunities for student voice, and take increasing ownership of their attendance, behavior, and learning environment. Learning walks, classroom observations, student feedback, and implementation data will show that relationship-centered practices and positively taught behavioral expectations are consistently evident in at least 85% of classrooms and school settings. Attendance teams and student-support teams will regularly review data, identify barriers, implement targeted supports, and monitor student progress. Overall attendance will increase by at least 2%, major discipline referrals will decrease by at least 15%, and exclusionary instructional time lost will decrease by at least 15%.

Action Steps / Strategies:	Assigned to:	Target Date:
Daily Relational Routines: Continue to model and monitor greetings, check-ins, and morning meetings so every student is known, seen, and valued.	Felicia Pugh	June 2027
Positive Schoolwide Expectations: Strengthen positively taught expectations in classrooms and common areas to create predictable, inclusive, and supportive environments.	Corey Culp	June 2027
Inclusive and Trauma-Informed Practices: Provide professional learning on inclusive and trauma-informed practices that support engagement and academic risk-taking.	Jade Allmon	June 2027
Student Voice: Administer BOY, MOY, and EOY student voice surveys, share findings with staff and document at least one climate adjustment after each review.	Lane Prince	June 2027
Student Ownership: Increase student goal-setting and self-reflection so students see themselves as capable learners and active contributors to their classroom communities.	Stephanie Hager	June 2027
Relationship-Centered Attendance Supports: Review attendance monthly and implement timely, targeted supports in partnership with students and families.	Lane Prince	June 2027

GOAL 3: Coherence

By June 2027, Guy B. Teachey will strengthen instructional coherence by aligning expectations, instructional practices, and support systems across all grade levels, departments, and initiatives to minimize fragmentation and maximize student learning outcomes.

Student Success Indicator:

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

August 2026 - June 2027

Definition of Successful Implementation:

Successful implementation will be evident when instructional, behavioral, intervention, professional learning, and student-support systems are clearly connected and consistently implemented across the school. All grade-level teams will complete CASA data-analysis cycles that connect standards, core instruction, assessment, intervention, and instructional response; behavior incidents will be accurately documented according to the schoolwide decision guide; and all schoolwide professional learning, coaching cycles, and walkthrough tools will align with a CIP priority and instructional expectation. At least 90% of staff will report that school priorities, expectations, systems, and available supports are clear and aligned, while the leadership team will complete systems reviews to strengthen supports, revise or discontinue ineffective practices, and reduce competing initiatives.

Action Steps / Strategies:	Assigned to:	Target Date:
Instructional Coherence through Data Use: During CASA meetings, analyze common student data to connect standards, core instruction, assessment, and intervention; use findings to guide planning and instructional responses that preserve access to grade-level learning.	Jessica Hartong	June 2027
Aligned Professional Learning and Coaching: Map professional learning, coaching cycles, and feedback cycles to CIP priorities, so every support reinforces the same expectations.	Jordan Seagraves	June 2027
Aligned Behavior Reporting System: Refine and implement a schoolwide behavior reporting matrix and decision guide so major and minor incidents are defined, documented, and responded to consistently across settings.	Corey Culp	June 2027
Quarterly Systems Review: Review walkthrough, achievement, intervention, behavior, attendance, and staff feedback data to identify gaps, align supports, and reduce fragmentation across initiatives.	Jessica Hartong	June 2027
Priority Communication and Staff Feedback: Maintain a one-page priority map connecting the CIP, instructional expectations, coaching, professional learning, walkthroughs, and support systems; use quarterly staff pulse checks to clarify or simplify the work.	Jordan Seagraves	June 2027

GOAL 1: Consistency

Lindley Park will provide rigorous, grade-level instruction in all subjects using high-quality resources and tools.

Student Success Indicator:

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

May 28, 2027

Definition of Successful Implementation:

At full implementation, Lindley Park will provide consistent, rigorous, grade-level instruction in all subjects using high-quality resources. Teachers will plan together, deliver standards-aligned lessons with fidelity, and use assessments to meet all learners' needs. End of Grade composite scores for reading and math will increase by at least 10%.

