

Policy Committee Meeting

Asheboro City Board of Education

March 10, 2022

Agenda

1. Call to Order
2. Policy 4700 Student Records
3. Policy 5030 Community Use of Facilities
4. Policy 5210 Distribution and Display of Non-School Material
5. Policy 6320 Use of Student Transportation Services
6. Policy 6335 Use of Private Vehicles for School-Related Purposes
7. Policy 6340 Transportation Service/Vehicle Contracts
8. Policy 8305 Federal Grant Administration
9. Policy 8310 Annual Independent Audit
10. Policy 9000 Planning to Address Facility Needs
11. Adjourn

- Feedback received in 30-Day Public Comment

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of student records retained at the school. For purposes of this policy “student records” or “student education records” are those records, files, documents, and other materials that contain information directly related to the student that are maintained by the school system or by a party acting for the school system.

A. ANNUAL NOTIFICATION OF RIGHTS

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

1. the right to inspect and review the student’s educational records and the procedure for exercising this right;
2. the right to request amendment of the student’s educational records that the parent or eligible student believes to be inaccurate, misleading, or in violation of the student’s privacy rights; and the procedure for exercising this right;
3. the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent;
4. the type of information designated as directory information and the right to opt out of release of directory information;
5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
6. the right to opt out of releasing the student’s name, address, and phone number to military recruiters or institutions of higher education that request such information;
7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;

8. notification if the school system uses contractors, consultants, volunteers, or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and
9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

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

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

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

2. Eligible Student

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

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

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

1. Student Education Records

Student education records may be separated into several categories, including, but not limited to, the following:

a. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student's name, address (or a homeless student's living situation), sex, race, birthplace, and birth date; family data including the parents' names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades; standardized test scores; health screenings and immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

b. Discipline Records

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

c. Records of Students with Disabilities

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

d. Records Received from the Department of Social Services

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

e. Juvenile Records

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

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

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

f. Other Student Records

School system personnel may also keep other student records but must review such records annually and destroy them in accordance with Section K of this policy.

2. Records Not Considered Education Records (Sole Possession, Employment, and Law Enforcement Records)

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

- a. records made by teachers, counselors, and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- b. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
- c. records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. However, a law enforcement record containing information that was obtained from student's confidential file or other educational records must be treated as an education record and may be released only in accordance with this policy.

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

Students or parents enrolled in the North Carolina Address Confidentiality Program (NCACP) must provide a valid NCACP authorization card to the school principal if they wish to keep their home address confidential. The school system will maintain a confidential record of the actual home address for admission and assignment purposes only and will not release that address except as provided by law. With the exception of such specially-maintained records, student records will include only the substitute address provided by the NCACP and not the actual home address of any students or parents for whom a valid NCACP authorization card is on file.

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

E. RECORDS OF MISSING CHILDREN

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

The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

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

F. RECORDS OF MILITARY CHILDREN

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

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

1. For Students Leaving the School System

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

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

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

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

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

1. Review by Parent or Eligible Student

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

2. Review of Video or Audio Recordings and Photographs

a. Parents Right to Review

Upon request, a parent or eligible student may inspect and review a video or audio recording or photograph that is determined to be an education record of the student. Individuals acting on behalf of a parent or eligible child, such as advocates or attorneys, will not be permitted to review a video or audio recording or photo unless accompanied by the parent or eligible student.

b. Status as Education Record

A video or audio recording or photo will be deemed an education record of the student if it is directly related to the student and is maintained by the school system or its agent, as provided by law. A photo, video, or audio recording (such as a surveillance video), that is created and maintained by a law enforcement unit for a law enforcement purpose, is not an education record; however, a copy of such photo, video, or audio recording provided to the school for disciplinary or other school purposes may be an education record if it is directly related to a student and is maintained by the school system.

c. Records of More Than One Student

If the recording or photo is an education record of multiple students, the school system shall make reasonable efforts to redact or segregate out the portions of the recording or photo directly related to other students before providing the parent or eligible student access, provided doing so would not destroy the meaning of the record. If redaction or segregation of the recording or photo cannot reasonably be accomplished or would destroy the meaning of the record, then the parent of each student to whom the recording or photo directly relates or such eligible students themselves shall be permitted to access the entire record.

d. Copies of Recordings and Photos

A copy of a video or audio recording or photo will be provided to a parent or eligible student only (1) if circumstances effectively prevent the parent or eligible student from exercising the right to inspect the recording or photo, such as when the parent no longer lives within commuting distance of the school system; (2) when directed by a court order or subpoena; or (3) when otherwise required by law.

3. Request to Amend the Educational Record

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

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

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

1. Release/Disclosure with Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.

2. Release/Disclosure without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent

permitted by law, including to other school officials who have a legitimate educational interest in the records.

Personally identifiable information from a student's record may be released or disclosed to someone other than a parent or eligible student without prior written consent of the parent or eligible student only as specifically provided by federal law. Except as otherwise permitted by federal law, when personally identifiable information from a student's record is released or disclosed to someone other than a parent or eligible student without their written consent, the party to whom the information is released must agree not to disclose the information to any other party without the prior written consent of the parent or eligible student.

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

3. Release of Directory Information

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

a. The board designates the following student record information as directory information:

- (1) name;
- (2) address;
- (3) telephone listing;
- (4) ~~electronic~~ email address;
- (5) photograph or digital image, including still or video images of a student engaged in ordinary school activities;
- (6) date and place of birth;
- (7) participation in officially recognized activities and sports;
- (8) weight and height of members of athletic teams;
- (9) dates of attendance;

- (10) grade level;
 - (11) diplomas (including endorsements earned), industry credentials/certifications, and awards received; and
 - (12) most recent previous school or education institution attended by the student.
- b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released, except as required by law.
- c. Information about a homeless student's living situation is not considered directory information and will not be released.
- d. As required by law, the names, addresses, and telephone numbers of secondary school students shall be released, upon request, to military recruiters or institutions of higher learning, whether or not such information is designated directory information by the school system. In addition, secondary school students' email address (which will be the email addresses provided by the school, if available) must be provided to military recruiters upon request. Students or their parents, however, may request that the student's name, address, email address, and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any requests made.
- e. All requests for directory information must be submitted to the superintendent or designee for approval. The superintendent is directed to establish regulations regarding the release of directory information. At a minimum, the regulations must:
 - (1) specify the types of organizations that are eligible to receive directory information and for what purposes;
 - (2) provide for equal disclosure to organizations that are similar in purpose; and
 - (3) authorize access to directory information to recruiters of military forces of the state or United States for the purpose of informing students of educational and career opportunities available in the military to the same extent that such information is made available

to persons or organizations that inform students of occupational or educational options.

4. Records of Students with Disabilities

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

5. Disclosure of De-Identified Information

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

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

I. WITHHOLDING RECORDS

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

J. RECORD OF ACCESS AND DISCLOSURE

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

K. DESTRUCTION OF STUDENT RECORDS

To the extent required by law, school officials shall maintain student records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. After notifying parents,

school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

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

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 7908; McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 *et seq.*; 10 U.S.C. 503©(1); G.S. 7B-302, -3100, -3101; 14-208.29; 115C-47(26), -109.3, -402, -403, -404, -407.5; 116E-6; Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Natural and Cultural Resources (1999), available <https://archives.ncdcr.gov/media/810/open>; *General Records Schedule for Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2019), available at <https://archives.ncdcr.gov/government/local-government-agencies/general-records-schedule-local-government-agencies>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (policy 4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: January 9, 2014

Revised: May 12, 2016, March 9, 2017, August 10, 2017, July 12, 2018, July 11, 2019, January 9, 2020, October 14, 2021

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Any use of school facilities that disrupts school activities or that damages school property will not be permitted. ~~Public use is subject to Section H of this policy.~~

~~TEMPORARY RESTRICTION ON COMMUNITY USE OF FACILITIES~~

~~In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS), school facilities will not be made available to community groups during or after the school day or on weekends in any week in which the school is holding in-person classes on the school campus. Issues regarding the parties' contractual obligations under long-term leases will be referred to the board attorney. This temporary restriction shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.~~

~~A. GENERAL PRINCIPLES~~

~~The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.~~

~~Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.~~

~~Use of school facilities will not be approved for activities that do any of the following:~~

- ~~1. violate federal, state or local laws;~~
- ~~2. violate board of education policies or regulations;~~
- ~~3. advocate imminent violence;~~
- ~~4. damage or have the potential to damage school buildings, grounds or equipment;~~
~~or~~

~~5. — are in conflict with scheduled school activities~~

B. A. PRIORITY IN USE/FEE STRUCTURE

In accordance with G.S. 163-129, the county board of elections is entitled to use school facilities as a polling place on election days. School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, ~~shall~~ will otherwise have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fundraising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the

same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.

Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.

Insurance: Not Required

Fees: None.

2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations, and booster clubs).

Application: Required

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.

3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), ~~including as a polling place on election days, in accordance with G.S. 163-129.~~

Application: Required.

Insurance: Required

Fees: None

4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the

Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527

Application: Required.

Insurance: Required

Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.

5. All groups not included in the other categories

Application: Required.

Insurance: Required

Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

~~C.~~ REQUESTS FOR USE OF FACILITIES

~~Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.~~

~~D.B.~~ FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board. School facilities not listed as available for community use may be used only in exceptional circumstances

based on a justified need and in accordance with terms approved by the superintendent or designee.

~~Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.~~

E.C. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. ~~A copy of such~~ The regulations will be furnished to all applicants at the time they receive made available to the public along with the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Drugs and Alcohol).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.
6. Users must not make any modifications, improvements, or alterations to school facilities without the prior written approval of the superintendent or designee.
7. Users must not display or distribute materials that are vulgar, indecent, or

obscene or use vulgar, indecent, or obscene language while on school grounds.

~~6-8.~~ Users are responsible for supervising their activities and the people present at their activities. Users are responsible for maintaining order and safety during their activities.

~~7-9.~~ Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

10. Upon departure, users must remove any materials or equipment they brought onto school grounds.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

D. FACILITY USE AGREEMENTS

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance. Absent unusual circumstances, facility use agreements will not be granted for a term longer than one year. An agreement to span more than one year must be approved in advance by the board.

Long-term leases are subject to the provisions of policy 9400, Sale, Disposal, and Lease of Board-Owned Real Property.

F. E. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for the conduct of all persons involved in the users' activities while on school property. Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All user groups, except categories 1 and 2 above, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

~~G.~~ TERM AND ACCEPTANCE OF LEASE

~~The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.~~

~~Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.~~

~~H.F.~~ USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules ~~to be~~ established by the superintendent or designee. Public use will be permitted only to the extent that it: 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

~~H.G.~~ REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 I.S.C. 20101 *et seq.*; G.S. 14-269.2 Community Schools Act, G.S. 115C-203 to -209.1; 115-524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Drugs and Alcohol (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and

Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016, August 11, 2016, July 13, 2017, August 16, 2018, January 10, 2019, October 14, 2021

DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL

Policy Code:

5210

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, distribution and display of non-school material shall be limited in accordance with this policy and policy 5240, Advertising in the Schools. School officials shall screen and approve the distribution or display of non-school material on school property. (The term “non-school material” is defined in Section E below.)

This policy applies to the distribution and display of non-school material by students and school-related groups (as defined in Section E below) and by governmental agencies, educational institutions, and non-profit entities as permitted in Section B below. This policy does not apply to the distribution and display of materials by individuals or groups that are on school property in accordance with policy 5030, Community Use of Facilities. Except as provided in Section A below, this policy will not be construed as applying to or prohibiting the display of compliant political signs permitted by G.S. 136-32.

A. DISPLAY OF COMPLIANT POLITICAL SIGNS IN THE RIGHT-OF-WAY DURING DESIGNATED PERIODS

Any person may display compliant political signs in the right-of-way of the state highway system or in municipal street rights-of-way in accordance with the standards established in G.S. 136-32, even if such right-of-way constitutes school grounds. Compliant political signs may be displayed in such right-of-way from 30 days before the first day of “one-stop” early voting to 10 days after the primary or election day. School officials may remove and dispose of any political sign remaining in the right-of-way more than 40 days after the primary or election day. School officials shall observe any different rules established by applicable local ordinance for placement and removal of political signs on municipal street right-of-way.

School officials shall not remove any political sign lawfully placed except as provided in this section but may request the Department of Transportation to remove a sign that is not in compliance with G.S. 136-32.

B. DISTRIBUTION AND DISPLAY BY STUDENTS

Students wishing to distribute or display on campus any publication, leaflet or other written material that is not school-sponsored must submit the publication or material to the principal for review prior to distribution. The principal shall prohibit distribution or display when the publication or material contains speech that is prohibited as specified in Section C below but otherwise shall not discriminate on the basis of viewpoint in granting or denying a student permission to distribute or display non-school publications or materials. If permission to distribute or display a publication or material is denied, the

student may request review of the principal's decision as specified in Section ~~D~~E below.

C. DISTRIBUTION AND DISPLAY BY NON-STUDENTS

1. Distribution and display of "school-sponsored or curriculum-related publications and materials" as defined in Section ~~E~~F are permitted during the school day, on school grounds and at school activities.
2. Distribution and display of publications and materials from school-related groups that have received prior approval of the principal pursuant to the standards in Section C below and the standards for review of the decision in Section D below are permitted at reasonable times and places as designated by the principal. The term "school-related group" is defined in Section ~~E~~F. The principal shall not discriminate on the basis of viewpoint in granting or denying permitted school-related groups permission to distribute or display non-school material.
3. The following agencies and organizations are permitted to distribute or display educational information or information about programs and activities of interest to students:
 - a. local, state and federal government agencies and departments;
 - b. non-profit organizations that offer educational, recreational, cultural or character development activities or programs for school-aged children, including but not limited to scouts, YMCA or YWCA, organized youth sport leagues, etc.);
 - c. school/business partnerships or incentive programs that directly enhance or support the school's educational program; and
 - d. community colleges, universities, and other non-profit institutions of higher education.

All publications and materials that one of the permitted agencies or organizations would like to distribute or display must be submitted to the superintendent or designee for approval prior to distribution or display. Approval for distribution or display shall be granted pursuant to the standards in Section ~~C~~D below and the standards for review of decisions in Section ~~D~~E below. If approved, the publications and materials shall be distributed or displayed at reasonable times and places as designated by the superintendent or designee.

4. The superintendent or designee shall not discriminate on the basis of viewpoint in granting or denying permitted agencies and organizations permission to distribute or display non-school materials.

5. The superintendent is authorized to adopt regulations regarding approval forms, how many times a year groups may distribute or display publications or materials, delivery and bundling requirements, etc.
6. Nothing in this policy shall be construed to create a public forum that would allow non-students unrestricted access to school property for the purpose of distributing or displaying publications or materials.

D. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS

School officials shall apply the following standards to approve the distribution or display of all non-school material by individuals or groups authorized by this policy on school property:

1. While materials shall not be screened for viewpoint, the reviewer shall prohibit the distribution or display of any publication or material that (a) is vulgar, indecent or obscene; (b) contains libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, ~~gender~~sex, family status, or disability; (c) causes or clearly threatens to cause a material and substantial disruption of a school activity; (d) encourages the commission of unlawful acts or the violation of lawful school regulations; (e) is inappropriate considering the age of the students in the school; (f) contains information that is inaccurate, misleading or false; or (g) advertises any product or service not permitted to minors by law.

The principal or superintendent's designee, depending on who makes the initial decision shall notify the superintendent before approving or prohibiting distribution or display of any publications or materials that raise a question as to whether a specific action by school officials might violate the Establishment of Religion Clause, the Free Exercise of Religion Clause, or the free speech rights guaranteed by the First Amendment of the U.S. Constitution. The superintendent shall consult with the board attorney to determine the legally appropriate course of action.

2. The distribution of non-school material shall not interfere with instructional time.
3. Non-school publications and materials distributed or displayed to students must be clearly identified, through the method of distribution or otherwise, as non-school materials that are neither endorsed nor necessarily reflective of the views of the school board or the school system.
4. In order to minimize disruption to the learning environment, political campaign

materials may not be distributed to students or employees (including through employee mailboxes and e-mail) or made available on school grounds during school time or at school events. However, on election days, posters and printed materials are permitted for viewing and distribution to the public at school buildings used as polling places in accordance with state law and board of elections requirements.

