

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
September 10, 2026
6:30 p.m.

5:30 p.m. Policy & Finance Committees/Closed Session for Personnel

- I. **Opening**
 - A. Call to Order
 - B. Moment of Silence
 - C. Pledge of Allegiance – Donna Lee Loflin and Lindley Park Elementary Students
 - D. *Approval of Agenda
- II. **Special Recognitions**
 - A. Speech Pathologist – Mr. Melvin Diggs, Director of Exceptional Children
 - B. Principal of the Year – Ms. Chandra Manning, Director of Communications & Talent Development
- III. **Superintendent's Report** – Dr. Aaron Woody, Superintendent
- IV. **Public Comments**

Citizens who signed up to address the Board will be called on to make comments. Each speaker will be allowed three minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.
- V. **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 District School Risk Management Plans (SRMP).
- VI. ***Consent Agenda**
 - 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
 - D. Overnight Field Trip – AHS HOSA State Leadership Conference – Greensboro, March 2027
- VII. **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 Bobbitt Construction

- B. Policies for Review – Ms. Michelle Harger, Director of Support Services
 - 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, Chief Academic Officer/Assistant Superintendent
 - Balfour Elementary School
 - Charles W. McCrary Elementary School
 - Donna Lee Loflin Elementary School
 - Guy B. Teachey Elementary School
 - Lindley Park Elementary School
 - North Asheboro Middle School
 - South Asheboro Middle School
 - Asheboro High School
 - District Continuous Improvement Plan
- D. Blue Comet Global Academy Update – Ms. Marian Gordon, Director of Global Education
- E. 2025-2026 School Performance Grades and Growth Data – Dr. Christina Kinley, Director of Accountability & Student Information

VIII. *Action Items

- A. Approval of District School Risk Management Plans (SRMP) – Dr. Aaron Woody, Superintendent
- B. Award of Legal Services Contract – Ms. Sandra Spivey, Chief Financial Officer

IX. Board Operations – Gidget Kidd, Chair

- A. Calendar of Events

X. 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 matters.

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
September 10, 2026
6:30 p.m.

Addendum

5:30 p.m. Policy& Finance Committees/Closed Session for Personnel

- I. Opening**
- II. Special Recognitions**
- III. Superintendent's Report**
- IV. Public Comments**
- V. Closed Session**
- VI. *Consent Agenda**
 - C. Personnel (addendum added)
- VII. Information, Reports, and Recommendations**
- VIII. *Action Items**
 - C. Approval of North Asheboro Middle School Project – Ms. Sandra Spivey, Chief Financial Officer
- IX. Board Operations**
- X. Closed Session**
- 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
August 13, 2026

Policy Committee

Committee Members Present:

Dr. Brad Thomas
Gidget Kidd, Chair

Mikayla Cassidy
Melissa Calloway, Vice Chair

Dr. Beth Knott

Committee Members Absent:

Hailey Lee, Policy Chair

Other Board Members Present:

Ryan Patton

Baxter Hammer

Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

Michelle Harger

The meeting was called to order at 5:34 p.m. by Gidget Kidd, Board Chair. Michelle Harger reviewed the following (11) policies:

- **3200 Selection of Instructional and Supplementary Materials**
 - Updates the title and language throughout the policy to align with the new statutory terminology and requirements
 - Updates legal references
 - Updates cross references
 - It was shared that the 2026 Appropriations Act has eliminated the state Textbook Commission, replaced the term “textbook” with “instructional materials”, and charged local boards with adopting policies concerning local selection and procurement of instructional materials.
 - It was clarified that ACS does still utilize committees to select instructional materials
- **3210 Inspection of and Objection to Instructional and Supplementary Materials**
 - Updates the title and language throughout the policy to align with the new statutory terminology and requirements
 - Updates legal references
 - Updates cross references
- **3510 Religious-Based Exemptions from School Programs**
 - Reorganizes and revises the policy to include new statutory requirements regarding released time religious instruction
 - Updates legal references
 - Updates cross references
- **5150/7313 Reporting to External Agencies - currently not in ACS policy**
 - Adds references to driver education instructor reporting requirements
 - Removes Section J
 - Updates cross references

- It was agreed to continue without adding this as an ACS school board policy at this time
- **6220 Operation of School Nutrition Services**
 - Revises Section B to reflect new statutory requirements
- **6402 Participation by Historically Underutilized Businesses**
 - Repeals this policy
- **6420 Contracts with the Board**
 - 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
 - In Section D, adds a contract requirement for the procurement of instructional materials
 - Updates legal references
 - Updates cross references
- **6442 Vendor Lists**
 - Updates the second paragraph based on statutory changes.
 - Updates legal references
 - Updates cross references
- **9115 Prequalification of Bidders for Construction Projects**
 - Updates the language in subsection C.2 based on statutory changes
 - Fixes a typo in subsection F.3
- **9120 Bidding for Construction Work**
 - Deletes language in Section A based on statutory changes
 - Updates cross references
- **9125 Participation by Minority Businesses**
 - Repeals this policy

The meeting was adjourned at 5:44 p.m. by Gidget Kidd, Board Chair.

Finance Committee

Committee Members Present:

Adam Hurley, Finance Chair
Melissa Calloway, Vice Chair

Ryan Patton
Baxter Hammer

Gidget Kidd, Chair

Other Board Members Present:

Dr. Brad Thomas

Mikayla Cassidy

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey

Mr. Adam Hurley, Finance Chair, opened the meeting at 6:02 p.m.