Action Steps / Strategies:	Assigned to:	Target Date:
Implement and monitor MTSS systems by establishing expectations and procedures using CASA protocols to ensure consistent data review to adjust instruction and ensure a high level of rigor and expectations across the classrooms.	Caroline Rush	May 2027
Ensure consistent, high-quality instruction by implementing school-wide instructional expectations, using high-quality resources, and providing rigorous, grade-level content across all subjects.	Brandon Wysong	May 2027
Strengthen observation and feedback cycles by following a structured walkthrough schedule to provide consistent, actionable weekly feedback to teachers focused around the instructional expectations.	Keisha Dawalt	May 2027
Grade level teams will consistently administer common assessments, track the data, and provide remediation.	Brandon Wysong	May 2027
Coaching Cycles will be provided to support consistency in instruction across all grade levels and subject areas.	Keisha Dawalt	May 2027

GOAL 2: Coherence

Lindley Park will improve student learning by strengthening alignment in school communication and instructional practices to ensure high-quality teaching.

Student Success Indicator:

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning)

Target date for Implementation:

May 28, 2027

Definition of Successful Implementation:

At full implementation at Lindley Park we will strengthen alignment in instructional practices. Teachers will collaboratively plan aligned, high-quality instruction across classrooms and subject areas. Families know what their children are learning and how to support them, and students experience clear expectations and effective teaching in every class, every day. End-of-year growth index scores will increase by at least 10%.

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen family communication and engagement by sending weekly learning agendas, weekly messages from the Principal, and school-wide updates provided through SchoolStatus.	Keisha Dawalt and Brandon Wysong	May 2027
Promote a safe and orderly learning environment by having grade-level teams establish and implement common expectations for transitions and shared spaces.	Grade Level Chair	May 2027
School administration will maintain a shared school calendar and host quarterly family nights.	Brandon Wysong	May 2027
Planning sessions will be focused on aligning core instruction, intervention, and assessment to allow all students access grade level content. Specialists meet monthly with the instructional facilitator, and support staff will join one or more grade-level planning meetings per week to align practices so that all staff feels connected to student learning across the building.	Keisha Dawalt	May 2027
Professional Development will be provided to support the implementation of the new NC ELA standards, academic vocabulary, and reading comprehension.	Kari Hankins	May 2027

GOAL 3: Belonging

Lindley Park will create a sense of belonging as the foundation for learning, where every student is empowered to grow and supported by a united community that honors their identity, strengths, and potential.

Student Success Indicator:

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them

A4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Target date for Implementation:

May 28, 2027

Definition of Successful Implementation:

A school environment where every student feels a deep sense of belonging and is supported in their personal and academic growth. Through intentional relationship-building, collaborative practices, and a focus on the whole child, Lindley Park will ensure that all students are known, valued, and empowered to thrive within a connected and caring community. Parent survey participation will increase by 20%.

Action Steps / Strategies:	Assigned to:	Target Date:
Build strong student-adult connections by using relationship mapping and Infinite Campus survey data to identify students' need for meaningful connections and create action plans for support.	Jamie Reynolds	May 2027
Support a positive school culture by administering quarterly staff surveys to foster a supportive and collaborative working environment.	Keisha Dawalt	May 2027
All teachers will make at least 5 positive connections weekly and provide an opportunity for a parent conference each semester.	Jamie Reynolds Grade Level Chairs	May 2027
A school-level team will conduct One-Minute Meetings each quarter to gather student perspectives and identify areas of celebration and growth.	Keisha Dawalt and Brandon Wysong	May 2027
Implement at least one student-led conference to empower students to take ownership of their learning, foster meaningful communication between students, families, and teachers, and promote reflection on academic progress and personal growth.	Heather Neal	May 2027

GOAL 1: Belonging

Foster a schoolwide culture of belonging where every student and staff member feels valued, supported, and connected by implementing structures and practices that promote positive relationships, enrichment opportunities, and inclusive classroom environments.