This provision does not prohibit a teacher from using political literature or campaign material for instructional purposes. However, any teacher using these materials for instructional purposes shall not use his or her position to promote a particular candidate, party or position on a specific issue. The teacher also shall attempt to use a variety of materials that represent balanced and diverse viewpoints on the political spectrum.

E. PROCEDURES FOR REQUESTING DISTRIBUTION OR DISPLAY OF NON-SCHOOL MATERIALS

1. Any individual or organization wishing to distribute or display non-school-sponsored publications or materials must first submit for approval a copy of the publication or material to the principal or superintendent or designee at least five school days in advance of the distribution or display time, along with the following information: (a) the name and phone number of the individual submitting the request; (b) the date(s) of intended distribution or display; (c) the desired location for distribution or display of material; and (d) if the distribution or display is intended for students, the grade(s) of students for whom the distribution or display is intended.
2. Within five school days, the principal or superintendent or designee shall review the request and render a decision. In the event permission to distribute or display the material is denied or restricted, the individual submitting the request shall be informed in writing of the reasons for the denial or restriction.
3. Any request denied or restricted by the principal or superintendent or designee may be appealed in writing to the superintendent or designee or board, depending on who made the initial decision. If the principal made the initial decision, the superintendent or designee shall review the decision and render a decision within 10 school days. Any request denied by the superintendent or designee may be appealed to the board of education. The board will review the request at its next regularly scheduled meeting. As appropriate, the superintendent or the board will consult with the board attorney concerning a request to distribute or display non-school literature.
4. Permission or denial of permission to distribute or display material does not imply approval or disapproval of its contents by school system administrators, the school board or the individual reviewing the material submitted.

F. DEFINITIONS

The following terms used in this policy are defined as follows:

1. Obscene

“Obscene” describes any speech or work that the average person, applying contemporary community standards (as opposed to “national standards”), would find, taken as a whole, appeals to prurient interest; or that depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law; and that, taken as a whole, lacks serious literary, artistic, political or scientific value.

2. Libelous Statement

Libelous statements are false and unprivileged statements about a specific person that injure that person’s reputation in the community.

3. Non-School Material

Non-school material includes any publication or other written information that is not a school-sponsored or curriculum-related publication or material.

4. Material and Substantial Disruption

A material and substantial disruption is any conduct that for any reason, including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction or with the rights of other students or school employees. Examples of material and substantial disruption include, but are not limited to, demonstrations, destruction of property, injury to students or other persons, shouting or boisterous conduct, and anything that significantly distracts students from instruction or prevents school personnel from performing their educational responsibilities.

5. School-Sponsored or Curriculum-Related Publications and Materials

School-related materials or publications are: (a) materials published by the school system for distribution (i.e. school calendars, menus, school newsletters, etc.); (b) materials that are approved by school officials and related to activities or events that are officially sponsored by the school (i.e. announcements for sports teams, clubs, field trips, school plays and concerts); or (c) materials that are directly related to instruction.

6. School-Related Group

School-related groups are organizations formed to support the school in an area of recognized need, such as the PTA, PTO, teachers' and principals' organizations and booster clubs.

The superintendent shall adopt necessary regulations to ensure that this policy is implemented throughout the school system.

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47; 136-32; 163-129, -166

Cross References: Community Use of Facilities (policy 5030), Collections and Solicitations (policy 5220), Advertising in the Schools (policy 5240)

Adopted: April 14, 2011,

Revised: June 13, 2013, February 13, 2020, October 14, 2021

Student transportation services will be made available in a manner consistent with the board goals set out in policy 6300, Goals of Student Transportation Services.

A. SCHOOL SYSTEM TRANSPORTATION SERVICES

The first priority of the school system transportation services is to provide eligible students transportation to and from school. The school system may make other transportation services available as funding permits and in accordance with legal requirements, board policy, and the following standards.

1. Yellow school buses may be used for instructional programs directly related to the curriculum when the trip and use of the bus are approved in accordance with board policy.
2. Yellow school buses may be used only for purposes expressly allowed by G.S. 115C-242.
3. Yellow school buses may not be used for athletic activities or extracurricular activities.
4. Activity buses and other vehicles meeting federal safety standards may be used for travel to athletic activities and travel to other approved school-related activities. In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses.
5. The board encourages the superintendent and principals to provide transportation services to enable students at risk of not meeting promotion standards to take advantage of additional or enhanced opportunities for learning.

B. SPECIAL USE OF SCHOOL BUSES

The board may authorize special uses of yellow school buses as provided by G.S. 115C-242 and 115C-254 and of activity buses and yellow school buses as provided by G.S. 115C-243 and 115C-247. The board may also authorize the special use of activity buses for the purposes described in G.S. 66-58(c)(9b).

The superintendent shall present to the board any requests for special uses and the statutory support for allowing such authorization.

C. TRANSPORTATION FOR STUDENTS WITH DISABILITIES

A student who is identified as having a disability following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law. When the school system's transportation services are unable to provide transportation for a student with a disability, the board may contract with public or private carriers to provide this service, in accordance with applicable laws and board policies~~pursuant to policy 6340, Transportation Service/Vehicle Contracts.~~

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. 66-58(c)(9a) and 9(b); 115C-239, -242, -243, -247, -254; 16 N.C.A.C.6B .0111; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policy TRAN-000; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <http://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

Cross References: School Trips (policy 3320), Goals of Student Transportation Services (policy 6300), Safety and Student Transportation Services (policy 6305), Transportation Service/Vehicle Contracts (policy 6340), Purchase of Services (policy 6450)

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

Updated: May 10, 2012, September 14, 2017, August 12, 2021

**USE OF PRIVATE VEHICLES FOR
SCHOOL-RELATED PURPOSES***Policy Code:***6335**

The board of education specifically forbids the use of private vehicles for school-related purposes (most especially for the transportation of students) without the superintendent's authorization except in emergency situations. Principals should prepare for emergency situations by securing written permits from the superintendent for specific staff members to use their private vehicle for school-related purposes in emergencies.

Whenever individuals use their private vehicle for school-related purposes, including the transportation of students, the following stipulations apply for the purpose of safeguarding the school district in matters of liability:

The individual must have the permission of the superintendent:

- Permission may be verbal if school is closed due to inclement weather and a student cannot get home without the assistance of a school employee;
- Permission will be in the form of standing written permits for employees who use their own cars regularly for school purposes. This permit should state the specific school-related purpose and whether or not students are being transported;
- Permission may be in the form of one-time written permits for an approved trip involving students.
- Other situations are to be handled on a case-by-case basis by the superintendent.

Persons authorized to use their private vehicle for school-related purposes must provide evidence of adequate liability coverage.

The Asheboro City Schools assume no responsibility for liability in case of accident unless the person has the authorization specified above.

Sending students on errands with their private vehicles is expressly forbidden.

Legal References: 49 U.S.C. § 30125, 30165; G.S. 115C-239, -242; G.S. 20-280; G.S. 115C-42, -47(25), -239, -257, -258, -259; G.S. 143, art. 31; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988

Cross References: Insurance (policy 8340)

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

Administrative Procedure: Yes

The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy, any other applicable law, and this policy. Any contracts also must comply with board policy 6450, Purchase of Services.

The superintendent or designee shall develop safety standards for contracted commercial transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Board. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph. The superintendent shall ensure that the school system contracts for commercial bus transportation services for school-related activities only with entities on the approved list.

~~The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.~~

The board may purchase or lease student transportation vehicles in accordance with law and board policy, including policy 6432, Purchasing Requirements for Equipment, Materials and Supplies and policy 6425, Continuing Contracts. Any such vehicle must meet federal safety standards.

All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with board policy 8340, Insurance.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -249.1, -253, -255; *North Carolina School Transportation Fleet Manual*, State Board of Education Policy TRAN-005; State Board of Education Policies TRAN-009, -010, -011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.ncbussafety.org/motorcoach/index.html>

Cross References: Continuing Contracts (policy 6425), Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Purchase of Services (policy 6450), Insurance (policy 8340)

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

Revised: January 10, 2008, December 8, 2011, January 8, 2015, September 14, 2017, May 10, 2018

The board intends to administer federal grant awards efficiently, effectively, and in compliance with all requirements imposed by law, the awarding agency, and the North Carolina Department of Public Instruction or other applicable pass-through entity.

A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS

The finance officer and program manager shall be responsible to the superintendent to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all terms and conditions of the awards as well as all requirements of the U.S. Constitution and 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 Management and Budget and Management (except to the extent that an exception to the Uniform Guidance has been authorized by the relevant federal agency), and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following areas.

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is incurred during the approved budget period and is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations, and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be

sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

3. Procurement

All purchases for property and services made using federal funds must be conducted in a manner providing full and open competition and in accordance with the Uniform Guidance, all other applicable federal, state and local laws and regulations, ~~the Uniform Guidance~~, and the school system's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319, and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320(c). School officials are encouraged to maximize the purchase and use of goods, products, and materials produced in the United States to the extent consistent with law.

Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities. Contracts shall contain all provisions required by 2 C.F.R. Part 200.

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and when applicable, verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under G.S. 14-234 and accepting gifts and favors from vendors under G.S. 133-32 (see policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member, or agent of the school system engages in the procurement of goods, services, or construction or repair projects funded in whole or part with federal financial assistance.

- a. No employee, board member, or agent of the school system may participate directly or indirectly in the selection, award, or administration of a contract supported by a federal grant or award if he or she has a real or apparent conflict of interest.

A real or apparent conflict of interest exists ~~would arise~~ when (1) the employee, board, or agent of the school system ~~covered individual~~, (2) any member of his or her immediate family, (3) his or her partner, or (4) an organization which employs or is about to employ any of those parties, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this paragraph, "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. "Financial interest" does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

Any employee, board member, or agent of the school system who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.

- b. No employee, board member, or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts or other items of monetary value from a contractor, supplier, or a party to a subcontract except that ~~for~~ (1) a single unsolicited item with a value of \$50 or less or (2) multiple unsolicited items from a single contractor or subcontractor having an

aggregate monetary value of \$100 or less in a 12-month period may be accepted. Violations of this rule are subject to disciplinary action.

5. Mandatory Disclosures

The superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.

The superintendent or finance officer are authorized to sign all required certifications on behalf of the board and they shall be submitted by the finance officer, program manager, or designee.

8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Financial and pPerformance reports, including reports of significant developments that arise between scheduled performance reporting dates, and final closeout reports, must be submitted as required by federal or state authorities.

B. AUDITS AND CORRECTIVE ACTION

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer or designee will prepare all financial

statements, schedules of expenditures, and other documents required for the audit.

2. At the completion of the audit, the superintendent or designee shall prepare a summary schedule of prior audit findings and a corrective action plan to address any prior audit findings. The collection action plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. TRAINING

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)
7. Policies protecting the confidentiality of personally identifiable information and other sensitive information (policies in the 4000, 6000, and 7000 series)

The board intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a board policy is contrary to a federal law, regulation, term, or condition applicable to a federal award, employees must follow the applicable federal requirement.

E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation.

Legal References: 2 C.F.R. Part 180; 2 C.F.R. Part 200; G.S. 14-234; 133-32

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Fiscal Management Standards (policy 8300)

Other ~~References~~ Resources: *Standards for Internal Control in the Federal Government* ("The Green Book") (GAO U.S. Government Accountability Office), available at <http://www.gao.gov/greenbook/overview>; *Internal Control Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <http://www.coso.org/ic.htm> <https://www.coso.org/parges/ic.aspx>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at https://www.whitehouse.gov/omb/financial_fin_single_audit <https://www.whitehouse.gov/omb/office-federal-financila-management/>

Adopted: August 16, 2018

Revised: June 13, 2019

The accounts of the school district and the individual schools will be audited as soon as possible after the close of each fiscal year by an independent, qualified auditor. The auditor will be selected by the board and the terms and conditions will be specified in a written contract that complies with the requirements of 20 N.C.A.C. 03.0502(c). The auditor will report directly to the board.

The superintendent will assist the board in providing for an annual independent audit which meets all requirements as provided by G.S. 115C-447 and any other relevant statute. All employees and agents of the school district having custody of public money or responsibility for keeping records of public financial or fiscal affairs will produce all books and records requested by the auditor and provide any information relating to fiscal affairs requested by the auditor. Any employee who fails to cooperate may be subject to disciplinary action, up to and including dismissal and also may be found guilty of criminal conduct.

The board will receive the report and opinion of the auditor and will arrange for the auditor to present to the board the audited financial statements, compliance reports, if any, and other information as specified in the audit contract. The presentation must be in an official meeting in open session, held as soon as the audited financial statements are available but not later than 45 days after the submission of the audit report to the Secretary of the Local Government Commission.

If required by 20 N.C.A.C. 03.0508, the board will submit a "Response to the Auditor's Findings, Recommendations, and Fiscal Matters" to the Secretary of the Local Government Commission pursuant to that rule within 60 days of the auditor's presentation to the board.

Legal References: G.S. 115C-447, 20 N.C.A.C. 03.0502, 03.0508

Cross References: Career Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Administrative Procedure: None

Revised: September 12, 2021

PLANNING TO ADDRESS FACILITY NEEDS

Policy Code:

9000

A. PRINCIPLES

The board strives to provide safe, orderly, and inviting schools for students and staff. The board also strives to provide other facilities needed to support the educational program. Long-range planning by the board and superintendent is essential for providing an educational environment that offers students the opportunity to receive a sound basic education and that supports student success.

B. LONG-RANGE PLAN

The board will adopt a long-range plan that identifies the facility needs of the school system and sets forth a plan for how to meet these needs. The plan will address the issue of whether to renovate existing facilities or build new facilities. The plan also will incorporate, where appropriate, creative options for meeting the needs of the educational program, such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, opportunities for capital lease financing of facilities through public/private partnerships, and sharing facilities with other school systems.

C. PROCESS

The following information will be considered in developing and adopting a long-range plan:

1. data that reflect the possibility of enrollment declines or increases as well as other demographic changes in the population of students that is or may be served;
2. a facilities inventory that includes the size of sites, building capacities, age of buildings, energy consumption, ability to utilize technology, the suitability of the space for its current or future purpose, and accessibility by the community; and
3. the availability or anticipated availability of innovations in construction or design that would allow existing buildings to be renovated or new facilities to be constructed at a lower cost, in a more energy-efficient manner or in a way that would better meet the needs of the educational program.

The superintendent may utilize the services of consultants to obtain information necessary for the long-range planning process. ~~All professional contracts must meet the requirements of any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers and~~

~~policy 9120, Bidding for Construction Work~~—School staffs, students, and parents should be involved in considering the needs for new and renovated facilities.

The board will work with the board of county commissioners when possible in developing a ~~five~~ ten-year capital outlay plan. The board and superintendent will endeavor to communicate with other governmental bodies and the public in a positive and persuasive manner about the need for school construction and, consequently, the need for necessary funding.

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-128.1C(l), -129; 153A-164; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Selection and Use of Architects and Engineers (policy 9110), Bidding for Construction Work (policy 9120)

Adopted: July 10, 2014

Revised: August 11, 2016

ASHEBORO CITY BOARD OF EDUCATION
North Asheboro Middle School Theater
March 10, 2022
7:30 p.m.