Ms. Spivey Ayers reviewed the items included in the Consent Agenda. Salary schedules for Bus Drivers, OT/PT, Afterschool and Student Interns include the 3% state raise with the exception of Student Interns which remain at \$15 per hour. School Fees are included with no changes from the prior year. The schedule for Rental of School Facility Fees includes 15% increases to cover increased utility costs.

Ms. Spivey will be presenting the 2026-2027 budget for approval during the regular meeting. The state raise and bonus amounts will have a greater impact on the local budget than anticipated. The amount of Current Expense Appropriation from the County is lower than requested. The district continues to work through the budget challenges.

Ms. Spivey reviewed the results of a recent E-Rate audit that did require additional funds to be paid to one vendor. The district is submitting an appeal due to the circumstances related to personnel changes.

Ms. Spivey reviewed the Request for Proposal for Legal Services and the timeline associated with this RFP. The "Blue" Ad Hoc committee will be conducting interviews on September 3rd.

Ms. Spivey shared that Bobbitt Construction will be providing a tour of the progress at South Asheboro Middle School after Convocation on August 21. Bobbitt will also attend the September Board of Education meeting to provide a progress update.

With no further business, the meeting was adjourned at 6:21 p.m. by Adam Hurley, Finance Chair.

Board of Education

Board Members Present:

Gidet Kidd, Chair
Dr. Beth Knott
Dr. Brad Thomas
Jane Redding, Attorney

Melissa Calloway, Vice Chair
Adam Hurley
Ryan Patton

Baxter Hammer
Mikayla Cassidy

Board Members Absent:

Hailey Lee

Staff Members Present:

Dr. Aaron Woody
Dr. Wendy Rich
Blake Brewer
Michelle Harger
Julie Brady

Gayle Higgs
Dr. Christina Kinley
Dr. Ana Floyd
Angel Etheridge

Anthony Woodyard
Sandra Spivey
Marian Gordon
Chandra Manning

Opening

Gidget Kidd, Chair, called the meeting to order at 6:30 p.m. and welcomed all in attendance. Gidget Kidd, Chair, opened the meeting with a moment of silence and 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.

Superintendent's Report

Dr. Woody shared the following:

We are excited about the new school year. We have had a variety of training and meetings this summer in preparation for the school year. Our theme this school year is *"Diving Deeper and Aiming Higher"*. We are an excellent school district, but we are always striving to be better. We are going into the school year believing it will be the best year yet.

Next week we will have our open houses, beginning on August 19. Convocation will be held on August 21 at 10:00 a.m.

Dr. Woody concluded by sharing that Ms. Higgs, our Chief of Human Resource & Support Services Officer, received a call from someone this week from Cabarrus County praising the conduct of our soccer players, who are in Wilmington for a tournament. Ms. Higgs was informed that our students were some of the most well-behaved, well-mannered students they had ever encountered. We are extremely proud of our students.

Public Comments

Mr. Chris Tuft spoke to the Board about his inability to participate in his child's education at Balfour Elementary due to being prohibited from campus in relation to criminal charges against him. He asked the Board to examine the barriers faced by children whose families are impacted by the criminal justice system.

Consent Agenda

Upon motion by Ryan Patton and seconded by Adam Hurley, the Board unanimously approved the following items:

- A. Approval of Minutes for July 23, 2026, Board of Education Work Session, and for July 23, 2026, Board of Education Meeting
- B. Policies for Approval:
 - Policy 7812 Evaluation of Superintendent
- C. Personnel (see below)
- D. 2026-2027 Charter Bus Approval
- E. 2026-2027 Salary Schedules – Bus Drivers, OT/PT, Afterschool and Student Interns
- F. Overnight Field Trip - Asheboro High School FFA to Indiana for National FFA Convention– October 2026

Asheboro City Schools Personnel Transactions August 13, 2026

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Jonathan	CO	Substitute Bus Driver	08/05/2026
Gossett	Jordyn	CWM	Speech Language Pathologist	08/22/2026
Massey	Syvonnia	CO	Substitute Bus Driver	08/05/2026
Parson	Krystal	AHS	Instructional Assistant	08/04/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Addison	NAMS	Non-Faculty Assistant Softball Coach	08/05/2026
Bradshaw	Teran	SAMS	EC Instructional Assistant	08/12/2026
Bryant	Johnetta	CO	Bus Driver	08/17/2026
Laughlin	Ashley	AHS	School Counselor	08/12/2026
Martinez Norris	Mario	CO	Maintenance	08/17/2026

***C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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Banner	Leigha	BAL	Reading Specialist to Instructional Facilitator	08/12/2026
Harris	Shelly	CO	Bus Driver to Substitute Bus Driver	08/17/2026
Jones	Rebecca	LP to CO	EC Instructional Facilitator 50% and EC Teacher 50% to EC Program Facilitator	08/12/2026

Asheboro City Schools
Personnel Transactions - ADDENDUM
August 13, 2026

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Jonathan	CO	Substitute Bus Driver	RESCINDED

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	Sylvia	CWM	4th Grade Teacher (Part-Time) Non-Faculty Assistant JV Boys	08/12/2026
People	Maurice	AHS	Basketball Coach	08/13/2026
Rhoney	Justin	AHS	Health Science Teacher	08/12/2026
Woller	Raymond	AHS	Non-Faculty Assistant Track & Cross Country Coach	08/12/2026