Student Success Indicator:

B3.05- The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. (5151)

Target date for Implementation:

May 31, 2027

Definition of Successful Implementation:

Successful implementation will be evident when students and staff report stronger feelings of connection, inclusion, and support within the school community. Schoolwide data will demonstrate that students have improved attendance, meaningful opportunities to build relationships, engage in activities that reflect their interests, and feel recognized for their contributions and successes. Staff will use multiple sources of student feedback and relationship data to identify students who may be disconnected or in need of additional support and respond with intentional strategies. Progress will be measured by an increase in positive student and staff responses related to student belonging and engagement, increasing from a baseline of 73% to at least 80% by the end of the 2026-2027 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
Students will have access to after-school opportunities—including sports, clubs, and events—designed to match diverse interests and encourage active participation.	John Anders, Brooke Griffith	May 31, 2027
Design and facilitate schoolwide participation in interest-driven, student-selected SEL Friday clubs to facilitate positive relationship building between students across grade levels, and foster a schoolwide culture of collaboration between students and school staff.	Brianne Crotts	June 1, 2029
Implementation of targeted monthly SEL themes to be used during SEL Clubs and throughout family communication as determined by data sources like the TWC survey and student surveys.	Brianne Crotts	May 31, 2027
Continued implementation and evaluation of quarterly celebrations will be planned to recognize students who meet schoolwide expectations.	Carly Hutton, Carlie Abercrombie	May 31, 2027
The Power of Presence schoolwide attendance incentive program will be utilized to establish goals and rewards for strong school attendance.	Graham Groseclose	May 31, 2027
Conduct relationship mapping for all students, including incoming 6th graders, and analyze the results alongside student SEL survey data to identify students needing additional support and develop targeted support plans by the beginning of the second semester.	Brianne Crotts	December 18, 2026

GOAL 2: Coherence

Strengthen instructional coherence by aligning curriculum, instruction, assessment, intervention, and leadership practices around shared priorities and grade-level expectations, creating a unified instructional system that consistently responds to student learning needs and improves outcomes for all students.

Student Success Indicator:

B2.03- The school has established a team structure among teachers with specific duties and time for instructional planning.
 B.3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers.

Target date for Implementation:

May 31st, 2027

Definition of Successful Implementation:

Successful implementation will be evident when CASA meetings consistently drive data-informed instructional decisions; collaborative planning protocols and literacy strategies are implemented across content areas; the MTSS intervention block provides targeted, progress-monitored support aligned to student needs; professional development addresses identified instructional priorities and is reflected in classroom practice; and the model co-teaching partnership demonstrates effective practices that can be replicated by other teams to improve student achievement. Success with this goal will reflect an increase of 5% with the EL subgroup across all subjects assessed by the EOG.

Action Steps / Strategies:	Assigned to:	Target Date:
Redefine and reinforce the purpose of CASA as a collaborative data-analysis process focused on examining student performance, identifying instructional needs, and using evidence to guide instructional decisions to improve student achievement.	Graham Groseclose	May 31, 2027
Instructional leadership team representatives will meet weekly with content teams to support the implementation of the NAMS collaborative planning protocol and support the implementation of literacy strategies across all content areas.	Graham Groseclose, John Anders, Melissa Belote	May 31, 2027
Implement a systematic plan for the MTSS intervention block for targeted reading and math small groups with specific learning goals, success criteria, and progress monitoring to accelerate student growth toward grade-level mastery.	Melissa Belote	May 31, 2027
Professional development will be aligned and provided to staff based on district- and school-identified needs.	Graham Groseclose, John Anders	May 31, 2027
Develop a model co-teaching partnership through district-led professional development and ongoing collaboration to strengthen co-teaching practices and increase student achievement.	Melissa Belote	May 31, 2027

GOAL 3: Consistency

Strengthen consistency in schoolwide instructional practices, expectations, and classroom routines to ensure every student experiences high-quality, grade-level instruction and high expectations every day, in every classroom.

Student Success Indicator:

B3.03- The principal monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers.

A1.01- The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.