6:00 p.m. Budget Planning and Finance Committee
6:45 p.m. Policy Committee

I. Opening

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Ms. Holly White, Preschool Coordinator, Early Childhood Development Center
- *D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** School Spotlight – Ms. Holly White, Preschool Coordinator, Early Childhood Development Center
- B.** Community Partner Spotlight – Ms. Leigh Anna Marbert, Public Information Officer
- C.** Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer

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 individual speaker will be allowed three minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

V. *Consent Agenda

- A.** Approval of Minutes for February 10, 2022 Board of Education Meeting and the Minutes for the February 24, 2022 Work Session
- B.** Policies Recommended for Approval:
 - Policy 1310/4002 – Parental Involvement
 - Policy 2325 – Board Meetings News Coverage
 - Policy 3100 – Curriculum Development
 - Policy 3225/4312/7320 – Technology Responsible Use
 - Policy 3410 – Testing And Assessment Program
 - Policy 3420 – Student Promotion And Accountability
 - Policy 3460 – Graduation Requirements
 - Policy 4050 – Children of Military Families
 - Policy 4120 – Domicile Or Residence Requirements
 - Policy 4150 – School Assignment
 - Policy 4152 – Unsafe School Choice Transfer
 - Policy 4300 – Student Behavior Policies
 - Policy 4316 – Student Dress Code
 - Policy 4400 – Attendance
 - Policy 4720 – Surveys of Students
- C.** Personnel

- D. 2021-2022 Audit Contract
- E. Bank Signature Card – North Asheboro Middle School
- F. Overnight Field Trip – AHS Wrestling-Nationals Wrestling Championship
- G. Overnight Field Trip – AHS DECA – ICDC DECA
- H. Policy Edits – Policy 4329/7311 – Bullying And Harassing Behavior Prohibited, Policy 9020 – Facility Design
- I. Temporary Restrictions Removal – Policy 5020 – Visitors To The Schools, Policy 6305 – Safety And Student Transportation Services, Policy 7510 – Leave

VI. Information, Reports, and Recommendations

- A. Facilities and Asheboro High School Phase III Updates – Mr. Christopher Scott, Maintenance Director
- B. Proposed 2023-2024 School Calendar for 30-Day Review – Dr. Drew Maerz, Director of Support Services
- C. CTE Presentation – Ms. Sarah Beth Robbins, Director of Career & Technical Education
- D. Dual Language Expansion – Dr. Wendy Rich, Assistant Superintendent and Ms. Deanna Wiles, Director of K-12 Education
- E. Literacy Plan – Ms. Deanna Wiles, Director of K-12 Education

VII. *Action Items

- A. 2022-2026 Strategic Plan - Dr. Aaron Woody, Superintendent
- B. Summer Opportunities – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction
- C. 2022 Legislative Platform – Dr. Aaron Woody, Superintendent
- D. Nomination for NCSBA's Legislative Committee – Chairman Michael Smith
- E. Local Face Covering Policies – required by SL 2021-130 (Senate Bill 654).

VIII. Board Operations – Chairman Michael Smith

- A. Calendar of Events

IX. Closed Session

Under NC General Statute 143-318.11.A4 the Board will enter closed session to discuss matters relating to the expansion of industries or other businesses in the area served by the public body.

X. *Action Item

- A. Easement Request

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

March 10, 2022

7:30 p.m.

North Asheboro Middle School Theater

Addendum

6:00 p.m. – Budget Planning & Finance Committee

6:45 p.m. – Policy Committee

I. Opening

II. Special Recognition and Presentations

A. School Spotlight – Ms. Holly White, Preschool Coordinator, Early Childhood Development Center - Transitional Kindergarten Presentation (added)

III. Superintendent's Report

IV. Public Comments

V. Consent Agenda

C. Personnel (addendum added)

J. Sole Source Waiver and Contract Approval for Benchmark Advance, a product of Benchmark Education Company

K. Overnight Field Trip – AHS High Tech Student Advisory Council

VI. Information, Reports, and Recommendations

VII. Action Items

C. 2022 Legislative Platform – Dr. Aaron Woody, Superintendent (updated)

VIII. Board Operations

IX. Adjournment

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

Asheboro City Schools' Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

Transitional Kindergarten

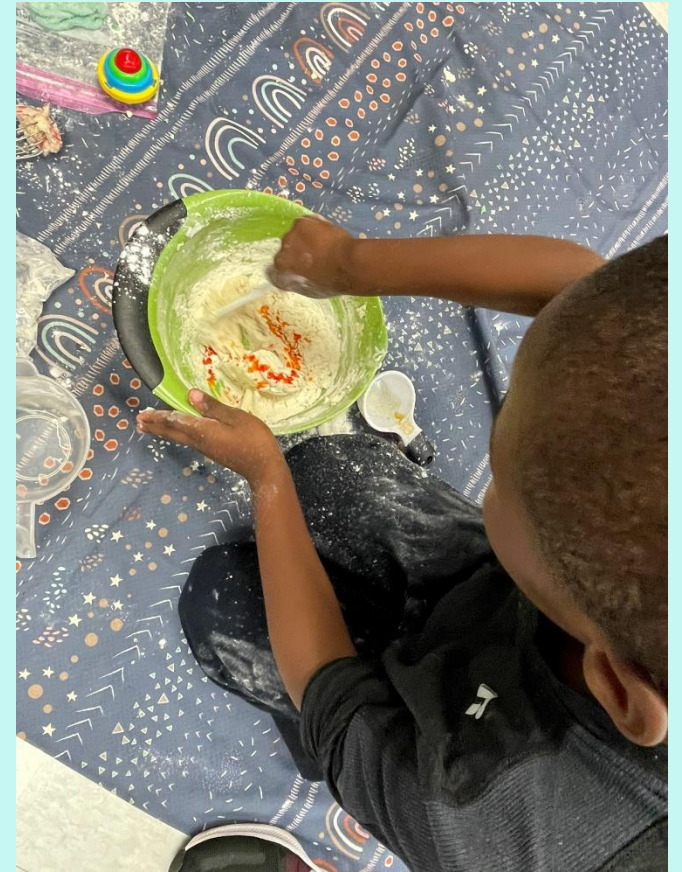
Learning through play



Multi-Sensory Instruction

- Children use more than one sense at a time (taste, smell, touch, sight, hearing and movement).
- Using multi-sensory methods while teaching helps make the lesson “stick.” The result is better memory of the skill.
- Multi-sensory instruction gives ***all*** kids more ways to connect with what they’re learning. It is especially useful for children who learn and think differently.
- With multi-sensory lessons and activities, children make more meaningful connections.
- Multi-sensory activities are FUN!









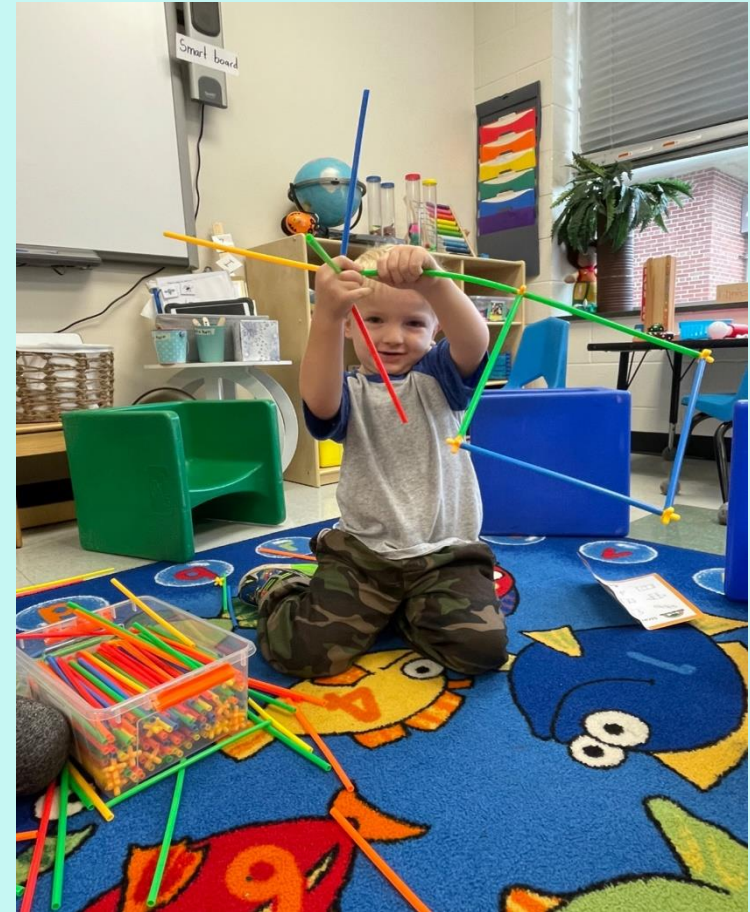
The importance of play

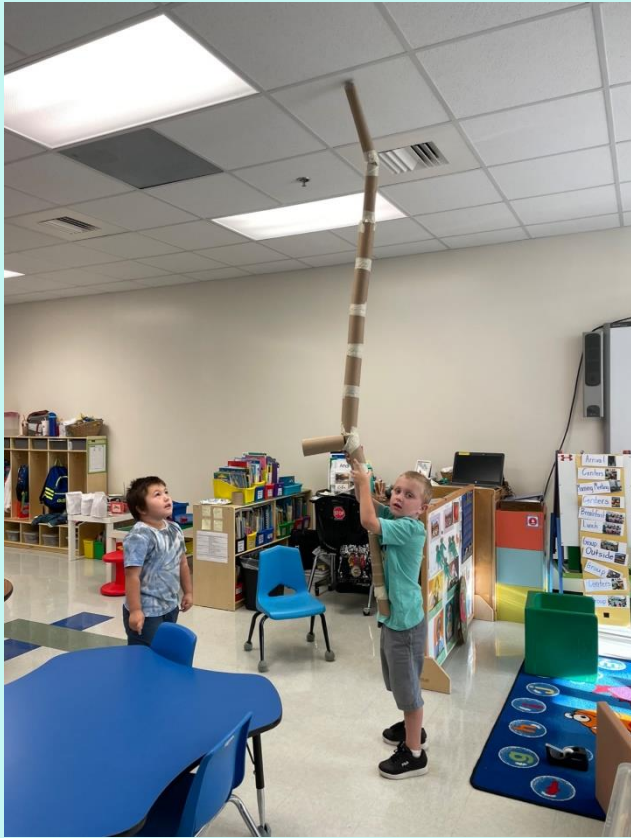
"Play is the highest form of research"

-Albert Einstein

"Play is often talked about as if it were a relief from serious learning. But for children, play IS serious learning. Play is really the work of childhood."

—Fred Rogers

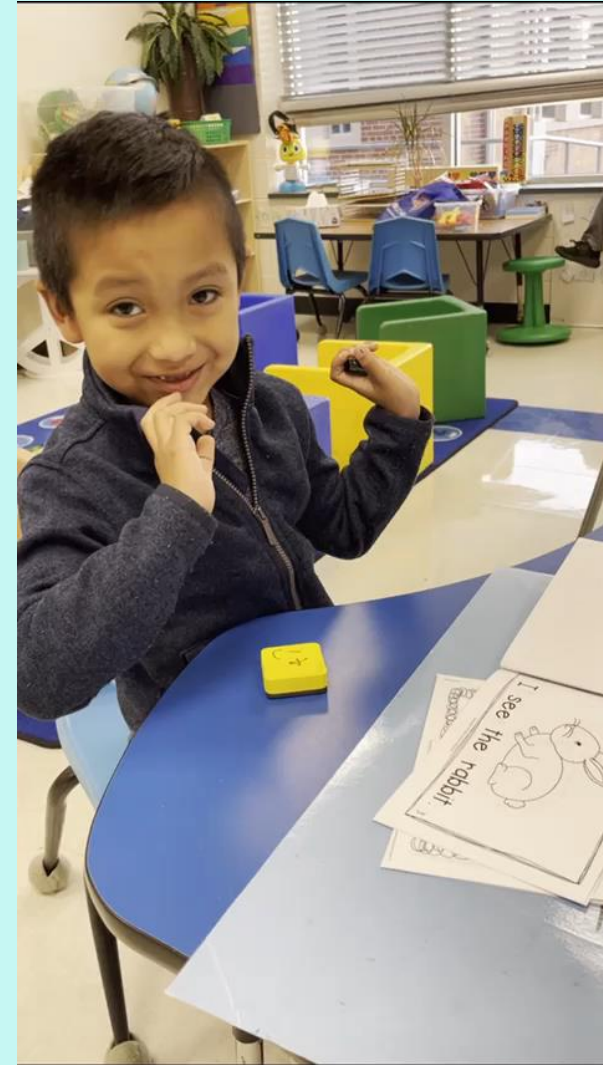








Children learn through meaningful experiences that occur during play. They learn by seeing, touching, and doing! If we meet them where they are and let them lead the way in their educational journey, they will far surpass our expectations of achievement.



March 10, 2022



Community Partner Spotlight:

During the March meeting of the Asheboro City Board of Education, the district is excited to recognize Ms. Cindy Trogdon, Child Care Nurse Consultant with Randolph County Public Health. In the last two years, Ms. Trogdon has provided tremendous assistance, thoughtful guidance, and unwavering support of our families, students, and staff at our five-star, nationally-accredited Early Childhood Development Center as we faced the uncertainty of the COVID-19 global pandemic.

School Spotlight:

Early Childhood Development Center Coordinator, Mrs. Holly White, along with members of her School Leadership Team, will share a presentation focused on the Transitional Kindergarten classroom at ECDC. This class serves eligible kindergarten students by state age requirements needing additional supports to help them better perform once in a traditional school setting. Students in ECDC's Transitional Kindergarten learn the same material as traditional kindergarten students, but at a different pace and using differentiated strategies for help students master content.



Points of Pride **February 10, 2022**

Individual Wrestlers from AHS Head to Nationals

At the NCHSAA 3A Individual Wrestling Championship held at the Greensboro Coliseum in mid-February, three student-athletes from the Asheboro High School Wrestling Team placed in the state competition, earning them a chance to compete nationally. The AHS Wrestling Team will now prepare to get ready for the High School Nationals in Virginia Beach March 24 - 27.

Individual student places include:

Logan Lambeth at the 182nd weight class took third.

Xavier Santos at the 113th weight class took fourth.

Luke Lambeth at the 160th weight class took sixth.

Lisa Robertson Unveiling Event

In memory of her extraordinary dedication and service to students and student-athletes at AHS, Asheboro City Schools hosted an unveiling ceremony of the new scoreboard at the AHS Softball Field in memory of Coach Lisa Robertson. The event was attended by the Blue Comet Softball Team, the Robertson Family, close friends of Ms. Robertson, and a number of community members who worked with or played for Coach Robertson. Athletic Director Steve Luck and Lisa's mother, Elaine Robertson, spoke to Coach Robertson's dedication to ACS, her love of all things athletics, and commitment and drive as an educator, coach, and mentor. We were pleased to be able to hold this special event in honor of Coach Robertson.

Youth Art Month Celebrations

On March 1, the students, families, and the community were invited to celebrate Youth Art Month at the Randolph Arts Guild. Artwork of all mediums were on display and will remain on display in the Sarah Smith Self Gallery throughout the month of March. This is an exciting event, one in which our families, students, and teachers look forward to each year.

Educator Shout Outs

In the last month, a number of ACS educators have been recognized for the amazing work happening in and outside our classrooms. Ms. Ashley Hunt, second-grade teacher from Donna Lee Loflin Elementary School, was named a FOX8 Educator of the Week. Ms. Keichelle Joyce, was recognized as a finalist at the NCCAT Beginning Teacher of the Year banquet. Mrs. Leslie Smith-Moore was noted as, "wonderful," and, "an angel," from a grandparent who called the Central Office. And three of our nine Teachers of the Year have been named – Mrs. Valencia Williams from Balfour Elementary School, Mrs. Kathleen Gee from Charles W. McCrary Elementary School, and Ms. Karen Moss from Lindley Park Elementary School.

Community Events, Guests, and Visitors! Oh my!

While we realize that COVID is still among us, we are pleased that things in ACS are starting to get back to normal-ish. As of March 7, we opened our doors to families and guests, and students were able to eat in cafeterias. We also had the opportunity to host a team of approximately 10 people from the North Carolina Department of Public Instruction on February 25 at Loflin Elementary and Asheboro High School, and on Thursday, March 3 we hosted Leadership Randolph at ECDC for their Education Session.

ASHEBORO CITY BOARD OF EDUCATION MINUTES

February 10, 2022

7:30 p.m.