Information, Reports, and Recommendations

- A. Ms. Michelle Harger, Director of Support Services, shared the following Policies for Review:
 - Policy 3420 Student Promotion and Accountability
 - Policy 8230 Penalties, Fines and Forfeitures
 - Policy 8410 Individual School Accounts
- B. 2026-2027 District CIP Alignment – Dr. Wendy Rich, Assistant Superintendent/Chief Academic Officer, Mr. Anthony Woodyard, Chief Information Officer, Dr. Ana Floyd, Director of School Improvement & Professional Development, and Ms. Deanna Wiles, Director of Curriculum & Academic Program Support, shared a presentation which included the timeline for CIPs to be shared with the Board throughout the school year, and the school improvement processes. The presentation highlighted the three main goals in each CIP, which are Instructional Expectations, Professional Development, and Student-Centered Coaching. This information was shared to prepare the Board for the CIPs that will be shared with them, and discussed at the September Board meeting and throughout the school year.
- C. Summer Camp Updates – Ms. Deanna Wiles, Director of Curriculum & Academic Program Support, and Ms. Julie Brady, Innovation Lead Teacher, presented an overview of the various summer programs offered during the summer at Asheboro City Schools. These included Communities in Schools Freedom School, Read to Achieve Camp, ML Camp, Credit Recovery, and Global Innovation Center Summer Camps.
- D. District Partnerships Report – Ms. Michelle Harger, Director of Support Services shared an overview of many organizations, churches, businesses, and individuals that partner with Asheboro City Schools each year. There are more than 100 community partners that support our district with their time and/or monetary support through

volunteering, donations, and mentorships. We thank every organization, business, church, volunteer and individual for investing in Asheboro City Schools.

***Action Items**

- A. Ms. Sandra Spivey, Chief Financial Officer, presented a detailed overview of the 2026-2027 budget and requested Board approval of the budget. Upon motion by Adam Hurley and seconded by Ryan Patton the Board unanimously approved the 2026-2027 Budget as presented.

Board Operations

Gidget Kidd, Chair, reviewed the following:

- A. Calendar of Events

The next regularly scheduled board meeting will be on September 10, 2026, in the Professional Development Center, unless otherwise posted.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon motion by Dr. Brad Thomas and seconded by Dr. Beth Knott, the Board unanimously approved to enter closed session to discuss personnel and the Superintendent's annual evaluation at 8:50 p.m.

Adjournment

There being no further business and upon motion by Mikayla Cassidy and seconded by Dr. Brad Thomas, the Board voted unanimously to adjourn at 10:44 p.m.

Chair

Secretary

**POLICIES
FOR
APPROVAL**

~~Policy Code: 1705 Race and Equity~~

~~The Asheboro City Schools Board of Education acknowledges that complex societal and historical factors contribute to inequities within our school district. The board believes in confronting the institutional bias that results in predictability of student performance based on race, background, and/or culture. The board will address opportunity gaps at every level of our organization through policy, procedure, and practice in order to eliminate persistent achievement gaps. Race continues to be a persistent predictor of student performance. Consequently, the superintendent shall prioritize efforts and resources on strategies that eliminate institutional racism.~~

~~Asheboro City Schools will nurture the potential in each student so that she or he is well equipped for a world of infinite possibilities. We are committed to creating and sustaining great schools where every student—without exception—learns at high levels. In light of this purpose, Asheboro City Schools prioritizes closing achievement and opportunity gaps, while raising achievement for all students. Educational equity benefits all students and our entire community. The diversity of our student body, our staff, and our community is a strength of this district and should be celebrated.~~

~~The Asheboro City Schools Board of Education believes the responsibility for student success is broadly shared by district staff, families, our community, and our students' own efforts. We will empower leaders and learners to embrace diversity and ensure equity. In order to address opportunity and achievement gaps, Asheboro City Schools will develop equity tools and procedures as strategies to eliminate systemic disparities and ensure systemic equity for students, staff, and families. Asheboro City Schools staff commit to:~~

~~A. Eliminate Systemic Inequities~~

~~To interrupt factors that perpetuate inequities, Asheboro City Schools will:~~

- ~~1. invite and include people from all races and ethnicities, inclusive of our families, and community partners, to examine issues, and find adaptive solutions which address the root causes and systems;~~
- ~~2. develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of bias, prejudice, and racism; and~~
- ~~3. identify and eliminate any practices that interfere with academic achievement for any students' racial or ethnic group compared to peers.~~

~~B. Ensure Systemic Equity~~

~~Asheboro City Schools will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Policy and Practice; Relationships and Engagement; and Teaching and Learning.~~

~~1. Policy and Practice~~

~~District leaders will ensure racial equity guides employee actions and leads to improved academic results by:~~

- ~~a. instituting a district equity team to prioritize and develop equity policies, procedures, professional development, and a district plan to respond to inequitable outcomes for students occurring on the basis of race;~~
- ~~b. recruiting, developing, employing, supporting, and retaining a diverse workforce;~~
- ~~c. replacing any inequitable operational practices with systems that support implementation of this policy;~~
- ~~d. focusing accountability systems and metrics on equitable results;~~
- ~~e. identifying and eliminating practices that lead to the over- or under-representation of any student's racial or ethnic group compared to peers; and~~
- ~~f. developing alternative practices that lead to equitable representation of any student's racial or ethnic group compared to peers.~~