Target date for Implementation:

May 31st, 2027

Definition of Successful Implementation:

Walkthroughs and instructional rounds demonstrate increased consistency in schoolwide instructional practices, classroom routines, rigor, and expectations. Content teams will consistently use the NAMS Instructional Expectations document to plan and deliver standards-aligned, grade-level instruction with clear success criteria. Walkthrough and coaching data will demonstrate improved alignment between classroom assignments and grade-level standards, while instructional leadership will use this data to provide consistent feedback and targeted support to strengthen instructional practices across classrooms. Success with this goal will reflect an increase of EOG composite scores by 5%.

Action Steps / Strategies:	Assigned to:	Target Date:
The administrative team will monitor consistency across classrooms by utilizing structured instructional walkthroughs that have a specific focus aligned with school and district PD needs.	Graham Groseclose, John Anders	May 31, 2027
Content teams will routinely develop, deliver, and assess grade-level content that is rigorous and aligned with standards with a focus on predetermined success criteria.	Melissa Belote	May 31, 2027
Provide targeted coaching cycles for teachers whose walkthrough data shows a gap between classroom assignments and grade-level standards.	Melissa Belote	May 31, 2027
Monthly instructional rounds will be conducted collaboratively by the instructional leadership team to align expectations and feedback in accordance with the NAMS Instructional Expectations document.	Graham Groseclose	May 31, 2027

GOAL 1: Belonging

South Asheboro Middle School will foster a welcoming and inclusive school community where students and families feel connected, valued, and empowered to actively engage in and contribute.

Student Success Indicator:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2026 and continue through May of 2027.

Definition of Successful Implementation:

By the end of the 2026–2027 school year, South Asheboro Middle School will increase the percentage of students and families who feel a positive sense of belonging at school as measured by an internal parent survey and Infinite Campus student surveys when comparing BOY to EOY by 10%, and a decrease in discipline referrals by 5%.

Action Steps / Strategies:	Assigned to:	Target Date:
The Student First Committee will collaborate with staff and students to plan and implement activities that foster positive relationships, increase student engagement, celebrate student success, and create a school environment where every student feels valued and connected.	Leslie Smith-Moore	March 2027
The Family Engagement Committee will implement student-led family engagement events that highlight student learning, promote meaningful family involvement, and strengthen learning connections between home and school.	Kathleen Lackey	April 2027
The Student Ambassador Council will collaborate with school leaders to promote student voice, welcome and mentor new students, support school events, recognize student achievements, and lead initiatives that foster belonging, leadership, and positive relationships throughout the school community.	Kim Walls	March 2027

GOAL 2: Consistency

South Asheboro Middle School teachers will consistently implement rigorous, standards-aligned instruction in every classroom based that meets students' needs, while maintaining grade level expectations for all students.

Student Success Indicator:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2026 and continue through May of 2027.

Definition of Successful Implementation:

SAMS will meet or exceed growth for the 2026-2027 school year. We will have an increase in reading, math, and 8th grade science proficiency by 10% as demonstrated on End of Grade tests when compared to the 2025-2026 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
SAMS' instructional team (Comet Navigators) will have bi-weekly meetings to discuss walkthrough trends, lesson planning needs, content support, instructional expectation trends, and professional development needs to determine supportive next steps.	Danielle Williams	May 2027
SAMS' instructional team will implement student-centered coaching cycles based on student academic needs in the 26/27 school year for higher student success rates on standard mastery.	Chris Burian	February 2027
Teachers will embed literacy practices across all content areas through the use of rigorous, grade-level texts, evidence-based writing, higher-order questioning, and opportunities for students to apply and create as demonstrations of their learning.	Julita Butts	January 2027

GOAL 3: Coherence

South Asheboro Middle School will strengthen communication and instructional coherence by ensuring that curriculum, instruction, assessments, interventions, and family engagement are aligned to grade level standards with clear expectations for students, families, and staff.

Student Success Indicator:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2026 and continue through May of 2027.