Charles W. McCrary Elementary School Multipurpose Room

Joint Meeting with Randolph County Board of Commissioners

Board Members Present:

Chairman Michael Smith	Vice Chairman Baxter Hammer	Ryan Patton
Hailey Lee	Gwen Williams	Linda Cranford
Gidget Kidd	Adam Hurley	Dr. Beth Knott
Gus Agudelo	Phillip Cheek	

Staff Members Present:

Dr. Aaron Woody	Sandra Spivey	Anthony Woodyard
Angel Etheridge	Lee Clark	Christina Kinley
Chris Scott	Carla Freemyer	Leigh Anna Marbert
Graham Groseclose	Chandra Manning	

Randolph County Commissioners Present:

Darrell Frye, Chairman	David Allen, Vice Chairman	Maxton McDowell
Hope Haywood	Kenny Kidd	

Other County Employees Present:

Hal Johnson, County Manager	Dana Crisco, Clerk	Ben Morgan, Attorney
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Other County Employees Absent:

Will Massie, Assistant County Manager/Finance Officer

Others attending:

Smith Sinnett Representatives: Fred Jernigan, Robert Carmac

Opening:

Chairman Smith welcomed all in attendance. Mr. Darrell Frye, Chairman of the Randolph County Board of Commissioners, called the meeting to order at 6:13 p.m.

Dr. Woody thanked the Commissioners for their generosity for the current school year appropriations. Dr. Woody presented local current expense budget considerations including estimated continuation costs for the 2022-2023 school year. Dr. Woody shared a presentation, which included the request of an additional 4.75 percent increase (\$300,000) to the school district's Local Current Expense Budget to cover continuation costs and a \$100,000 increase to the Capital Outlay Budget to support the district's 10-Year Facilities Plan.

*Mr. Chris Scott, Asheboro City Schools Director of Facilities and Maintenance provided an update of the Ten Year Facility Plan, which outlined the district's most pressing facility needs. Mr. Scott explained that Asheboro City Schools is maintaining current facility needs within the yearly appropriation from the County Commissioners.

*Mr. Fred Jernigan of Smith Sinnett Architecture reviewed the Phase III renovation timeline for Asheboro High School as well as the most current budget projection.

On behalf of Asheboro City Schools and the Asheboro City Schools Board of Education, Mr. Michael Smith, Asheboro City Schools Board Chairman, expressed deep appreciation for the Randolph County Commissioners for their generous support of students, staff, and families in ACS.

There being no further business, the meeting was adjourned at 7:12 p.m.

*A copy of the presentation is made a part of these minutes.

Board of Education

Board Members present:

Chairman Michael Smith
Hailey Lee
Gidget Kidd
Gus Agudelo

Vice Chairman Baxter Hammer
Gwen Williams
Adam Hurley
Phillip Cheek

Ryan Patton
Linda Cranford
Dr. Beth Knott

Staff Members attending:

Dr. Aaron Woody
Carla Freemyer
Dr. Drew Maerz
Sarah Beth Robbins
Christina Kinley
Angel Etheridge

Sandra Spivey
Leigh Anna Marbert
Christopher Scott
Julie Brady
Tracie Ross
Graham Groseclose

Anthony Woodyard
Robin Harris
Deanna Wiles
Chandra Manning
Barb Skelly
Jonas Hancock

Opening

Chairman Smith called the meeting to order at 7:35 p.m. and welcomed all in attendance. Mr. Smith opened the meeting with a moment of silence. He then asked South Asheboro Middle School Principal Julie Brady to introduce her student who led the Pledge of Allegiance.

Upon motion by Ryan Patton and seconded by Gidget Kidd, the Board unanimously approved the meeting agenda.

Special Recognitions & Presentations:

Ms. Julie Brady, Principal of South Asheboro Middle School, presented the School

Spotlight: Ms. Brady's presentation was titled "Computer Science at SAMS". Ms. Brady shared a video that was created by Mr. Daniel Kosel, the Computer Science teacher, about what students are learning in his class. Mr. Kosel explained that they utilize CODE.org in many learning activities. In the video, students demonstrated their knowledge and understanding of HTML/CSS/web design, and JavaScript/Blackfoot game design. At this level,

students are gaining exposure to the computer science field and for those wishing to pursue a career, a number of additional opportunities are available once at Asheboro High School.

Ms. Leigh Anna Marbert, Public Information Officer, presented the following Community Partner Spotlight: Ms. Marbert shared that the Juvenile Day Reporting Center (JDRC) was named the Community Partner for the month of January for their partnership with South Asheboro Middle School. This partnership has greatly benefitted many of the students, staff, and families at South Asheboro Middle School. JDRC offers programs towards helping high at-risk and/or court-involved youth change their behavior and become successful citizens. The program also provides families with support by offering classes and tools to help them navigate the teenage years.

Ms. Leigh Anna Marbert, Public Information Officer, presented the following Points of Pride:

- Fernanda Gerrero-Resendez, a member of the Asheboro High School Chorus Ensemble, who has been selected by competitive audition to sing at two upcoming choir events. Ms. Guerrero-Resendez will represent AHS at the Mars Hill University Choral Festival on February 19 and the Wingate University All-Carolina Select Choir March 4-5;
- Cadet Colonel Luke Hurley who has been selected to receive the J-100 Scholarship from the Air Force Junior ROTC. The J-100 Character-in-Leadership Scholarship is given to only 100 cadets nationwide and covers the cost of college tuition for four years at 100 percent as well as housing fees, a book stipend, and the standard Air Force ROTC cadet stipend.
- Kamyrn Yow from North Asheboro Middle School for winning the Asheboro City Schools annual Spelling Bee.
- The Asheboro High School Wrestling Team was named the 2022 Mid-Piedmont Conference Champions and 11th-grade wrestler, Yu Chen, won his 125th wrestling match. Plus, the Blue Comet 400 Freestyle Team which includes student-athletes Madison Burnette, Maci Columbia, Fiona Wolfe-Roberts, and Sara Cornelison, have qualified to compete in the North Carolina High School Athletic Association State Swim Meet that will begin on Friday, February 11.
- In February, the district recognizes National School Counselors Week, Love the Bus Week, Career and Technical Education (CTE) Month, and Black History Month.

Superintendent's Report

Dr. Aaron Woody, Superintendent, stated that he and other administrators have continued to invite staff, families and stakeholders to provide feedback for the 2022-2026 Strategic Plan. He has also met with principals and staff at each school over the past three weeks discussing the Strategic Plan, budget matters, COVID-19, and instruction. He received valuable feedback at those meetings. There will be a Board work session on February 24 from 4-7 p.m. in the central office boardroom.

Public Comments

Two individuals addressed the Board during Public Comment. Ms. Jolie Goss and Ms. Rachel Haggerty expressed their opposition to the mask mandate currently in effect in Asheboro City Schools for students and staff.

Consent Agenda

Upon motion by Ryan Patton and seconded by Gwen Williams, the Board unanimously approved the following items.

- A. Approval of Minutes – January 13, 2022 and Board Retreat Minutes for January 28-29, 2022
- * B. Policies Recommended for Approval:
 - Policy 1720/4030/7235 – Title IX Nondiscrimination On The Basis Of Sex
 - Policy 1725/4035/7246 – Title IX Sexual Harassment-Prohibited Conduct and Reporting Process
 - Policy 1726/4036/7237 – Title IX Sexual Harassment Grievance Process
 - Policy 2475 – School Rules
 - Policy 7100 – Recruitment And Selection of Personnel
 - Policy 7110 – Information Provided By Applicant Or Employee
 - Policy 7130 – Licensure
 - Policy 7262– Communicable Diseases – Employees
 - Policy 7400 – Job Descriptions
 - Policy 7520 – Family And Medical Leave
 - Policy 7530 – Military Leave
 - Policy 7820 – Personnel Files
 - Policy 8110 – Budget Resolution
 - Policy 9200 – Care And Maintenance of Facilities
 - Policy 9300 – Naming Facilities
- C. Personnel – See personnel list below.
- D. Public School Building Capital Fund – NC Education Lottery Application
- E. Noncompetitive Procurement Request, McGraw Hill, LLC
- F. Noncompetitive Procurement Request - Really Great Reading Company, LLC
- G. Budget Amendment S-02
- H. Budget Amendment F-02
- I. Field Trip Request – Overnight Trip for AHS Swim Team - State Championship

Asheboro City Schools Personnel Transactions February 10, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Little	Delores	CO	Bus Driver	2/4/2022
Luther	Paulette	CO	Bus Driver	2/4/2022
Settle	MaKira	AHS	Exceptional Children	1/28/2022
Walker	Emily	NAMS	Science	2/4/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cable	Vincent	AHS	Non-Faculty Coach (Track)	2/14/2022
Graves	Margie	CO	Bus Driver	2/14/2022
Headen	Camerson	AHS	Non-Faculty Coach (Track)	2/14/2022
Sanchez	Elva	GBT	Instructional Assistant	2/1/2022

Asheboro City Schools Personnel Transactions - ADDENDUM-February 10, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Nelson	Jennifer	NAMS	English Language Arts	3/11/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Creed	Stacy	DLL	Teacher/Interventionist	2/28/2022
Gonzalez	Sheral	CO	Bus Monitor	2/7/2022
Groseclose	Raymond	CO	Substitute Bus Driver	2/7/2022
Jasso	Alexandra	DLL	School Secretary	3/1/2022
Phillips	Paige	AHS	Health Room Assistant	2/21/2022

Information and Reports

A. Dr. Drew Maerz, Director of Support Services, presented policies for 30-Day Review:

- Policy 1310/4002 – Parental Involvement
- Policy 2325 – Board Meetings News Coverage
- Policy 3100 – Curriculum Development
- Policy 3225/4312/7320 – Technology Responsible Use
- Policy 3410 – Testing And Assessment Program
- Policy 3420 – Student Promotion And Accountability
- Policy 3460 – Graduation Requirements
- Policy 4050 – Children of Military Families
- Policy 4120 – Domicile Or Residence Requirements
- Policy 4150 – School Assignment
- Policy 4152 – Unsafe School Choice Transfer
- Policy 4300 – Student Behavior Policies
- Policy 4316 – Student Dress Code
- Policy 4400 – Attendance
- Policy 4720 – Surveys of Students

B. Dr. Aaron Woody, Superintendent, shared a presentation about the draft strategic plan for 2022-2026. The presentation was originally to be presented at the Board's winter

retreat, which was canceled due to inclement weather. The three areas Dr. Woody focused on included: creating a culture of equity, inclusion, and justice; building upon students' academic, social, and emotional needs; and utilizing district resources as efficiently and effectively as possible over the next four years. The Board did not take action on the draft and it will remain open for public comment for the next 30 days.

- C. Ms. Deanna Wiles, Director of K-12 Education, presented an update of midyear benchmark data from iReady and mCLASS DIBELS 8. DIBELS data shows a 40% proficiency rate, up from 32% at the beginning of year. iReady reading data also shows growth, from 18 to 29% proficiency. The number of students far below benchmark also decreased for both DIBELS and iReady. In math, iReady shows a proficiency rate of 22%, up from 10% at the beginning of the year. Schools are using CASAs and intervention times to meet the unfinished learning needs of students in order to continue helping them grow so more students reach proficiency.

Action Items:

- A. Dr. Drew Maerz, Director of Support Services, presented the 2022-2023 Calendar Revision. The calendar revision included adding a workday on November 1, 2022 and on April 6, 2023 for mandatory professional development to allow our teachers to have the opportunity to participate in LETRS training. Teachers are required to complete 75 hours of LETRS training. This would remove two instructional days, but we would still have the required instructional days by state. Upon motion by Phillip Cheek and seconded by Linda Cranford, the revision was approved as presented.
- B. Ms. Sandra Spivey, Finance Officer, presented Budget Amendment CO-01. Upon motion by Gidget Kidd and seconded by Dr. Beth Knott, the Budget Amendment was approved as presented.
- C. Ms. Sandra Spivey, Finance Officer, requested the approval of the Asheboro High School Project Budget Amendment. Upon motion by Lind Cranford and seconded by Phillip Cheek, the Budget Amendment was approved as presented.
- D. Per Session Law 2021-130 (Senate Bill 654), the Board is required to conduct a monthly vote on Local Face Covering Policies. The Board conducted a roll call vote, which resulted in the decision to move to mask optional beginning February 21, 2022. Those voting to move to mask optional beginning February 21, 2022 included Chairman Michael Smith, Vice Chairman Baxter Hammer, Dr. Beth Knott, Linda Cranford, Gus Agudelo, Phillip Cheek, Ryan Patton, Gidget Kidd, Adam Hurley, and Hailey Lee. Gwen Williams voted to continue the mask mandate inside school facilities.

Board Operations:

Chairman Smith reviewed information regarding upcoming events including a Board work session on February 24 from 4-7 p.m. in the central office boardroom, and the Legislative Breakfast to be held on March 25 from 8:00-10:00 a.m. in the South Asheboro Middle School media center.

The next Board meeting will be March 10, 2022.

Chairman Smith presented Linda Cranford with the North Carolina School Boards Association (NCSBA) Scholars Circle Award for 2020-2021 for successful completion of Academy of School Boardmanship training requirements.

Upon motion by Gidget Kidd and seconded by Gus Agudelo, the Board unanimously approved to move to Closed Session at 9:58 p.m.

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, and upon motion by Baxter Hammer and seconded by Phillip Cheek, the Board unanimously approved to enter closed session to discuss personnel matters at 10:09 p.m.

Adjournment:

There being no further business and upon motion by Gidget Kidd and seconded by Baxter Hammer, the Board unanimously approved to adjourn at 11:16 p.m.

Chairman

Secretary

**Asheboro City Schools
Board of Education
Work Session
Central Office Boardroom
February 24, 2022
4-7 p.m.**

Board of Education

Board Members Present:

Michael Smith, Chairman	Baxter Hammer, Vice Chair	Hailey Lee
Linda Cranford	Gidget Kidd	Dr. Beth Knott
Gwen Williams		

Board Members Absent:

Adam Hurley	Phillip Cheek	Gus Agudelo	Ryan Patton
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Staff Members Present:

Dr. Aaron Woody, Superintendent	Sandra Spivey	Anthony Woodyard
Dr. Wendy Rich		

Staff Members Attending Virtually:

Angel Etheridge	Deanna Wiles	Dr. Drew Maerz
Chandra Manning	Leigh Anna Marbert	Tracie Ross
Christopher Scott	Sarah Beth Robbins	
Christina Kinley		

Opening

Chairman Smith called the meeting to order at 4:09 p.m. and welcomed all in attendance. Dr. Woody welcomed everyone and shared highlights of district events.

Upon motion by Linda Cranford and seconded by Beth Knott, the Board unanimously approved the meeting agenda.

Information, Reports, and Recommendations

- A. Dr. Aaron Woody, Superintendent presented the 2022-2026 Strategic Plan for review and discussion. Highlights of the plan include the draft Vision and Mission statements, strategic plan goals, value statements, and a draft glossary of terms.

Draft ACS Vision

Every student will have equitable access to engaging learning that transforms life outcomes and prepares them to be collaborative, competitive, and successful in our global world.

Draft ACS Mission

Asheboro City Schools engages students in educational opportunities and experiences that elevate lifelong learning, cultivates exceptional thinkers, and empowers students to design their own futures.

Draft Strategic Plan Goals

- ACS will create a process of continuous improvement with clear, focused direction.
- ACS will cultivate the expertise of stakeholders to be focused on a collective purpose.
- ACS will improve the learning-teaching process by establishing clear learning goals, building precise pedagogies, and strengthening resources and academic programming.

Draft Values

- Revolutionary Learning
- Inclusiveness
- Teamwork
- Wellness and Safety

Dr. Woody shared the following:

- We began working on the strategic plan gathering input and feedback in January 2020.
- We continued with feedback sessions throughout 2021 with board, administrative teams, cabinet, school leadership teams, advisory groups, and from students, parents and community members during our four input sessions.
- We personally met with all faculty members at each school in January to kick off new year and give an additional opportunity for staff members to leave feedback or have concerns addressed. During these meetings, no staff members expressed concerns over the direction of the strategic plan; only support for the plan was expressed.
- We will be reviewing data then terms and next steps for the plan before the Board to have an opportunity for a discussion prior to voting on the plan in March.