~~2. Relationships and Engagement~~

~~District employees will develop and implement equitable practices for and with our students, their families, and other community members to:~~

- ~~a. ensure student voice is viewed as critical and incorporated routinely in decision making;~~
- ~~b. intentionally seek and include students' multiple racial and ethnic perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;~~
- ~~c. assess and implement efforts to strengthen school culture and climate, specifically addressing race as a factor;~~
- ~~d. engage family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and~~
- ~~e. bring multiple cultural perspectives to examining and solving issues that arise.~~

~~3. Teaching and Learning~~

~~District employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population:~~

- ~~a. ensuring a positive and academically rigorous school environment that engages each and every student;~~
- ~~b. providing access to culturally responsive tools and resources;~~
- ~~c. enhancing school capacity to collaborate in the development and implementation of culturally responsive instructional practices and curriculum; and~~
- ~~d. providing continuous professional development to ensure a workforce of culturally responsive administrative, instructional, and support personnel.~~

~~C. Implementation and Monitoring~~

~~The board directs the superintendent and/or designee to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for Asheboro City Schools students. The superintendent shall report progress on the plan and outcomes to the board annually.~~

~~Adopted Date: March 12, 2020~~

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

~~**Asheboro City Schools**~~

Policy Code: 3420 Student Promotion and Accountability

A. Purpose

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. Student Promotion Standards

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in [G.S. 115C-83.6](#) *et seq.* and State Board of Education Policies [KNEC-002](#) and [-003](#).

The promotion standards also will require that students not be promoted from eighth grade until a career development plan is completed in accordance with the requirements of [G.S. 115C-158.10](#) and State Board of Education rules and not be promoted from tenth grade until the career development plan is revised. Any high school student who does not already have a career development plan must complete the plan within 90 days of enrollment in school. Career development plans must be easily accessible to students and parents.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. Appeals of Promotion Decisions

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. Literacy Interventions

1. Reading Camps

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible

grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

An Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under [G.S. 115C-83.6B](#)(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by [G.S. 115C-83.6A](#).

F. Promotion Standards for Students with Disabilities

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. All students with disabilities must have access to core instruction and intervention strategies in addition to appropriate specialized instruction. For students accessing the extended content standards,

principals shall consider achievement on state standards and progress on Individualized Education Program (IEP) goals when making decisions about promotion and retention.

G. Credit by Demonstrated Mastery

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

H. Credit Recovery

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered and the credit recovery will be tailored to meet the needs of the individual student. The length of credit recovery is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

If the credit recovery course has an associated EOC exam and the student is going to retake it, the exam will be administered no later than 30 days upon completion of the credit recovery course. Beginning with the 2025-26 school year, students shall earn a numeric grade for credit recovery, which will be factored into the pre-existing incomplete or fail course grade on the student's transcript to a degree proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. Repeating a Course for Credit

1. Repeating a Previously Failed Course

As provided in State Board of Education Policy [CCRE-001](#), high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. Credit from Studying Abroad

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. Reporting Requirements

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

M. Resources

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

N. Notification to Parents

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not

demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with [G.S. 115C-83.7](#)(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in [G.S. 115C-83.7](#)(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under [G.S. 115C-83.7](#)(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

O. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)), [G.S. 115C-407.12](#), and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: [G.S. 115C-36](#), [-45\(c\)](#), [-47](#), [-81.5](#), [-83.2](#), [-83.3](#), [-83.6](#), [-83.6A](#), [-83.6B](#), [-83.7](#), [-83.7A](#), [-83.8](#), [-83.9](#), [-83.10](#), [-83.11](#), [-83.31](#), [-105.21](#), [-158.10](#), [-174.11](#), [-288\(a\)](#), [-407.5](#), [-407.12](#); [S.L. 2021-8](#); [16 N.C.A.C. 6D .0508](#), [.0510](#); State Board of Education Policies [CCRE-001](#), [GRAD-001](#), [GRAD-006](#), [KNEC-002](#), [KNEC-003](#)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student

Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Comprehensive Reading Plan for Achievement, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019, November 12, 2020, November 17, 2022, August 13, 2024, August 14, 2025

Asheboro City Schools

Policy Code: 8230 Penalties, Fines and Forfeitures

[Article IX, section 7 of the North Carolina Constitution](#) requires that the clear proceeds of all penalties, fines and forfeitures accruing to the State be forwarded to the local school funds to maintain the public schools. The board endorses this source of supplemental funding to the public schools.

The superintendent will seek all funds that the constitution requires to be directed to the public schools. The superintendent will report annually to the board the amount of penalties, fines and forfeitures which have been collected.

Legal References: [N.C. Const. art IX](#), § 7; [G.S. 115C-433](#), [-452](#), [-437](#)

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

Revised: December 12, 2013

Asheboro City Schools

Policy Code: 8410 Individual School Accounts

The board authorizes the maintenance of appropriate individual school accounts.

All employees and volunteers who handle checks, receipts, deposits, money, or financial records related to the individual school accounts are expected to be familiar with applicable laws and board policies.

The principal is responsible for the proper administration of financial activities of the school in accordance with provisions of law and appropriate accounting practices and procedures. All checks issued from individual school accounts are required to have the signatures of two authorized personnel. Authorized personnel include the principal, school treasurer, assistant finance officer and finance officer.