Definition of Successful Implementation:

SAMS will increase the number of parent contacts in the SchoolStatus platform by 15% in the 2026-2027 school year when compared to the 2025-2026 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
Teachers will align core instruction, assessments, and interventions to grade level standards and use student data to adjust instruction while providing families with clear academic expectations of SAMS.	Alondra Ruiz	December 2026
The Student Support Services Committee will create and monitor an implementation plan for social, emotional, and behavioral learning for core, as well as discuss support at supplemental and intensive levels.	Zack Seabrease	May 2027
Teachers will implement co-teaching models with greater fidelity through intentional collaborative planning, clearly defined instructional roles, and ongoing reflection to ensure all students have equitable access to rigorous, grade-level instruction.	Keri Hill	March 2027

GOAL 1: Consistency

Throughout the 2026-2027 school year, Asheboro High School teachers will consistently implement rigorous, standards-aligned instruction in every classroom that provides all students access to grade-level content, meaningful learning experiences, and opportunities to actively engage, grow, and succeed.

Student Success Indicator:

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

A2.04 – The school implements a systematic process for analyzing instructional practices and student learning data to improve teaching and learning.

Target date for Implementation:

May 2028

Definition of Successful Implementation:

Asheboro High School will advance academic excellence by improving student achievement, increasing access to rigorous coursework, and strengthening instructional practices that promote meaningful learning for all students. By the end of the 2027-2028 school year, Asheboro High School will:

- Increase the overall school performance composite score by 5 percentage points.
- Increase AP proficiency from 58% (2025-2026) to 70%.
- 90% of classrooms demonstrate standards-aligned instruction during instructional walkthrough observations

Action Steps / Strategies:	Assigned to:	Target Date:
The instructional team will develop and implement a structured walkthrough process that includes a clearly defined walkthrough tool, scheduled classroom visits, and consistent feedback aligned to ACS Instructional Expectations for consistency across the district.	Admin team	May 2027
AHS staff will engage in peer instructional rounds that support peer observations, reflection, and the sharing of effective instructional practices.	Matt Edwards	May 2028
Content-area teams will engage in structured collaborative planning meetings focused on analyzing student learning data, aligning instruction to standards, identifying student needs, and developing responsive instructional strategies.	Vincent Cable/Dept. Chairs	May 2027
The instructional team and teacher leaders will provide ongoing professional learning and coaching supports focused on rigorous lesson design, student engagement, writing in the content area, and strategies to access grade-level content.	Laura Holland/ Josh Faircloth	May 2028
The administrative and instructional teams will regularly review walkthrough data, student achievement data, and feedback from teachers to monitor implementation of instructional expectations.	Admin team	April 2027

GOAL 2: Belonging

In alignment with the school mission, Asheboro High School will create a climate where every student feels known, valued, respected, and capable of success while developing the skills and confidence needed for postsecondary success.

Student Success Indicator:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

A1.07 – The school creates and maintains a culture that supports student success and well-being.

Target date for Implementation:

May 2027

Definition of Successful Implementation:

At Asheboro High School, successful implementation means that every student feels connected to the school, accepted, and valued as a Blue Comet. By the end of the 2026–2027 school year, Asheboro High School will:

- Decrease chronic absenteeism from 11% to 6%.
- Increase student participation in extracurricular activities, clubs, and organizations by 25% based on baseline participation data from the 2025–2026 school year (baseline 25-26, 500 students).
- Increase students' sense of belonging as measured by the district SEL survey from 72% (2025-2026) favorable to 80% favorable

Action Steps / Strategies:	Assigned to:	Target Date:
The school leadership team will implement a schoolwide management plan that utilizes class meetings and relationship-centered practices to communicate and reinforce school expectations to create a positive learning environment.	Admin Team	November 2026
AHS will expand extracurricular opportunities to provide increased access to meaningful experiences that promote student engagement, leadership development, school connection, and a sense of belonging among all students.	Tiffany Conville	May 2027
All staff members will receive Mindset training to implement de-escalation and calming techniques for students.	Admin team	October 2026
AHS will provide periodic opportunities to celebrate and incentivize individual students for their attendance and academic success.	Emilee Hammer/ Ashley Laughlin	May 2027

GOAL 3: Coherence

Asheboro High School will strengthen alignment among academic pathways, instructional opportunities, and postsecondary goals to ensure all students have access to meaningful learning experiences that prepare them for future success.

Student Success Indicator:

B 2.01 – The school provides all students with opportunities to develop skills needed for success beyond high school.