B. The following Curriculum & Instruction staff shared a Data Review presentation:

Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction

Ms. Sarah Beth Robbins, Director of Career & Technical Education

Ms. Chandra Manning, BT Coordinator/Curriculum Specialist

Ms. Christina Kinley, Accountability & Student Information Coordinator

Data Review:

- A data review was shared that highlighted areas where disproportionality exists in our schools and programs and where it does not. The following programs did not indicate disproportionality: ECDC enrollment by race, Dual Language program enrollment, enrollment in our middle and high school cultural arts programs by race, enrollment in CTE courses at AHS, and EC identification by race; however, there was gender disproportionality in identification of EC students as more males were identified than females.
- Disproportionality by race occurred in the discipline data and the following academic

opportunities: extracurricular activities, Zoo School enrollment, RCC enrollment for CCP courses, AP course enrollment, and identification of AIG students. There was also gender disproportionality in AIG for the under identification of Hispanic females in the program and in the under enrollment by males in AP course enrollment.

Disproportionality by race was consistent throughout the academic proficiency data for all subjects and grades. Task forces are working to determine the root causes of the disproportionality and making plans to address these areas within our Strategic Plan work over the next four years.

There was a discussion with the Board about the Data Review, equity, and the new data warehouse platform.

- C. Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction, reviewed the draft 2022-2026 Strategic Plan Glossary. There was discussion with the Board about making sure the glossary is structured in a way that our student families and community understand it or simplify the wording in the Strategic Plan so a glossary would not be needed.

Dr. Aaron Woody, Superintendent, deferred to Mr. Anthony Woodyard, Director of Technology & Innovation, who shared that we have action steps ready for implementing the 2022-2026 Strategic Plan and those will be explained in detail at a later date.

- D. Dr. Aaron Woody, Superintendent, discussed the possibility of changing the start time of the Board of Education meetings to 6:30 p.m. or 7:00 p.m. and asked the Board to consider it.
- E. Dr. Aaron Woody, Superintendent, suggested having quarterly Board of Education Work Sessions and asked the Board to consider it.
- F. Dr. Aaron Woody, Superintendent, shared that the North Carolina School Boards Association (NCSBA) has invited us to nominate one of our Board members to serve on NCSBA's Legislative Committee. Chairman Michael Smith expressed his willingness to serve. This will be voted on at the March Board meeting.

Adjournment:

There being no further business and upon motion by Gidget Kidd and seconded by Gwen Williams, the Board unanimously approved to adjourn at 7:41 p.m.

Chairman

Secretary

Policies For Approval

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

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

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

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

A. PARENT COMMUNICATION AND CONFERENCES

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

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

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

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

B. PARENTAL NOTIFICATION

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

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

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);

7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
13. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
14. a report containing information about the school system and each school, including, but not limited to:
 - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - c. the percentage and number of students who are:
 - i. assessed,

- ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds;
 - e. teacher qualifications.
15. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
 16. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);
 17. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
 18. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
 19. how to reach school officials in emergency situations during non-school hours;
 20. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
 21. information about the school breakfast program;
 22. information about the availability and location of free summer food service program meals for students when school is not in session;
 23. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 24. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response

- actions, including periodic re-inspection and surveillance activities;
25. education rights of homeless students (see policy 4125, Homeless Students);
 26. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
 27. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
 28. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 29. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
 30. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;

4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81.25, -81.30, -81.36, -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; 16 N.C.A.C. 6D .0307; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610),

Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018, December 13, 2018, January 9, 2020, August 13, 2020, September 9, 2021

All meetings of the board of education, except closed sessions, will be open to representatives of the news media. Mechanical devices may be used during meetings to record, broadcast or photograph board meetings if they do not interfere with the ability of the board to conduct its business.

The placement and use of any equipment necessary to broadcast, film, or record a meeting may be regulated by the board to prevent undue interference with the meeting, but not in such a way as to frustrate the coverage of the meeting.

If a meeting room is too small to accommodate all of the personnel and equipment necessary to broadcast, film or record a meeting, the board may require equipment to be pooled. If the news media requests an alternate meeting place in order to facilitate news coverage and the board grants the request, the news media making the request are responsible for paying any additional costs that may be involved in securing an alternate site. The board must act in good faith in carrying out these provisions.

If the board holds a remote meeting (see policy 2302, Remote Participation in Board Meetings), it will provide a means for members of the public to listen to the meeting. Notice of a virtual meeting must specify how public access will be provided.

Legal References: G.S. 143-318.11, -318.13, -318.14

Cross References: Remote Participation in Board Meetings (policy 2302), Closed Sessions (policy 2321), News Media Relations (policy 5040)

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

Reviewed by Policy Committee on July 12, 2012

The board recognizes that curriculum development must be an ongoing process in order to address continually the changing needs and diversity of all students and to fulfill the educational goals of the board. The board further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses, and members of the public have valuable insights in the type of curriculum needed.

A. CURRICULUM DEVELOPMENT

The curriculum must be developed to meet state and board requirements, using the current statewide instructional standards and any other legally required resources as a foundation. The superintendent shall establish a curriculum committee to coordinate curriculum planning and ensure that the curriculum is aligned with the current statewide instructional standards and includes subject-area competencies for each grade level. The committee must include central office administrators, teachers, and school administrators representing the various schools and grade levels. Teachers should receive appropriate training so that they may participate in curriculum development. The committee also must seek input from parents, the community, and experts in order to make fully informed decisions.

The superintendent or designee shall direct the committee to review periodically the curriculum content used in courses addressing the founding principles of our nation.

The committee may recommend that the board expand subject areas and objectives of the curriculum to meet the educational goals of the board and state and federal laws. The committee also may recommend eliminating subject areas or objectives that are not state-required or related to the educational goals of the board.

B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS

The principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students of the school. Accordingly, the principal or designee may consider modifying the curriculum.

If a school official wishes to modify the curriculum, he or she may submit a proposal to the central curriculum committee. Unless the curriculum committee has significant concerns about the proposal, the committee will approve the changes so long as the curriculum maintains continuity. After being approved by the curriculum committee, the proposal must be submitted to the board for approval as a part of the school improvement plan process if the modifications include: (1) expanding or reducing the subject areas or objectives; (2) eliminating subject areas or objectives not required by the

state; or (3) waiving local board policies. The curriculum committee shall ensure that the curriculum continues to be aligned with the current statewide instructional standards.

C. EVALUATION

The superintendent shall ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness. The board also encourages external curriculum audits by professional curriculum assessors.

Legal References: G.S. 115C art. 8 pt. 1; 115C-47; S.L. 2021-8, sec. 5(a)

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

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

Revised: October 9, 2014, July 9, 2015, March 8, 2018

Administrative Procedure: Yes

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

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

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

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

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

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

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

Failure to adhere to these requirements of this policy will result in disciplinary action,

including revocation of user privileges. Willful misuse may result in criminal prosecution under applicable state and federal law, disciplinary action for students, and/or adverse personnel action for employees.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited unless approved for special situations by the teacher or school administrator. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure.
2. Unless authorized by law to do so, users may not make copies of software purchased by the school system. Under no circumstance may software purchased by the school system be copied for personal use.
3. Users must comply with all applicable laws, board policies, administrative regulations, and school standards and rules, including those relating to copyrights and trademarks, confidential information, and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
4. Users must follow any software, application, or subscription services terms and conditions of use.
5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
6. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.

8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
9. Users must respect the privacy of others.
 - a. Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using e-mail, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person's home address or telephone number, credit or checking account information, or social security number. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.
 - b. School employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.
 - c. Users may not forward or post personal communications without the author's prior consent.
 - d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such media in any way, without consent of the students and/or employees and the principal or designee. An exception will be made for settings where students and staff cannot be identified beyond the context of a sports performance or other public event or when otherwise approved by the principal.
10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.
11. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.

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

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene,

pornographic, or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

D. PRIVACY

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

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

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

E. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

Users may not use private Wi-Fi hotspots or other personal technology on campus to access Internet outside the school system's wireless network. Each principal, in consultation with the Technology Director, may establish rules for his or her school site as to whether and how other personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Student, employee, visitor

and other personal devices are governed by policy 4318, Use of Wireless Communication Devices. Use of personal technology devices is also subject to any rules established by the superintendent under a bring your own device plan authorized by Section C of policy 3220, Technology in the Educational Program, and for employees, policy 3228/7323, Use of Personal Technology to Conduct School Business. The school system assumes no responsibility for personal technology devices brought to school.

F. PERSONAL WEBSITES

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

1. Students

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

2. Employees

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

3. Volunteers

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

G. USE AGREEMENTS

All students, parents, and employees will be informed annually of the information in this policy. Prior to using school system technological resources, students and employees must agree to comply with the requirements of this policy and consent to the school system's use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student's parent must consent to the student

accessing the Internet and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system.

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

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

Revised: July 15, 2005; January 20, 2009; August 29, 2012, November 21, 2013, March 12, 2015, February 9, 2017

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction, interventions, and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, and End of Grade Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL AND MIDDLE SCHOOL END-OF-COURSE TESTING

Students taking courses for high school credit must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education. For all students, excluding English Learner students in their first year in a U.S. school and students following the Occupational Course of Study Pathway, the results of EOC tests and CTE State Assessments will count as 20 percent of a student's final grade in each high school course for which there is an EOC test or CTE State Assessment. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -83.6A, -83.6B, -83.7, -83.8, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; S.L. 2019-212, Sec. 1; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-006, EVAL-025 through -31

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References: *Testing Security: Protocol and Procedures for School Personnel (NCDPI)*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: January 9, 2014

Revised: June 12, 2014, January 8, 2015, September 8, 2016, August 10, 2017, May 10, 2018, December 13, 2018, July 9, 2020, March 11, 2021

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 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.

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. LOCAL PROMOTION STANDARDS**1. Grades Kindergarten, 1 and 2**

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level

proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple

measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course and End of Grade Assessments

The End of Course (EOC) and End of Grade (EOG) Assessments results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

5. High School End of Course Exams and Assessments

The End of Course (EOC) assessment and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such

assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. This applies to the English, Mathematics, and Science End-of-Course assessments. (State Board of Education Policy TEST-003, -011, -016) All other high school courses are also required to administer a final exam that shall count as twenty percent (20%) of a student's final grade. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines or successfully complete the CTE Performance Based Measurement as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course. This requirement does not apply for students following the Future Ready Occupational Course of Study or English Learner students in their first year in the United States

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify, as early as possible, students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them an individual growth plan constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the

school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. differentiated instruction for students who have been retained; and
- c. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

2. Review Process

In the case where a student's promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;

2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light's Retention Scale should be considered for deciding whether or not a student should be retained.

F. 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.

G. 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 may

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

2. Individual Reading Plans

Beginning in the 2022-2023 school year, 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.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made

available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

I. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

J. CREDIT BY DEMONSTRATED MASTERY

The superintendent, or designee, 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.

K. 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 at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

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

L. 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. 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 make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. 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;
- d. the course to be repeated must be a duplicate of the original class and course number 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;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and

- h. 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.

M. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. 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. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. 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).

N. 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 Department.

3. Publication on the School System Website

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

O. 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.

P. 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; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, 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 had not demonstrated ~~of~~ 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.

Q. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) 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 in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; S.L. 2021-8; State Board of Education Policy CCRE-001, 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>; Read to Achieve Implementation Guide, 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

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

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

1. successful completion of all course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction.

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

A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirement for the Future-Ready Core Course of Study and the Future-ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn certain high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade 9, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board

endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-2021

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course, or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)±	
Total Credits	22	28

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math option chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policies CCRE-001 and GRAD-004.

± Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) an American History course which shall be either (a) American History I, (b) American History II, or (c) American History;‡ and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)‡	
Total Credits	22	28

* Certain Advanced Placement (AP) courses satisfy specific graduation requirements. See SBE policy GCS-L-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math option chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

^ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;‡ American History; and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

‡ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-2021 (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

** Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

*** The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

5. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

6. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, and Financial Management and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science, Biology, and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* The work hours included in Employment Preparation I, II, III, and IV are as follows: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

B. HIGH SCHOOL END -OF-COURSE AND OTHER TESTING

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

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

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

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy GRAD-010.

6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D.0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020, January 14, 2021, July 15, 2021

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological, or other harm. The board is committed to supporting these children in the school system and undertaking to serve their unique needs.

A. IDENTIFICATION OF MILITARY-CONNECTED STUDENTS

Each principal shall annually identify all military-connected students enrolled in the school and shall develop a means for serving their unique needs. For purposes of this section, a military-connected student is defined as a student who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.

The identification of military-connected students is not a public record subject to public records law.

B. COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In order to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children's well-being, and to assist these children in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of children of military families.

1. Definitions

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

a. Active Duty

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

b. Children of Military Families

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

c. Deployment

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

d. Education Records

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

e. Extracurricular Activities

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

f. Member State

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

g. Non-Member State

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

h. Receiving State

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

i. Rule

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

j. Sending State

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

k. Student

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

l. Transition

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

m. Uniformed Services

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

n. Veteran

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

2. Those to Whom Adopted Policies and Procedures Apply

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

- a. active duty members of the uniformed services as defined in section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*;
 - b. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
 - c. members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
3. Those to Whom Adopted Policies and Procedures Do Not Apply

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

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

C. RESOLUTION OF ISSUES

The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or guardians who disagree with a decision pertaining to education records, enrollment or eligibility for enrollment, placement, attendance, extracurricular activities, or graduation of a child of a military family, or a rule, as defined in this policy. In addition, parents or guardians may seek informal resolution of such decisions at any time by contacting the office of the North Carolina Department of Public Instruction (NCDPI) Military Liaison or the North Carolina Commissioner of the North Carolina State Council for the Interstate Compact on Educational Opportunity for Military Children. Specific contact information may be found online at www.dpi.nc.gov/students-families/student-support/nc-supports-military-children or by calling NCDPI at (984) 236-2100.

Legal References: G.S. 115C-12(18)(f), -288(m), -407.5

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: April 11, 2013

Updated: May 14, 2015, October 14, 2021

A student who is domiciled within the geographic area served by the school system, who is under age 21 (22 for students entitled to special education services), who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition. In addition, students who are homeless or in foster care may be entitled to continue attending their school of origin without payment of tuition regardless of a change in their domicile or residency status.

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

A. DOMICILE AND RESIDENCE DEFINED

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

B. MEETING DOMICILE REQUIREMENTS

1. Domicile of Students Generally

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

2. Domicile of Emancipated Students

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

3. Domicile of Students with Divorced or Separated Parents

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

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

C. MEETING RESIDENCE REQUIREMENTS

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

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned in accordance with policy 4125, Homeless Students.
2. The parent, guardian, or legal custodian residing in the school system attendance area is a student, employee, or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home, or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.

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5. The parent, guardian, or legal custodian residing in the school system attendance area is on active military duty and is assigned by official military order to a military installation or reservation in North Carolina.
 6. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities* and the child was (a) enrolled in the school system on the last day of school for the previous school year or (b) enrolled in and attending a school in the school system on August 1 for the current school year, so long as the child lives within and is continuously enrolled in the system.
 7. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
 - a. The death, serious illness, or incarceration of the child's parent or legal guardian.
 - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
 - c. Abuse or neglect by the parent or legal guardian.
 - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
 - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
 - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
 - g. The parent or legal guardian is one of the following: (1) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (2) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). Assignment under this subsection is only available if some evidence of the, medical discharge, retirement, or death is tendered with the affidavits required under G.S. 115C-366.

- h. The parent or legal guardian is on active military duty, not including periods of active duty for training for less than 30 days, and the commanding officer of the parent or legal guardian provides in a signed letter that the parent or legal guardian's military orders prevent him or her from physically residing with the student. Assignment under this subsection is only available if the signed letter from the commanding officer is included with the affidavits required under G.S. 115C-366, and the commanding officer indicates the time period that such military orders will be in effect.

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

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

D. REMOTE ENROLLMENT OF CHILDREN OF MILITARY FAMILIES

A student who is not domiciled in the school system attendance area is permitted to enroll by remote means, including electronic means, prior to commencement of the student's residency in the school system attendance area if all of the following apply.

1. The student's parent or legal guardian is on active military duty and is transferred or pending transfer pursuant to an official military order to a military installation or reservation in North Carolina.
2. Upon request by the school system, the parent or legal guardian provides a copy of the official military order transferring to the military installation or reservation.
3. The parent or legal guardian completes and submits the school system's enrollment forms and documentation, except that proof of residency and documentation related to disciplinary actions required under policy 4115,

Behavior Standards for Transfer Students, will not be required until the student transfers into the school system.