The school treasurer will perform duties as provided in board policy 8520, School Treasurer.

The finance officer will establish any procedures necessary to help ensure that all funds are handled in accordance with law, board policy, and standards for accounting.

All accounts are subject to audit at any time by the superintendent or finance officer.

Legal References: [G.S. 115C-435](#), [-436](#), [-445](#), [-448](#)

Cross References: Fiscal Management Standards (policy 8300), Daily Deposits (policy 8325), School Finance Officer (policy 8510), School Treasurer (policy 8520)

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

Revised: May 8, 2014

Administrative Procedure: Financial Procedures Manual

Asheboro City Schools

**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

HOSA State Leadership Conference: March 17-20, 2027

Submission ID: 640a6204-def5-4ca3-976e-a35e23b84f15

Org Name: Asheboro High School

Submitter: Erica Lawson

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

Status: Approved

Note: 8057- Need details of trip submitted/ Departure time on 3/17 cannot be before 9:15am.

Submission Title *

HOSA State Leadership Conference: March 17-20, 2027

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: *

Sheraton Greensboro at Four Seasons/Koury Convention Center- Greensboro, NC

Date of Trip: *



March 17, 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): *

1

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

1

Departure Time: *

March 17, 2027, around 9:00 am

Return Time: *

March 20, 2027, around 9:00 am

Round Trip Miles (estimated) *

54.2

Estimated Cost to the Student: *

\$ 340

Purpose of the Field Trip: *

Attend HOSA State 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

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 out the Conference information. Thank you for your patience.

Form History

	<u>Erica Lawson</u> submitted form	8/28/2026, 4:04:19 PM
	<u>Anthony Woodyard</u> approved form	8/31/2026, 11:13:06 AM
	<u>Kacie Kerns</u> approved form	8/31/2026, 2:10:45 PM
	<u>Ryan Moody</u> approved form	9/1/2026, 10:02:03 AM
	<u>Tari Johnson</u> approved form	9/1/2026, 10:44:12 AM
	Notes: 8057- Need details of trip submitted/ Departure time on 3/17 cannot be before 9:15am.	
	<u>Aaron Woody</u> approved form	9/1/2026, 1:35:40 PM

**POLICIES
FOR
REVIEW**

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**~~

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	

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

BCGA Progress and Launch Updates

September 10, 2026

Mrs. Marian Gordon
Director of Global Education

BCGA Outreach & Recruitment

Community Outreach

- Faith-based organizations
- Local library
- YMCA
- Local realtors
- BCGA Facebook page launched
- BCGA website established

Direct Family Outreach

179 former ACS students

500+ homeschool
administrators



Building BCGA Together

Committee & Focus

Advisory Committee

Met July 28, 2026

Primary Focus

Stakeholder input and guidance

Representation

- Secondary Administration
- Student Services
- Curriculum and Instruction
- Athletic Director
- Accountability / Student Information
- Technology



Strategic Partnerships & Outreach

Building connections to expand awareness and reach more families



Board Input

Collaborated on marketing and outreach strategies to expand BCGA's reach.



Global Innovation

Partnered to highlight innovative opportunities for BCGA students.



ACS Welcome Center

Connected to help introduce BCGA to new and prospective ACS families.



Communities in Schools

Collaborated to connect students & families with BCGA opportunities.

EXPANDING OUR REACH THROUGH COLLABORATION, CONNECTION, & COMMUNITY



Interest Survey Data Analysis

35

Total Survey Respondents

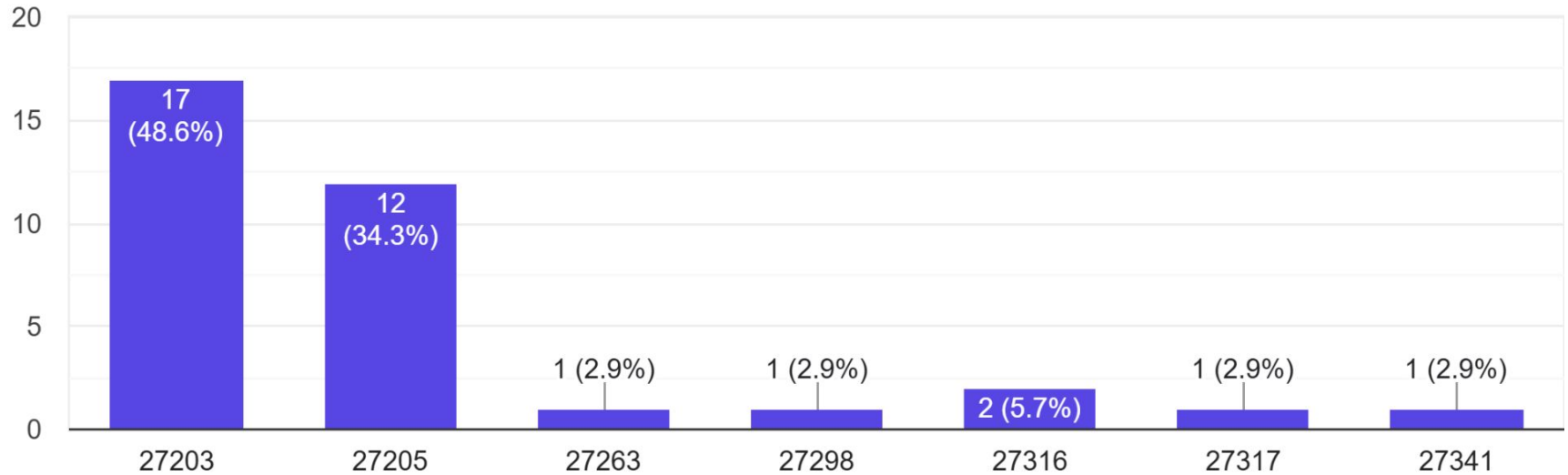
(Representing a total of 39 students)