C3.01 – The school ensures students have opportunities to identify and pursue educational and career goals.

Target date for Implementation:

May 2027

Definition of Successful Implementation:

Asheboro High School will strengthen college and career readiness by expanding opportunities for students to engage in meaningful career pathways, increase workforce preparation experiences, and improve postsecondary readiness outcomes.

By the end of the 2026–2027 school year, Asheboro High School will:

- Increase the overall school performance composite score from 45.5% to 50%.
- Increase CTE pathway completers from 39.5% to 50%.
- Increase student participation in internships by 10% to provide expanded opportunities for authentic career-connected learning experiences.

Action Steps / Strategies:	Assigned to:	Target Date:
The instructional team will conduct a comprehensive review of AHS academic pathways, course offerings, CTE pathways, AP opportunities, and success rates to ensure alignment with workforce demands,	Admin team/ Elizabeth Pack	August 2027
AHS will strengthen systems for individual student planning by ensuring students regularly engage in conversations about academic progress, career interests, graduation requirements, and postsecondary opportunities. Counselors, teachers, and support staff will collaborate to provide students with clear pathways and resources to make informed decisions about their future.	Ashley Laughlin/ Counselors	January 2028
AHS will strengthen partnerships among CTE programs, local businesses, colleges, and community organizations to expand authentic learning experiences, career exploration opportunities, and connections between classroom learning and future opportunities.	Elizabeth Pack/ Erica Lawson	May 2028

GOAL 1: Consistency

By June 2027, all schools in the district will strengthen implementation of consistent, high-quality, standards-aligned instruction as measured by a 10% increase in student proficiency and evidence of growth on district and state assessments, reflecting reduced variability and stronger mastery of standards across classrooms.

District Success Indicator:

C.08 The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support.

Target date for Implementation:

Beginning in July 2026 and completing by June 2027

Definition of Successful Implementation:

All schools will establish instructional expectations, conduct classroom walkthroughs, facilitate collaborative planning and data analysis meetings, and provide coaching support to ensure consistent, high-quality, rigorous, standards-aligned instruction in every classroom. Consistent instruction and reduced variability across classrooms will result in improved data and mastery of standards across the schools in both proficiency and growth.

Action Steps / Strategies:	Assigned to:	Target Date:
Aligned Instructional Practices – Schools provide evidence of common expectations and shared instructional practices that ensures all students consistently receive high-quality instruction.	Wendy Rich	June 2027
Professional Development & Coaching – Professional development on student-centered coaching is provided to administrators and instructional facilitators through a monthly book study of Student-Centered Coaching: The Moves and Leading Student-Centered Coaching.	Ana Floyd	June 2027
Coaching for Instructional Consistency – Administrators and instructional facilitators develop a comprehensive coaching plan to ensure instructional consistency. Administrators and coaches provide ongoing instructional coaching using the student-centered coaching model and document progress through Kickup. The plan is monitored quarterly by the district’s Curriculum and Instruction Team.	Ana Floyd	May 2027
Collaborative Meetings – Convene weekly teacher collaboration meetings to design the scaffolding and supports necessary for all students to access rigorous, grade-level work without compromising curriculum standards. The district Curriculum and Instruction Team will regularly audit these meetings to provide feedback and coaching.	Deanna Wiles	May 2027

GOAL 2: Coherence

By June 2027, the district will strengthen implementation of a coherent Multi-Tiered System of Supports (MTSS) framework across all learning environments, ensuring 100% of students, including students with disabilities, multilingual learners, and those requiring targeted interventions, have equitable access to aligned core instruction, behavioral supports, and alternative learning programs.

District Success Indicator:

A.05 The district supports a student-centered approach and provides an instructional framework-based on learner profiles that inform individualized learning paths and competency-based progression in a flexible learning environment.
 B.10 The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions.