The school system will make available to a student who registers to enroll pursuant to this section the same opportunities available to a domiciled student, such as requesting or applying for school assignment, registering for courses, and applying for any other programs that require additional request or application. A student enrolled pursuant to this section may not attend school until proof of residency is provided.

E. PARTICIPATION IN JROTC BY HOME SCHOOL STUDENTS

A home school student who resides within the assignment area of a school that maintains a Junior Reserve Officers' Training Corps (JROTC) unit shall be permitted membership in the JROTC unit of the school without regard to domicile if the student is otherwise qualified for membership but for lack of enrollment in the school.

F. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

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

G. APPEAL OF ADMISSION DECISIONS

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

Legal References: 10 U.S.C. 2031(g); Elementary and Secondary Education Act, 20 U.S.C. 6303 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Children of Military Families (policy 4050), Behavior Standards for Transfer Students (policy 4115), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: March 9, 2000, January 10, 2008, May 14, 2009, June 10, 2010, April 10, 2014, May 14, 2015, April 6, 2017, September 14, 2017, August 13, 2020

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

A. ASSIGNMENT AREAS

The superintendent shall recommend to the board school assignment areas for the schools in the district.

The assignment areas will be developed in accordance applicable Legal Requirements, the need to serve all school-age children who live in the school district; and the effective use of each school facility. Assignments will be made in a non-discriminatory manner.

The superintendent shall review periodically the assignment areas and submit recommendations for revisions to the board when necessary.

B. ASSIGNMENT OF STUDENTS

The superintendent or designee shall assign students to particular schools in accordance with the following standards.

1. Students Admitted Based on Domicile

Except as otherwise provided in this policy, students admitted to the school system based on domicile will be assigned to the school of the appropriate grade span within the assignment area of the student's domicile (or residence location if the student is exempted from the domicile requirement, as described in policy 4120, Domicile or Residence Requirements).

2. Students Accepted for Discretionary Admission

Students who are accepted for discretionary admission under policy 4130, Discretionary Admission, will be assigned to a school that meets the best interest of the student and the orderly and efficient administration of the school system.

3. Homeless Students and Students in Foster Care

Notwithstanding any other provisions of this policy, the superintendent or designee shall (1) assign homeless students in a manner consistent with state and federal law and policy 4125, Homeless Students; and (2) assign students in foster

care to their school of origin unless contrary to their best interest, as required by federal law and as feasible.

4. Students Participating in the Address Confidentiality Program

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

5. Students with Disabilities

Students with disabilities receiving services under an Individualized Education Program (IEP) or Section 504 plan will be assigned to schools in accordance with this policy unless the superintendent or designee determines the student needs a different assignment to provide access to a program or service required under the IEP or Section 504 plan, as determined by the student's IEP or Section 504 team.

6. Administrative Assignment

The superintendent or designee may administratively assign a student to a school other than the one to which the student would otherwise be assigned under this policy when deemed in the best interest of the student and/or the effective administration of the schools, such as for reasons related to student safety, discipline, or programmatic issues, or when required by law.

7. Assignment to Alternative Program or School

Students will be assigned to an alternative education program or school in accordance with policy 3470/4305, Alternative Learning Programs/Schools.

C. APPLICATIONS FOR REASSIGNMENT

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

1. Employee of a Public School System

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

2. Change of Domicile

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

3. Exceptional Student Program Transfers

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

4. Hardship

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

5. School Utilization

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

6. Transfer of Homeless Students

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

7. Transfer of Students in Foster Care

Students who are assigned to foster care between academic years or during an academic year will remain in their school of origin unless remaining in the school of origin is not in the best interest of the student. The best interest of the student will be decided based on all relevant factors, including consideration of the appropriateness of the educational setting, feasibility, and proximity to the school in which the child is enrolled at the time of placement in foster care.

D. CONDITIONS FOR REASSIGNMENT

The following conditions apply to any reassignment granted pursuant to this policy:

1. The parent or guardian is responsible for transportation (except for reassignments or transfers of homeless students or students in foster care based on the student's best interest, for which the system will provide transportation in a manner consistent with legal requirements and policy 4125).
2. The transfer or reassignment is valid for no more than one school year (except for homeless student transfers or reassignments for which the length of reassignment will be consistent with legal requirements and policy 4125 and transfers or reassignment of students in foster care, for which the length or reassignment will be consistent with legal requirements).
3. Any transfer or reassignment request that is approved based upon false or misleading information will be declared void and will be rescinded.

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

E. APPEAL OF REASSIGNMENT DECISIONS

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

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

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; Elementary and Secondary Education Act, 20 U.S.C. 6301 et seq.; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016) and *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016), both available at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://www2.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>; G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy SSCH-006

Cross References: Alternative Learning Programs (policy 3470/4305), Domicile or Residence Requirements (policy 4120) Homeless Students (policy 4126), Discretionary Admission (policy 4130), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: April 12, 2001, November 10, 2005, March 12, 2009, June 14, 2012, April 11, 2013, July 13, 2017

Administrative Procedure: Yes

The board is committed to providing an environment at each school that is safe, orderly, and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment).

Pursuant to federal and State Board of Education requirements, the board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school, if a transfer school is available.

A. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Violent Criminal Offenses

Violent criminal offenses are the following crimes,:

- a. homicide;
- b. assault resulting in serious bodily injury;
- c. assault involving use of a weapon;
- d. rape;
- e. sexual offense;
- f. sexual assault;
- g. kidnapping;
- h. robbery with a dangerous weapon; and
- i. taking indecent liberties with a minor.

2. Persistently Dangerous School

A persistently dangerous school is a school in which:

- a. at least two violent criminal offenses were committed with a rate of five or more such offenses per 1000 students during each of the two most recent school years; and
 - b. the conditions that contributed to the commission of such offenses are determined by the State Board of Education as being likely to continue into another school year.
3. Eligible Transfer School

An eligible transfer school is a school that is not designated as a persistently dangerous school, that offers instruction at the student's grade level, and that the superintendent has identified as eligible for unsafe school choice transfer.

B. IDENTIFICATION OF SCHOOLS AS PERSISTENTLY DANGEROUS

1. Conditions Contributing to the Commission of Violent Criminal Offenses

For any school in which at least two violent criminal offenses and five or more such offenses per 1000 students were committed on school property during each of the two most recent school years, the superintendent or designee will determine whether any changes need to be made in the school- or system-level school safety procedures. The superintendent shall report to the State Board of Education any conditions in the school that may have contributed to the commission of the violent criminal offenses and any plans that the board has to eliminate such conditions.

2. Probationary Schools

If the State Board of Education determines that a school should be placed on probation, during the probationary year the principal and school improvement team shall implement strategies to protect students from violent criminal offenses and to deter future offenses from occurring. Such strategies must be incorporated into the school improvement plan. As necessary, the superintendent may request assistance from the Department of Public Instruction to help identify strategies for implementation.

3. Persistently Dangerous Schools

The superintendent shall assign a central office team to assist a school, designated a persistently dangerous, with creating and implementing a corrective action plan for the school. The corrective action plan should be based on an analysis of the problems at the school, should include strategies to improve safety at the school,

and should identify any system-level policies and procedures that need to be modified. Any strategies identified for the corrective action plan should be incorporated into the school improvement plan.

Pursuant to the unsafe school choice transfer procedures provided below, a student who attends a persistently dangerous school will be allowed to transfer to another school that the superintendent has designated as an eligible transfer school.

As deemed appropriate, the board will pursue any appeals process available for review of a school's designation as probationary or persistently dangerous.

C. VICTIM OF A VIOLENT CRIMINAL OFFENSE

A student shall be considered the victim of a violent criminal offense when the following criteria are met:

1. the principal determines, based upon reasonable evidence, that the student has been the victim of any of the applicable offenses identified in this policy; and
2. the offense occurred while the student was on the grounds of the public school that he or she attends.

Pursuant to the unsafe school choice transfer procedures provided below, a student who is a victim of a violent criminal offense shall be allowed to transfer to another school that the superintendent has designated as eligible for transfer.

D. TRANSPORTATION

Parents who decide to transfer their child pursuant to this policy are responsible for transportation of their child to the receiving school.

Legal References: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. 7912; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.doc>; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202.1, -202.2, -202.4; 115C-36, -105.27, -366, -367; 16 N.C.A.C. 6E .0107; State Board of Education Policy SSCH 006
Cross References: School Safety (policy 1510/4200/7270), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), School Assignment (policy 4150)

Adopted: December 10, 2020

All decisions related to student behavior are guided by the board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (2) consequences for prohibited behavior; and (4) required procedures for addressing misbehavior.

A. PRINCIPLES

The reasons for managing student behavior are to (1) create an orderly environment where students can learn; (2) teach expected standards of behavior; (3) help students learn to accept the consequences of their behavior; and (4) provide students with the opportunity to develop self-control. The following principles apply in managing student behavior:

1. Student behavior management strategies should complement other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, respect, honesty, self-discipline, courage, kindness, citizenship and other standards of behavior should be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior should help a student learn to comply with rules, to be respectful, to learn to accept responsibility for his or her behavior and to develop self-control.
6. Strategies and consequences will be age and developmentally appropriate.
7. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

B. COMMUNICATION OF POLICIES

Board policies related to student behavior are codified mainly in the 4300 series. The superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the superintendent, the Code of Student Conduct may include additional rules needed to implement the board's student behavior policies. To elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences, each school will create a student behavior management plan that is consistent with the law, board policies, and the Code of Student Conduct (see policy 4302, School Plan for Management of Student Behavior). The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct, or disciplinary measures identified in student behavior management plans developed by individual schools. The Code of Student Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.

At the beginning of each school year, principals shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.

For the purpose of board policies related to student behavior, all references to "parent" include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. APPLICABILITY

Students must comply with the Code of Student Conduct in the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and

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6. at any other time or place—when the student’s behavior has or is reasonably expected to have a direct and immediate impact on orderly and efficient operation of the schools or the safety individuals in the school environment.

Notwithstanding the foregoing, students will not be disciplined for constitutionally protected behavior. School officials are encouraged to consult with senior administrators before regulating student expression that may be protected by the First Amendment to the U.S. Constitution.

D. CONSEQUENCES FOR VIOLATIONS

Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school’s behavior management plan (see policy 4302, School Plan for Management of Student Behavior).

1. Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

- a. parental involvement, such as conferences;
- b. isolation or time-out for short periods of time;
- c. behavior improvement agreements;
- d. instruction in conflict resolution and anger management;
- e. peer mediation;
- f. individual or small group sessions with the school counselor;
- g. academic intervention;

- h. in-school suspension;
- i. detention before and/or after school or on Saturday;
- j. community service;
- k. exclusion from graduation ceremonies;
- l. exclusion from extracurricular activities;
- m. suspension from bus privileges;
- n. out-of-school suspension; and
- o. placement in an alternative school.

The student's parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence may be substituted.

2. Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

E. ENFORCEMENT

The superintendent or designee is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system.

Legal References: U.S. Const. amend. I; Mahanoy Area School Dist. v. B.L., 594 U.S. , 141 S. Ct. 2038 (2021); G.S. 115C-47, -276(r), -288, -307, -390.1, -390.2

Cross References: Goals and Objectives of the Educational Program (policy 3000), Counseling Program (policy 3610), Domicile or Residence Requirements (policy 4120), Student Behavior Policies (all policies in the 4300 series)

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

Updated: May 11, 2000, September 9, 2004, October 13, 2011, June 11, 2015

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits any appearance or clothing that does the following:

1. violates the reasonable, nondiscriminatory dress code adopted and publicized by the district;
2. is substantially disruptive (for information on gang-related attire, see policy 4328, Gang-Related Activity);
3. is provocative or obscene; or
4. endangers the health or safety of the students or others.

It is the responsibility of the schools to foster good habits of dress and grooming just as it is their responsibility to maintain an atmosphere conducive to optimal learning. It is in the interest of pride in one's self, community, and school for the students in the Asheboro City Schools to be encouraged and expected to dress safely, cleanly, and decently.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Legal References: G.S. 115C-47, -390.2

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Disruptive Behavior (policy 4315), Gang-Related Activity (policy 4328)

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

Revised: August 13, 2009, October 13, 2011, June 13, 2019

School attendance and class participation are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: The State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school.

Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Students will be considered in attendance if present at least half of the instructional day on-site in the school or at a place other than the school attending an authorized school-related activity.

To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must:

- (1) complete their daily assignments, either online or offline; and/or
- (2) have a daily check-in through two-way communication with
 - (a) the homeroom teacher for grades K-5; or
 - (b) each course teacher, as scheduled, for all other grade levels.

School officials shall communicate the attendance procedures to students and their families before the first day remote instruction begins.

B. LATE ARRIVALS AND EARLY DEPARTURES

Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.

When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

C. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a health care practitioner. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive

absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

D. SCHOOL-RELATED ACTIVITIES

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal.

In addition, students participating in disciplinary techniques categorized as in-school suspensions will not be counted as absent.

E. MAKEUP WORK

In the case of excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) Assignments missed due to participation in school-related activities also are eligible for makeup by the student. The teacher shall determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

F. UNEXCUSED ABSENCES

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive, unexcused absences.

Any school disciplinary consequences for unexcused absences will be consistent with

Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

G. CHRONIC ABSENTEEISM

Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student's academic achievement. Regular attendance must be prioritized within each school and encouraged throughout the community. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

H. SPECIAL CIRCUMSTANCES

1. Students with Chronic Health Problems

No penalties will be imposed for absences due to documented chronic health problems

2. Students Experiencing Homelessness

For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

3. Attendance Requirements for Extracurricular Activities

Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. Also see policy 3620, Extracurricular Activities and Student Organizations.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103, .0106; State Board of Education Policies ATND-000, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Student Behavior Policies (policy 4300), Short-Term Suspension (policy 4351)

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at <https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017, August 16, 2018, February 14, 2019, January 9, 2020, January 14, 2021, July 15, 2021

The superintendent will ensure that all notification and other requirements of the Protection of Pupil Rights Amendment are met, including all legal requirements regarding the surveying of students.

A. SURVEYS INVOLVING PROTECTED TOPICS

1. Definition of Protected Topics

For purposes of this policy, the following are considered “protected topics”:

- a. political affiliations or beliefs of the student or the student’s parent;
- b. mental or psychological problems of the student or the student's family;
- c. sex behavior or attitudes;
- d. illegal, antisocial, self-incriminating or demeaning behavior;
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. religious practices, affiliations or beliefs of the student or the student’s parent; or
- h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

2. Rules Regarding Surveys Involving Protected Topics

a. Protection of Student Privacy

The school system will take measures to protect the identification and privacy of students participating in any survey concerning any of the protected topics. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

b. Parental Notification

The school system will notify parents at the beginning of each school year of the specific or approximate dates of administration of surveys concerning the protected topics. Parents have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey.

c. Parental Consent

Before a student is required to participate in any Department of Education-funded survey, analysis, or evaluation that reveals information concerning a protected topic, the parent or eligible student must provide prior written consent.

If prior written consent is not mandated for a survey involving a protected topic (because the survey either is not required or is not funded in whole or part by the Department of Education), the parent or eligible student must be given an opportunity to opt out.

B. THIRD PARTY SURVEYS

Parents and eligible students have the right, upon request, to inspect any survey created by a third party before the survey is administered or distributed to a student.

C. COLLECTION OF STUDENT DATA FOR MARKETING PURPOSES

The school district generally will not collect, disclose or use personal student information for the purpose of marketing or selling the information or otherwise providing the information to others for that purpose. However, in the event the board approves a collection, disclosure, or use of personal student information for one of those purposes, the school system will (1) notify parents at the beginning of each school year of the specific or approximate dates of such collection, disclosure, or use, (2) allow parents to inspect any instrument used to collect the information before the instrument is administered or distributed to a student, and (3) offer the parent the opportunity to opt out of the collection, disclosure, or use of the student's personal information.