Respondent Zip Codes

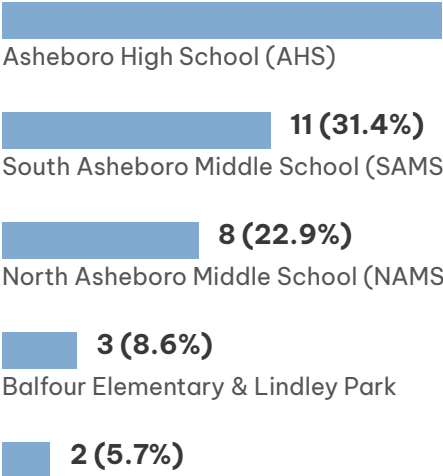
What is your family's zip code?

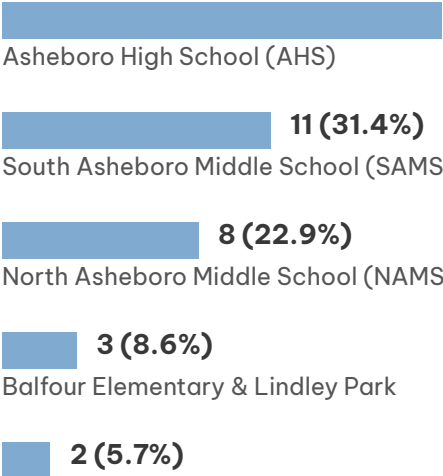
35 responses

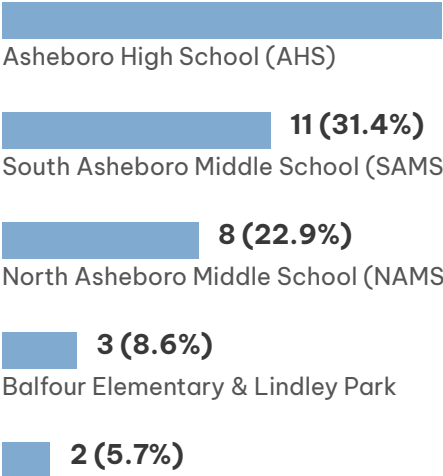


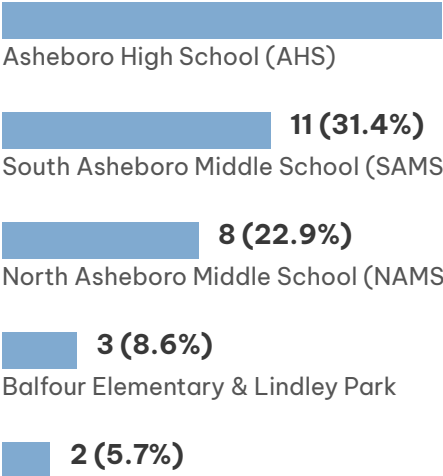
Current Enrollment

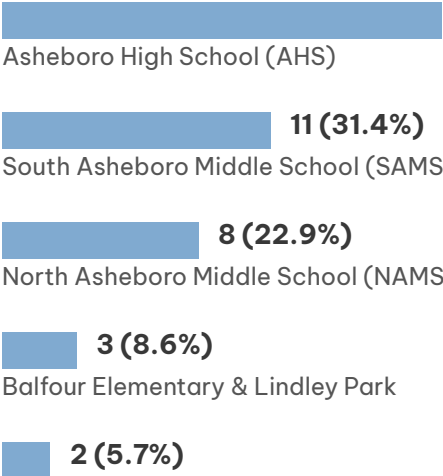
ACS Community Schools Breakdown

 18 (51.4%)
Asheboro High School (AHS)

 11 (31.4%)
South Asheboro Middle School (SAMS)

 8 (22.9%)
North Asheboro Middle School (NAMS)

 3 (8.6%)
Balfour Elementary & Lindley Park

 2 (5.7%)
Homeschooled (ACS Community)

External & Alternative Enrollees

1 **Tillery Charter Academy**
Charter school enrollment outside ACS direct system