Target date for Implementation:

Beginning in August 2026 and completing by June 2027

Definition of Successful Implementation:

Success will be measured through the use of these three pillars:

1. **Instructional Alignment:** 100% of core curricula and intervention programs are audited, aligned, and utilized as intended by the end of the 2026-2027 school year. Growth and proficiency for all subgroups will increase.
2. **Inclusive Practices:** 100% of general education and specialized services staff participate in collaborative planning time to deliver co-taught or supported inclusive instruction. Schools will meet targeted subgroups for federal designations. There will be a reduction in SWD identified students across the district.
3. **Support Systems:** Regularly monitor the efficacy of behavioral and alternative learning placements, aiming for a measurable increase in positive student outcomes through higher graduation rates and lower suspension rates.

Action Steps / Strategies:	Assigned to:	Target Date:
Strengthen Leadership Capacity – Provide ongoing coaching support for district and school leaders to strengthen instructional leadership.	Gayle Higgs	June 2028
MTSS – Provide all students with access to a coherent educational experience that is connected to an intentionally aligned core instruction and intervention support to meet individual needs and promote positive outcomes.	Deanna Wiles	June 2027
Co-teaching – Monitor implementation of co-teaching fidelity and student outcomes that target coaching and resources.	Melvin Diggs	June 2027
Family Supports – Establish and launch a "Families as Partners" learning initiative delivering workshops and digital toolkits designed to equip families with strategies to support core instruction, behavior and intervention plans at home.	Dubraska Stines	June 2027
BOE Policy Review – The board reviews monthly policies related to student achievement to address any changes needed for low performing schools. School administrators discuss student achievement related policies at ALT meetings.	Michelle Harger	June 2027

GOAL 3: Belonging

By June 2027, the district will strengthen community engagement and financial sustainability by building new partnerships with local organizations, launching a donation system through the ACS Education Foundation, and securing new grants to support future opportunities. Progress will be measured by increased family and community participation in district events (with a target of 10% growth), documented coalition membership growth, and implementation of a communications and marketing strategy that results in a measurable increase in outreach and engagement.

District Success Indicator:

E.02 The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan.

Target date for Implementation:

Beginning in August 2026 and completing by June 2027

Definition of Successful Implementation:

Successful implementation will be achieved when the district demonstrates measurable progress in building sustainable community engagement and financial support systems. Collectively, these outcomes will ensure that the district has built a broad, inclusive, and sustainable foundation of support that strengthens student learning opportunities and long-term district growth. There is an established culture on the district that oversees global competency, partnerships, and parent and community inclusivity to ensure this work is sustained yearly.

Action Steps / Strategies:	Assigned to:	Target Date:
Build Partnerships – Strengthen and expand community and business partnerships to support student and family career awareness, career exploration, workforce development, and local employment needs and opportunities.	Anthony Woodyard	June 2027
Community & Parent Inclusivity – Increase family and community participation in district Global Innovation Center events and decision-making processes by 10% through inclusive outreach efforts and opportunities for engagement.	Julie Brady	June 2027
Global Competence - Develop globally competent graduates by providing every student with sustained opportunities to build intercultural understanding, global awareness, multilingual communication, collaboration, and critical thinking.	Wendy Rich	June 2027
Donation System – Expand the ACS Education Foundation’s fundraising infrastructure to secure a sustainable source of funding for district priorities.	Sandra Spivey	June 2027
Grant Sustainability & Future Opportunities – Secure high impact grants aligned with district goals to provide opportunities for innovation and student success.	Anthony Woodyard	May 2027
Broad Coalition of Support – Expand and strengthen district-wide support by implementing a strategic communications and marketing plan that elevates awareness, fosters trust, highlights the positive outcomes of district initiatives, and promotes a shared sense of belonging.	Chandra Manning	May 2027

Asheboro City Schools Calendar 2027-2028

rev. 10/2026

July 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

August 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				

September 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		

October 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						

November 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				

December 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	

July	
5	Holiday
August	
11	Optional Teacher Workday
12-20	Required Workdays
23	First Day of School

September	
6	Holiday
October	
15	End of First Quarter
18	Required Workday
November	
2	Required Teacher Workday
11	Holiday
24	Optional Teacher Workday
25-26	Holiday

December	
17	Early Release/End of Q2-S1
20-22; 28-30	Vacation/Annual Leave
23, 24, 27, 31	Holiday