The preceding rules for the collection, disclosure, and use of personal student information do not apply if the school system collects, discloses, or uses personal information from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. college or other postsecondary education recruitment or military recruitment;
2. book clubs, magazines, and programs providing access to low-cost literary products;
3. curriculum and instructional material used by elementary schools and secondary schools;
4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. the sale by students of products or services to raise funds for school-related or education-related activities; and
6. student recognition programs.

D. OTHER RELEVANT POLICIES

In addition to this policy, the board, with parental and community input, has developed other policies concerning surveys and related matters as required by the Protection of Pupil Rights Amendment. These policies include: 1310/4002, Parental Involvement; 3210, Parental Inspection of and Objection to Instructional Materials; 4700, Student Records; and 5240, Advertising in the Schools.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; G.S. 115C-36

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Parental Involvement (policy 1310/4002), Parental Inspection of and Objection to Instructional Materials (policy 3210), Student Discipline Records (policy 4345), Student Records (policy 4700), Advertising in the Schools (policy 5240)

Adopted: June 8, 2006

Updated: November 13, 2014

**Asheboro City Schools
Personnel Transactions
March 10, 2022**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Luck	Steve	AHS	Social Studies and Athletic Director	4/29/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Antoniou	Dana	SAMS	Instructional Assistant/Media	2/7/2022
Gray	Angela	CO	Bus Driver	3/14/2022

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Harris	Robin	CO to CO/NAMS	Director of Equity to Director of Equity and Interim Principal	2/22/22 - 6/30/22

Asheboro City Schools
Personnel Transactions - ADDENDUM
March 10, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barker	Lauren	AHS	Agriculture Education	6/13/2022
Hatchett	Tresa	NAMS	Business	6/13/2022
McCoy	Derek	NAMS	Principal	3/14/2022
McHenry	Rhonda	GBT	Assistant Principal	6/30/2022
Underwood	Andrea	AHS	School Secretary	6/30/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Agudelo*	Matthew	SAMS	Non-Faculty Coach - Track	2/28/2022
Hailey	Alexis	AHS	Exceptional Children	3/31/2022
Little	Delores "Dee"	CO	Substitute Bus Driver	2/7/2022
Neighbors	Nick	AHS	Non-Faculty Coach - Volleyball	3/11/2022

*In accordance with board policy 7100, this appointment is identified as an immediate family member of a board member.

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
March 10, 2022**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hailey, Alexis "Lee"	University of Arkansas B: Education; Family Consumer Science M: Special Education	Family Consumer Science Exceptional Children

Ms. Lee Hailey is recommended to teach exceptional children at Asheboro High School for the remainder of the 2021-2022 school year. Ms. Hailey is a veteran educator teaching ten years in Fayetteville Arkansas Public Schools. While in this district she taught exceptional children in middle and high school in various settings, as well as, Family Consumer Science, and as a Behavior Consultant. Most recently she taught in Moore County Schools before relocating to Asheboro. We are pleased to welcome Ms. Hailey to Asheboro City Schools and Asheboro High School. Welcome Ms. Lee!

The	Governing Board
of	Board of Education
	Primary Government Unit
	Asheboro City Schools
and	Discretely Presented Component Unit (DPCU) (if applicable)
	N/A

Primary Government Unit, together with DPCU (if applicable), hereinafter referred to as Governmental Unit(s)

and	Auditor Name
	Anderson Smith & Wike PLLC
	Auditor Address
	5639 Seven Lakes West, West End, NC 27376

Hereinafter referred to as Auditor

for	Fiscal Year Ending	Audit Report Due Date
	06/30/22	10/31/22

Must be within four months of FYE

hereby agree as follows:

1. The Auditor shall audit all statements and disclosures required by U.S. generally accepted auditing standards (GAAS) and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit(s). The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion shall be rendered in relation to (as applicable) the governmental activities, the business- type activities, the aggregate DPCUs, each major governmental and enterprise fund, and the aggregate remaining fund information (non-major government and enterprise funds, the internal service fund type, and the fiduciary fund types). The basic financial statements shall include budgetary comparison information in a budgetary comparison statement, rather than as RSI, for the General Fund and any annually budgeted Special Revenue funds.
2. At a minimum, the Auditor shall conduct the audit and render the report in accordance with GAAS. The Auditor shall perform the audit in accordance with *Government Auditing Standards* if the Governmental Unit expended \$100,000 or more in combined Federal and State financial assistance during the reporting period. The auditor shall perform a Single Audit if required by Title 2 US Code of Federal Regulations Part 200 *Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) or the State Single Audit Implementation Act. This audit and all associated audit documentation may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the Local Government Commission (LGC). If the audit requires a federal single audit in accordance with the Uniform Guidance (§200.501), it is recommended that the Auditor and Governmental Unit(s) jointly agree, in advance of the execution of this contract, which party is responsible for submission of the audit and the accompanying data collection form to the Federal Audit Clearinghouse as required under the Uniform Guidance (§200.512).

If the audit and Auditor communication are found in this review to be substandard, the results of the review may be forwarded to the North Carolina State Board of CPA Examiners (NC State Board).

3. If an entity is determined to be a component of another government as defined by the group audit standards, the entity's auditor shall make a good faith effort to comply in a timely manner with the requests of the group auditor in accordance with AU-6 §600.41 - §600.42.
4. This contract contemplates an unmodified opinion being rendered. If during the process of conducting the audit, the Auditor determines that it will not be possible to render an unmodified opinion on the financial statements of the unit, the Auditor shall contact the LGC Staff to discuss the circumstances leading to that conclusion as soon as is practical and before the final report is issued. The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract.
5. If this audit engagement is subject to the standards for audit as defined in *Government Auditing Standards*, 2018 revision, issued by the Comptroller General of the United States, then by accepting this engagement, the Auditor warrants that he/she has met the requirements for a peer review and continuing education as specified in *Government Auditing Standards*. The Auditor agrees to provide a copy of the most recent peer review report to the Governmental Unit(s) and the Secretary of the LGC prior to the execution of an audit contract. Subsequent submissions of the report are required only upon report expiration or upon auditor's receipt of an updated peer review report. If the audit firm received a peer review rating other than pass, the Auditor shall not contract with the Governmental Unit(s) without first contacting the Secretary of the LGC for a peer review analysis that may result in additional contractual requirements.
- If the audit engagement is not subject to *Government Accounting Standards* or if financial statements are not prepared in accordance with U.S. generally accepted accounting principles (GAAP) and fail to include all disclosures required by GAAP, the Auditor shall provide an explanation as to why in an attachment to this contract or in an amendment.
6. It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to LGC Staff within four months of fiscal year end. If it becomes necessary to amend the audit fee or the date that the audit report will be submitted to the LGC, an amended contract along with a written explanation of the change shall be submitted to the Secretary of the LGC for approval.
7. It is agreed that GAAS include a review of the Governmental Unit's (Units') systems of internal control and accounting as same relate to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor shall make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his/her findings, together with his recommendations for improvement. That written report shall include all matters defined as "significant deficiencies and material weaknesses" in AU-C 265 of the *AICPA Professional Standards (Clarified)*. The Auditor shall file a copy of that report with the Secretary of the LGC.
8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the LGC. This includes annual or special audits, agreed upon procedures related to internal controls, bookkeeping or other assistance necessary to prepare the Governmental Unit's (Units') records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina. Approval is not required on contracts and invoices for system improvements and similar services of a non-auditing nature.
9. Invoices for services rendered under these contracts shall not be paid by the Governmental Unit(s) until the invoice has been approved by the Secretary of the LGC. (This also includes any progress billings.)(G.S. 159-34 and 115C-447) All invoices for Audit work shall be submitted in PDF format to the Secretary of the LGC for approval. The invoice marked 'approved' with approval date shall be returned to

the Auditor to present to the Governmental Unit(s) for payment. This paragraph is not applicable to contracts for audits of hospitals.

10. In consideration of the satisfactory performance of the provisions of this contract, the Governmental Unit(s) shall pay to the Auditor, upon approval by the Secretary of the LGC if required, the fee, which includes any costs the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (federal and state grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts. This does not include fees for any pre-issuance reviews that may be required by the NC Association of CPAs (NCACPA) Peer Review Committee or NC State Board of CPA Examiners (see Item 13).

11. If the Governmental Unit(s) has/have outstanding revenue bonds, the Auditor shall submit to LGC Staff, either in the notes to the audited financial statements or as a separate report, a calculation demonstrating compliance with the revenue bond rate covenant. Additionally, the Auditor shall submit to LGC Staff simultaneously with the Governmental Unit's (Units') audited financial statements any other bond compliance statements or additional reports required by the authorizing bond documents, unless otherwise specified in the bond documents.

12. After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include, but not be limited to, the following information: (a) Management's Discussion and Analysis, (b) the financial statements and notes of the Governmental Unit(s) and all of its component units prepared in accordance with GAAP, (c) supplementary information requested by the Governmental Unit(s) or required for full disclosure under the law, and (d) the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board upon completion.

13. If the audit firm is required by the NC State Board, the NCACPA Peer Review Committee, or the Secretary of the LGC to have a pre-issuance review of its audit work, there shall be a statement in the engagement letter indicating the pre-issuance review requirement. There also shall be a statement that the Governmental Unit(s) shall not be billed for the pre-issuance review. The pre-issuance review shall be performed prior to the completed audit being submitted to LGC Staff. The pre-issuance review report shall accompany the audit report upon submission to LGC Staff.

14. The Auditor shall submit the report of audit in PDF format to LGC Staff. For audits of units other than hospitals, the audit report should be submitted when (or prior to) submitting the final invoice for services rendered. The report of audit, as filed with the Secretary of the LGC, becomes a matter of public record for inspection, review and copy in the offices of the LGC by any interested parties. Any subsequent revisions to these reports shall be sent to the Secretary of the LGC. These audited financial statements, excluding the Auditors' opinion, may be used in the preparation of official statements for debt offerings by municipal bond rating services to fulfill secondary market disclosure requirements of the Securities and Exchange Commission and for other lawful purposes of the Governmental Unit(s) without requiring consent of the Auditor. If the LGC Staff determines that corrections need to be made to the Governmental Unit's (Units') financial statements, those corrections shall be provided within three business days of notification unless another deadline is agreed to by LGC Staff.

15. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the

Secretary of the LGC, this contract may be modified or amended to include the increased time, compensation, or both as may be agreed upon by the Governing Board and the Auditor.

16. If an approved contract needs to be modified or amended for any reason, the change shall be made in writing and pre-audited if the change includes a change in audit fee (pre-audit requirement does not apply to hospitals). This amended contract shall be completed in full, including a written explanation of the change, signed and dated by all original parties to the contract. It shall then be submitted to the Secretary of the LGC for approval. No change to the audit contract shall be effective unless approved by the Secretary of the LGC, the Governing Board, and the Auditor.

17. A copy of the engagement letter, issued by the Auditor and signed by both the Auditor and the Governmental Unit(s), shall be attached to this contract, and except for fees, work, and terms not related to audit services, shall be incorporated by reference as if fully set forth herein as part of this contract. In case of conflict between the terms of the engagement letter and the terms of this contract, the terms of this contract shall take precedence. Engagement letter terms that conflict with the contract are deemed to be void unless the conflicting terms of this contract are specifically deleted in Item 30 of this contract. Engagement letters containing indemnification clauses shall not be accepted by LGC Staff.

18. Special provisions should be limited. Please list any special provisions in an attachment.

Any special provisions are noted in the attached engagement letter.

19. A separate contract should not be made for each division to be audited or report to be submitted. If a DPCU is subject to the audit requirements detailed in the Local Government Budget and Fiscal Control Act and a separate audit report is issued, a separate audit contract is required. If a separate report is not to be issued and the DPCU is included in the primary government audit, the DPCU shall be named along with the primary government on this audit contract. DPCU Board approval date, signatures from the DPCU Board chairman and finance officer also shall be included on this contract.

20. The contract shall be executed, pre-audited (pre-audit requirement does not apply to hospitals), and physically signed by all parties including Governmental Unit(s) and the Auditor, then submitted in PDF format to the Secretary of the LGC.

21. The contract is not valid until it is approved by the Secretary of the LGC. The staff of the LGC shall notify the Governmental Unit and Auditor of contract approval by email. The audit should not be started before the contract is approved.

22. Retention of Client Records: Auditors are subject to the NC State Board of CPA Examiners' Retention of Client Records Rule 21 NCAC 08N .0305 as it relates to the provision of audit and other attest services, as well as non-attest services. Clients and former clients should be familiar with the requirements of this rule prior to requesting the return of records.

23. This contract may be terminated at any time by mutual consent and agreement of the Governmental Unit(s) and the Auditor, provided that (a) the consent to terminate is in writing and signed by both parties, (b) the parties have agreed on the fee amount which shall be paid to the Auditor (if applicable), and (c) no termination shall be effective until approved in writing by the Secretary of the LGC.

24. The Governmental Unit's (Units') failure or forbearance to enforce, or waiver of, any right or an event of breach or default on one occasion or instance shall not constitute the waiver of such right, breach or default on any subsequent occasion or instance.

25. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the LGC.

26. E-Verify. Auditor shall comply with the requirements of NCGS Chapter 64 Article 2. Further, if Auditor utilizes any subcontractor(s), Auditor shall require such subcontractor(s) to comply with the requirements of NCGS Chapter 64, Article 2.

27. **Applicable to audits with fiscal year ends of June 30, 2020 and later.** For all non-attest services, the Auditor shall adhere to the independence rules of the AICPA Professional Code of Conduct and Governmental Auditing Standards, 2018 Revision (as applicable). Financial statement preparation assistance shall be deemed a "significant threat" requiring the Auditor to apply safeguards sufficient to reduce the threat to an acceptable level. If the Auditor cannot reduce the threats to an acceptable level, the Auditor cannot complete the audit. If the Auditor is able to reduce the threats to an acceptable level, the documentation of this determination, including the safeguards applied, must be included in the audit workpapers.

All non-attest service(s) being performed by the Auditor that are necessary to perform the audit must be identified and included in this contract. The Governmental Unit shall designate an individual with the suitable skills, knowledge, and/or experience (SKE) necessary to oversee the services and accept responsibility for the results of the services performed. If the Auditor is able to identify an individual with the appropriate SKE, s/he must document and include in the audit workpapers how he/she reached that conclusion. If the Auditor determines that an individual with the appropriate SKE cannot be identified, the Auditor cannot perform both the non-attest service(s) and the audit. See "Fees for Audit Services" page of this contract to disclose the person identified as having the appropriate SKE for the Governmental Unit.

28. **Applicable to audits with fiscal year ends of June 30, 2021 and later.** The auditor shall present the audited financial statements including any compliance reports to the government unit's governing body or audit committee in an official meeting in open session as soon as the audited financial statements are available but not later than 45 days after the submission of the audit report to the Secretary. The auditor's presentation to the government unit's governing body or audit committee shall include:

- a) the description of each finding, including all material weaknesses and significant deficiencies, as found by the auditor, and any other issues related to the internal controls or fiscal health of the government unit as disclosed in the management letter, the Single Audit or Yellow Book reports, or any other communications from the auditor regarding internal controls as required by current auditing standards set by the Accounting Standards Board or its successor;
- b) the status of the prior year audit findings;
- c) the values of Financial Performance Indicators based on information presented in the audited financial statements; and
- d) notification to the governing body that the governing body shall develop a "Response to the Auditor's Findings, Recommendations, and Fiscal Matters," if required under 20 NCAC 03 .0508.

29. Information based on the audited financial statements shall be submitted to the Secretary for the purpose of identifying Financial Performance Indicators and Financial Performance Indicators of Concern. See 20 NCAC 03 .0502(c)(6).

30. All of the above paragraphs are understood and shall apply to this contract, except the following numbered paragraphs shall be deleted (See Item 17 for clarification).

31. The process for submitting contracts, audit reports and invoices is subject to change. Auditors and units should use the submission process and instructions in effect at the time of submission. Refer to the N.C. Department of State Treasurer website at <https://www.nctreasurer.com/state-and-local-government-finance-division/local-government-commission/submitting-your-audit>

32. All communications regarding audit contract requests for modification or official approvals will be sent to the email addresses provided on the signature pages that follow.