1 **NC Virtual Academy**
Existing fully remote statewide public charter school

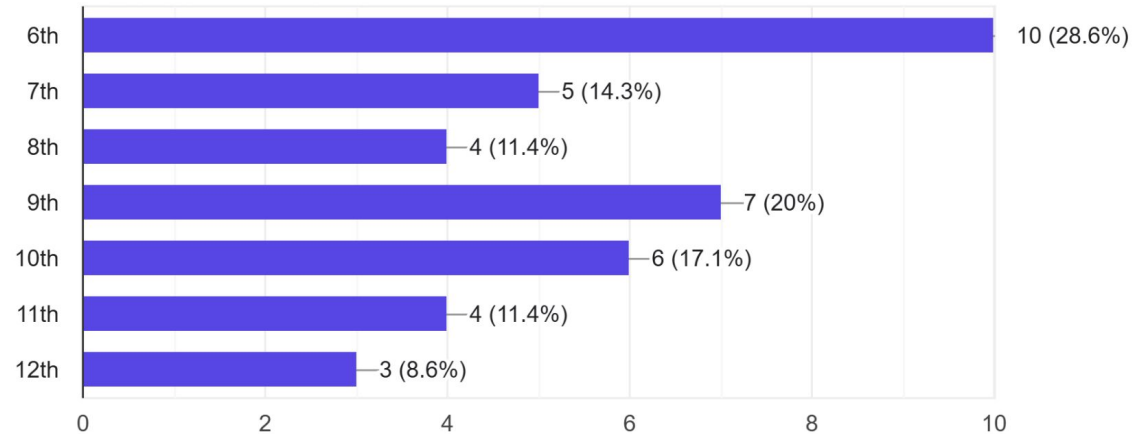
1 **UCA Virtual**
Alternative online secondary education pathway

2 **Private & Home Academies**
Acellus Academy & DK12 Homeschool programs

Student Grade Level 2026–2027

What grade will your child be in for the 2026–2027 school year? If you have more than one child, please select all grade levels that apply.

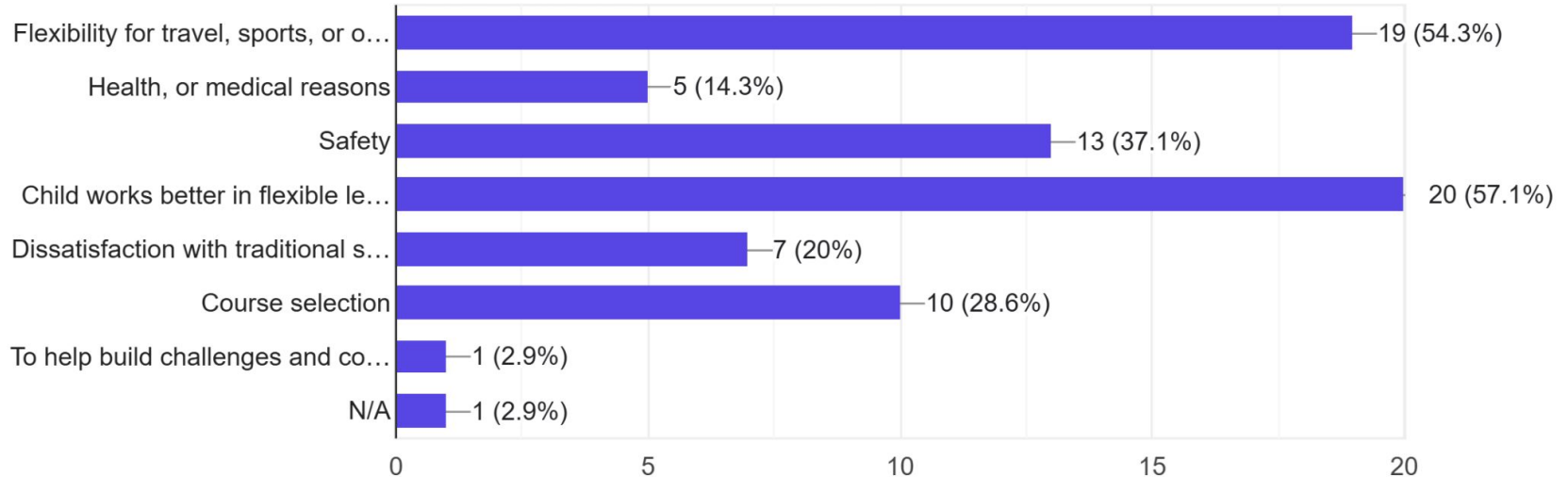
35 responses



Why BCGA

What are your primary reasons for considering a virtual school? (Select all that apply)

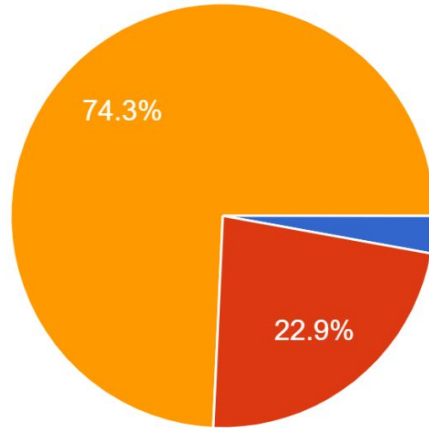
35 responses



Desired Learning Model

Which desired model and curriculum features for virtual learning would fit your family best?

35 responses



- Synchronous: Live online classes with teachers and peers during set times daily.
- Asynchronous: Flexible schedule with both live and pre-recorded lesson options.
- Blended: Online instruction with opportunities for on-site enrichment and collaboration.



What's Next for BCGA?

Meet With Central Office Executives

To determine school needs, shared responsibilities, and roles for the Spring 2027 semester.

Host Information Session

Welcome interested families on October 1, 2026 to learn more about BCGA, the enrollment process, and to tour the Global Innovation Center.

Continue Targeted Recruitment

- Build connections with homeschool, private school, and other families.
- Continue developing relationships with community organizations.