January	
3-4	Required Workdays
17	Holiday

February	
21	Required Workday

March	
10	End of Q3
13	Required Workday

April	
10-13	Vacation/Annual Leave
14	Holiday
17	Optional Teacher Workday

May	
26	Early Release/End of Q4-S2
29	Holiday
30-31	Required Workdays

June	
1	Required Workdays
2-6	Optional Teacher Workday

Holidays
Optional Teacher Workdays
Required Teacher Workdays
Vacation/Annual Leave
Early Release

January 2028						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
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February 2028						
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March 2028						
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April 2028						
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May 2028						
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June 2028						
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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 (ACSBBlueComets) 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:

Workdays: February 21, March 13

Vacation/Annual Leave: December 20-22, December 28-30, April 10-13

Saturdays: Only by Board Addendum

CALENDAR OF UPCOMING EVENTS - (Oct./Nov.) - October 8, 2026 Board Meeting

Friday, October 9	4:30 p.m.	Asheboro High School Homecoming Parade	Begins on Church Street in front of The Table through Bicentennial Park
Monday, October 12	7:00 p.m.	North Asheboro Middle School Band Concert	Asheboro High School Performing Arts Center
Tuesday, October 13	10:00 a.m.-12:30 p.m.	Balfour & Teachey fourth grade trip to Randolph County Agricultural Center	Randolph County Agricultural Center
Tuesday, October 13	4:30 p.m.	Topping Out Ceremony at South Asheboro Middle School	South Asheboro Middle School
Tuesday, October 13	7:00 p.m.	South Asheboro Middle School Band Concert	Asheboro High School Performing Arts Center
Wednesday, October 14	10:00 a.m.-12:30 p.m.	McCrary, Loflin, and Lindley Park fourth grade trip to Randolph County Agricultural Center	Randolph County Agricultural Center
Thursday, October 15	10:00 a.m.	Special Olympics Bowling	Strike House, Asheboro
Thursday, October 15	5:30-7:00 p.m.	South Asheboro Middle School Family Engagement Night	South Asheboro Middle School
Wednesday, October 14- Friday, October 16	All Day	NCSBA Fall Law Confernce	Renaissance Asheville Hotel, Asheville, NC
Friday, October 16	All Day	End of First Quarter	All Schools
Monday, October 19	All Day	Required Teacher Workday	All Schools
Tuesday, October 20	5:00-6:30 p.m.	Donna Lee Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Tuesday, October 20	7:00 p.m.	Asheboro High School Chorus Concert	Asheboro High School Performing Arts Center
Thursday, October 22	7:00 p.m.	South Asheboro Middle School Chorus Concert	Asheboro High School Performing Arts Center
Tuesday, October 27	7:00 p.m.	BANDORAMA	Asheboro High School Performing Arts Center
Thursday, October 29	5:00-6:30 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Thursday, October 29	6:00 p.m.	All County Chorus	Asheboro High School Performing Arts Center
Monday, November 2	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Tuesday, November 3	All Day	Required Teacher Workday	All Schools
Thursday, November 5	4:30-6:00 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Monday, November 9- Wednesday, November 11	8:00 a.m.-4:00 p.m.	NCSBA Annual Conference	Koury Convention Center
Tuesday, November 10	4:00-6:00 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary School
Wednesday, November 11	All Day	Veteran's Day Holiday	All Schools
Thursday, November 12	6:00 p.m.	Board of Education Meeting	Professional Development Center
Tuesday, November 17	5:00-6:30 p.m.	NAMS Family Engagement Night	North Asheboro Middle School
Tuesday, November 17	4:00-5:30 p.m.	ECDC Family Engagement Night	Early Childhood Development Center
Thursday, November 19	5:00-6:30 p.m.	Teachey Family Engagement Night	Guy B. Teacher Elementary School
Monday, November 23	5:30-7:00 p.m.	SAMS Family Engagement Night	South Asheboro Middle School
Wednesday, November 25	All Day	Optional Teacher Workday	All Schools
Thursday, November 26- Friday, November 27	All Day	Thanksgiving Holidays	All Schools
		Calendar Link: ACS Welcome Center Calendar	