Questions



Balfour Elementary
Met Growth

GRADE

C

Designations

State: Continually Low Performing

Federal: TSI-AT (SWD-2)

Charles W. McCrary Elementary
Met Growth

GRADE

D

Designations

State: Low Performing / Continually Low Performing

Federal: TSI-AT (SWD-2)

Donna Lee Loflin Elementary
Met Growth

GRADE

D

Designations

State: Low Performing / Continually Low Performing

Federal: None

Guy B. Teachey Elementary
Met Growth

GRADE

C

Designations

State: None

Federal: TSI-AT (SWD-3)

Lindley Park Elementary
Met Growth

GRADE

D

Designations

State: Low Performing / Continually Low Performing

Federal: TSI-AT (BLCK-3) (ELS-3)

North Asheboro Middle
Met Growth

GRADE

D

Designations

State: Low Performing / Continually Low Performing

Federal: TSI-CU (ELS) (SWD-2)

South Asheboro Middle
Exceeded Growth

GRADE

C

Designations

State: None

Federal: TSI-CU (ELS) / TSI-AT (SWD-3)

Asheboro High
Not Met

GRADE

C

Designations

State: None

Federal: None

Highlights:

- 7 of 8 schools met or exceeded growth
- 2 schools increased by one letter grade (Balfour and SAMS), 6 maintained
- 3 schools had subgroups exit designations: (EL subgroups at Balfour and McCrary, Black subgroup at NAMS)

*Terminology and key available on next page.

INDICATORS, DESIGNATIONS & DEFINITIONS

High School Accountability Indicators	
EOC Math Proficiency	80%
EOC English II Proficiency	
EOC Biology Proficiency	
English Learner Progress	
Four-Year Cohort Graduation Rate	
The ACT/WorkKeys	
Math Course Rigor (M3)	20%
School Accountability Growth (Reading and Math Composite)	

Elementary & Middle Accountability Indicators	
EOG Reading Proficiency	80%
EOG Math Proficiency	
EOG Science Proficiency	
English Learner Progress	
School Accountability Growth (Reading, Math, and Science Composite)	20%

State Designations - Growth & Proficiency

North Carolina must identify low-performing public school units annually as defined in the ESSA State Plan

Low-Performing School	School Performance Grade (SPG) of "D" or "F" and growth status of "Met" or "Not Met"
Continually Low-Performing School	Low performing in any 2 of the last 3 years
Low-Performing District	Greater than 50% of schools identified as Low Performing

Federal Designations - Subgroups

North Carolina must identify schools for comprehensive and targeted support and improvement as defined in the ESSA State Plan

TSI-Consistently Underperforming Subgroups (TSI-CU)	1+ of the same subgroup(s) with an "F" SPG for most recent and previous 2 years
TSI-Additional Targeted Support (TSI-AT)	1+ subgroup(s) at or below All Students group for most recent year and TSI-CU for subgroup current year

TSI-Consistently Underperforming Subgroups (TSI-CU)

Criteria:
1+ of the same subgroup(s) with an "F" SPG for most recent and previous 2 years

Exit Criteria:
Achieve SPG letter grade of "D"+ for identified subgroups 2 years in a row
(Criteria applied annually)

TSI-Additional Targeted Support (TSI-AT)

Criteria:
1+ subgroup(s) at or below ALL Students group for most recent year and TSI-CU for subgroup current year

Exit Criteria:
Carry label for 3 years, then on 4th year, may exit if:
Subgroup achieves 3Y growth index of 1.0+; or
Subgroup is on track to meet 12Y proficiency goals in R&M
(If no exit in 6 years, receive CSI-AT label)

indicates cohort year of identification
(18/19(1), 22/23(2), 25/26(3))

Subgroup Key:

FEM = Female
 MALE = Male
 BLCK = Black
 HISP = Hispanic
 MULT = Multiracial
 WHITE = White
 EDS = Economically Disadvantaged
 NEDS = Not Economically Disadvantaged
 ELS = English Learner
 NELN = Not English Learner
 SWD = Student with Disabilities
 NSWd = Not Student with Disabilities
 AIG = Academically or Intellectually Gifted

CALENDAR OF UPCOMING EVENTS - (Sept./Oct.) - September 10, 2026 Board Meeting

Thursday, September 17	5:30-7:00 p.m.	McCrary Family Engagement Night	Charles W. McCrary Elementary School
Thursday, September 17	5:00-6:30 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Thursday, September 17	5:00-6:30 p.m.	North Asheboro Middle School Family Engagement Night	North Asheboro Middle School
Tuesday, September 22	5:30-7:00 p.m.	Asheboro High School Family Engagement Night	Asheboro High School
Wednesday, September 23	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release Day/Staff Professional Development	All Schools
Thursday, September 24	4:30-6:00 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Thursday, September 24	4:00-5:30 p.m.	ECDC Family Engagement Night	Early Childhood Development Center
Thursday, October 1	5:00-6:30 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary School
Thursday, October 1	5:00-6:30 p.m.	Guy B. Teachey Family Engagement Night	Guy B. Teachey Elementary School
Thursday, October 1	5:30-7:00 p.m.	Blue Comet Global Academy Information Session (Marian Gordon)	ACS Comet Community Room
Tuesday, October 6	11:30 a.m.	Faith-Based Advisory Council Meeting	Central Office Boardroom
Monday, October 5	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Thursday, October 8	6:30 p.m.	Board of Education Meeting	Professional Development Center
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	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	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 Conference	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
		Calendar Link: ACS Welcome Center Calendar	