33. Modifications to the language and terms contained in this contract form (LGC-205) are not allowed.

FEES FOR AUDIT SERVICES

1. For all non-attest services, the Auditor shall adhere to the independence rules of the AICPA Professional Code of Conduct (as applicable) and *Governmental Auditing Standards, 2018 Revision*. Refer to Item 27 of this contract for specific requirements. The following information must be provided by the Auditor; contracts presented to the LGC without this information will not be approved.

Financial statements were prepared by: ☒ Auditor ☐ Governmental Unit ☐ Third Party

If applicable: Individual at Governmental Unit designated to have the suitable skills, knowledge, and/or experience (SKE) necessary to oversee the non-attest services and accept responsibility for the results of these services:

Name:

Title and Unit / Company:

Email Address:

Sandra Spivey

Finance Officer

sspivey@asheboro.k12.nc.us

OR Not Applicable ☐ (Identification of SKE Individual not applicable for GAAS-only audit or audits with FYEs prior to June 30, 2020.)

2. Fees may not be included in this contract for work performed on Annual Financial Information Reports (AFIRs), Form 990s, or other services not associated with audit fees and costs. Such fees may be included in the engagement letter but may not be included in this contract or in any invoices requiring approval of the LGC. See Items 8 and 13 for details on other allowable and excluded fees.

3. Prior to the submission of the completed audited financial report and applicable compliance reports subject to this contract, or to an amendment to this contract (if required) the Auditor may submit interim invoices for approval for services rendered under this contract to the Secretary of the LGC, not to exceed 75% of the billings for the unit's last annual audit that was submitted to the Secretary of the LGC. Should the 75% cap provided below conflict with the cap calculated by LGC Staff based on the billings on file with the LGC, the LGC calculation prevails. All invoices for services rendered in an audit engagement as defined in 20 NCAC .0503 shall be submitted to the Commission for approval before any payment is made. Payment before approval is a violation of law. (This paragraph not applicable to contracts and invoices associated with audits of hospitals).

PRIMARY GOVERNMENT FEES

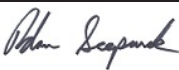
Primary Government Unit	Asheboro City Schools
Audit Fee	\$ 33,000
Additional Fees Not Included in Audit Fee:	
Fee per Major Program	\$ If applicable, fees listed in the attached engagement letter
Writing Financial Statements	\$ 4,000
All Other Non-Attest Services	\$ If applicable, fees listed in the attached engagement letter
75% Cap for Interim Invoice Approval (not applicable to hospital contracts)	\$ 27,750.00

DPCU FEES (if applicable)

Discretely Presented Component Unit	N/A
Audit Fee	\$ N/A
Additional Fees Not Included in Audit Fee:	
Fee per Major Program	\$ N/A
Writing Financial Statements	\$ N/A
All Other Non-Attest Services	\$ N/A
75% Cap for Interim Invoice Approval (not applicable to hospital contracts)	\$

SIGNATURE PAGE

AUDIT FIRM

Audit Firm* Anderson Smith & Wike PLLC	
Authorized Firm Representative (typed or printed)* Adam Scepurek, CPA	Signature* 
Date* 02/23/22	Email Address* ascepurek@asw-cpa.com

GOVERNMENTAL UNIT

Governmental Unit* Asheboro City Schools	
Date Primary Government Unit Governing Board Approved Audit Contract* (G.S.159-34(a) or G.S.115C-447(a))	
Mayor/Chairperson (typed or printed)* Mr. Michael Smith	Signature*
Date	Email Address mismith@asheboro.k12.nc.us

Chair of Audit Committee (typed or printed, or "NA") N/A	Signature
Date	Email Address N/A

GOVERNMENTAL UNIT – PRE-AUDIT CERTIFICATE

Required by G.S. 159-28(a1) or G.S. 115C-441(a1).
Not applicable to hospital contracts.

This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act.

Primary Governmental Unit Finance Officer* (typed or printed) Sandra Spivey	Signature*
Date of Pre-Audit Certificate*	Email Address* sspivey@asheboro.k12.nc.us

SIGNATURE PAGE – DPCU
(complete only if applicable)

DISCRETELY PRESENTED COMPONENT UNIT

DPCU*	
N/A	
Date DPCU Governing Board Approved Audit Contract* (Ref: G.S. 159-34(a) or G.S. 115C-447(a))	
DPCU Chairperson (typed or printed)*	Signature*
N/A	
Date*	Email Address*
	N/A

Chair of Audit Committee (typed or printed, or "NA")	Signature
N/A	
Date	Email Address
	N/A

DPCU – PRE-AUDIT CERTIFICATE

Required by G.S. 159-28(a1) or G.S. 115C-441(a1).
 Not applicable to hospital contracts.

This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act.

DPCU Finance Officer (typed or printed)*	Signature*
N/A	
Date of Pre-Audit Certificate*	Email Address*
	N/A

Remember to print this form, and obtain all
 required signatures prior to submission.

PRINT



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

February 23, 2022

Asheboro City Schools
1126 South Park Street
Asheboro, NC 27203

We are pleased to confirm our understanding of the services we are to provide for Asheboro City Schools for the year ended June 30, 2022.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Asheboro City Schools as of and for the year ended June 30, 2022. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Asheboro City Schools' basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Asheboro City Schools' RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis.
2. Schedules of the Board's Proportionate Share of the Net Pension and OPEB Liabilities (Assets)
3. Schedules of Board Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies Asheboro City Schools' financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements.

1. Schedule of expenditures of federal and State awards
2. Individual fund budgetary schedules

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that

an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal and State statutes, regulations, and the terms and conditions of federal and State awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the State Single Audit Implementation Guide.

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance and the State Single Audit Implementation Guide, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance and the State Single Audit Implementation Guide, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting

from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions.

We identified improper revenue recognition as a significant risk of material misstatement as part of our audit planning. We have developed specific tests and procedures that we will perform as part of our audit to address this risk.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance and the State Single Audit Implementation Guide, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance and the State Single Audit Implementation Guide.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, Government Auditing Standards, and the Uniform Guidance and the State Single Audit Implementation Guide.

Audit Procedures—Compliance

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

The Uniform Guidance and the State Single Audit Implementation Guide requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal and State statutes, regulations, and the terms and conditions of federal and State awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Asheboro City Schools' major programs. For federal programs that are included

in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Asheboro City Schools' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance and the State Single Audit Implementation Guide.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal and State awards, and related notes of Asheboro City Schools in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal and State awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal and State awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal and State awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal and State awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance and the State Single Audit Implementation Guide; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal and State awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a

material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal and State awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for identifying all federal and State awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal and State awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance and the State Single Audit Implementation Guide. You agree to include our report on the schedule of expenditures of federal and State awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal and State awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal and State awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal and State awards no later than the date the schedule of expenditures of federal and State awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal and State awards in accordance with the Uniform Guidance and the State Single Audit Implementation Guide; (2) you believe the schedule of expenditures of federal and State awards, including its form and content, is stated fairly in accordance with the Uniform Guidance and the State Single Audit Implementation Guide; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal and State awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

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

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal and State awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the

financial statements, the schedule of expenditures of federal and State awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal and State awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal and State awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to Asheboro City Schools; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Anderson Smith & Wike PLLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to an oversight agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Anderson Smith & Wike PLLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by an oversight agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Adam Scepurek is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to them. We expect to begin our audit in February 2022.

Our fees for the audit and financial statement preparation services will be at our standard hourly rates and will not exceed \$33,000 for the audit and \$4,000 for writing of the financial statements. In addition, we will bill separately at standard hourly rates for any required single audits or other mandated testing of federal COVID funding or other new federal or State grant funding expended during the year, any assistance provided with new GASB implementation disclosures or other nonattest services requested by management that we may provide. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

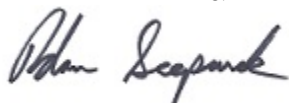
We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Education of Asheboro City Schools. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to Asheboro City Schools and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return it to us.

Very truly yours,

Anderson Smith & Wike PLLC



Adam Scepurek, CPA

RESPONSE:

This letter correctly sets forth the understanding of Asheboro City Schools.

Officer signature: _____ Date: _____

Board Chair Signature: _____ Date: _____



Report on the Firm's System of Quality Control

To the Partners of Anderson Smith & Wike, PLLC and the
Peer Review Committee, North Carolina Association
of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Anderson Smith & Wike, PLLC (the firm) in effect for the year ended March 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act, and an audit of an employee benefit plan.

As part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Anderson Smith & Wike, PLLC in effect for the year ended March 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Anderson Smith & Wike, PLLC has received a peer review rating of *pass*.

Koonce, Wooten & Haywood, LLP

Koonce, Wooten & Haywood, LLP

July 17, 2019

Raleigh

4060 Barrett Drive
Post Office Box 17806
Raleigh, North Carolina 27619

919 782 9265
919 783 8937 FAX

Durham

3500 Westgate Drive
Suite 203
Durham, North Carolina 27707

919 354 2584
919 489 8183 FAX

Pittsboro

579 West Street
Post Office Box 1399
Pittsboro, North Carolina 27312

919 542 6000
919 542 5764 FAX

CERTIFIED RESOLUTIONS OF BOARD OF DIRECTORS (CORPORATION)



I, Dr. Aaron Woody, do hereby certify that I am the duly elected and qualified Secretary of ASHEBORO CITY SCHOOLS, a corporation in good standing, is not in dissolution, and organized under the laws of the State of _____, that the following is a true copy of certain resolutions duly adopted at a meeting of the Board of Directors on the 10 day of March, and that such resolutions are now in full force and effect, and not contrary to law, the charter of the bylaws of the corporation.

1. **DEPOSITORY. RESOLVED**, that First Horizon Bank ("Bank") is designated as a depository of this corporation, and that an account in the Bank in the name of, for and on behalf of this corporation, be revised or opened in the following:

Account Name: ASHEBORO CITY SCHOOLS North Asheboro Middle School	Account Number: 284289
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*For multiple account numbers attach Supplemental List of Accounts. Instead of entering an Account number above type "Attached" to indicate multiple account numbers.

2. **AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to the Bank of funds, checks, drafts or other property, with or without endorsement, and in whatever manner endorsed, shall authorize the Bank to place the same to the credit of the corporation, under terms set forth in the Bank's Depositor Agreement, and such credits may be withdrawn: (1) by debit card issued to the corporation as set forth in the Cardholder Agreement, or (2) by check, draft, or other order executed for the corporation by any of the following persons, even though the corporation might have an internal requirement requiring more than one signature.

Title	Typed Name	Signer's SSN	Signature
<u>Int. Dir. Sec.</u>	SANDRA A SPIVEY		
<u>Principal</u>	Robin Harris		
<u>Treasurer</u>	Kaitlyn Aguilar		

3. **AUTHORIZED FOR INFORMATION ONLY. RESOLVED**, that the Bank is authorized to release Account information to the following person(s) upon request or inquiry:

Title	Typed Name	Signer's SSN	Signature

4. **FACSIMILE SIGNATURES. RESOLVED**, that Bank is authorized to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means the facsimile signature may be affixed if such signature resembles the following facsimile specimen(s) hereby certified to the Bank:

Title	Typed Name	Facsimile Specimen

CERTIFIED RESOLUTIONS OF BOARD OF DIRECTORS (CORPORATION)



5. **LOANS. RESOLVED**, that the following persons,

Title	Typed Name	Signature

(is) (are jointly) authorized on its behalf, at any time and from time to time, until said authority is duly revoked by and written notice thereof received by the Bank: to effect for the company a loan or loans or other credit extensions from the Bank; to execute on behalf of the company any note or notes or other instruments evidencing obligations of the company, including application agreements and other related documentation pertaining to letters of credit and renewals, modifications, or extensions thereof, to pledge, mortgage, hypothecate, or in any other manner create a lien upon any assets of the corporation as collateral and security for any such loans or other obligations owed by the corporation to the Bank, and any extensions, renewals, or any such loans or other obligations owed by the corporation to the Bank, and any extensions, renewals, or modifications thereof; to rediscount with the Bank, bill receivable of the corporation; and to execute any mortgages, deeds of trust, security agreements, assignments, or other security instruments as the Bank may require in order to secure this corporation's indebtedness, liabilities, and obligations to the Bank, whether now existing or hereafter created or arising, due or to become due, absolute or contingent;

6. **APPLICATION OF FUNDS. RESOLVED**, that the Bank shall be under **NO** obligation to inquire as to the application of any funds withdrawn from the above referenced deposit account, even if the withdrawal order is payable to the agent of the corporation executing it or the funds are withdrawn for personal use or credit, not to inquire as to the application of loan proceeds received from the bank by an authorized officer.

7. **SERVICES AGREEMENTS. RESOLVED**, that the following individual(s) is/are authorized to execute agreements under which Bank provides certain services:

Title	Typed Name	Signature

IN WITNESS WHEREOF, I hereunto affix my signature on this _____ day of _____, 20____

Secretary Signature:

CONFIRMATION: If these resolutions authorized the secretary to withdraw or borrow funds, please confirm below with another corporate officer's signature.

Confirmation Signature:

Confirmation Title:

Need Board Approval

ASHEBORO CITY SCHOOLS

FIELD TRIP / TRANSPORTATION REQUEST

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Form 8
Procedure No. 3320.01
5/2017

Group Making Request: AHS Wrestling School: AHS
Destination: High School Nationals Wrestling Championships Date of Trip: 3/24 - 3/27
Number of Students Involved: 9 Percent of Total Group: _____

Reasons for Students Not Attending: Did not qualify

Transportation Method: ☐ Activity Bus ☐ Charter Bus ☒ Private Automobile ☐ Other: _____

Charter Bus Service, state name of vendor here: _____

If using Travel Company, state name of Vendor here: _____

**The Travel Company must use an approved ACS Charter Bus Company

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

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

Departure Time: 10am 3/24 Return Time: 4pm 3/27 Round Trip Miles (estimated) 554

Estimated Cost to the Student: \$60 meals

Purpose(s) of the Field Trip: High School National Wrestling Championships 3/24-3/27

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.

Wes Berrier / Jake Berrier

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

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

Wes Berrier - AHS Wrestling
Sponsor (Group Responsible for Paying for the Trip)

2-23-22
Date

Approved:

[Signature]
Principal

Date

Approved:

[Signature]
Superintendent or Designee

Date

Transportation

Scheduled:

Transportation Supervisor

Date

Special Comments/Response: _____

Need Board Approval

ASHEBORO CITY SCHOOLS

FIELD TRIP / TRANSPORTATION REQUEST

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Form 8
Procedure No. 3320.01
5/2017

Group Making Request: AHS DECA School: AHS
Destination: Atlanta, GA ICDC DECA Date of Trip: 4-23 to 4-27
Number of Students Involved: 7 Percent of Total Group: 20%

Reasons for Students Not Attending: Did not qualify

Transportation Method: ☐ Activity Bus ☐ Charter Bus ☐ Private Automobile ☒ Other: Flying

Charter Bus Service, state name of vendor here: —

If using Travel Company, state name of Vendor here: —

****The Travel Company must use an approved ACS Charter Bus Company**

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

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

Departure Time: 8:00 am 4/23 Return Time: 5:00 pm 4/27 Round Trip Miles (estimated) 646

Estimated Cost to the Student: Money needed for food \$150 estimated

Purpose(s) of the Field Trip: AHS DECA Students competing & attending 2022 ICDC.

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.

Wes Berrier & Kim Hoffman

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

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

Wes Berrier
Sponsor (Group Responsible for Paying for the Trip)

2-28-22

Date

Approved:

Ray
Principal

2-28-22

Date

Approved:

Don M. Uy
Superintendent or Designee

2/28/22

Date

Transportation

Scheduled:

Transportation Supervisor

Date

Special Comments/Response: —

BULLYING AND HARASSING BEHAVIOR PROHIBITED*Policy Code:* **4329/7311**

The board is committed to providing a safe, inviting, and civil educational environment for all students, employees, and other members of the school community. The board expects all students, employees, volunteers, and visitors to behave in a manner consistent with that goal. The board recognizes that bullying and harassing behavior creates an atmosphere of intimidation and fear, detracts from the safe environment necessary for student learning, and may lead to more serious misconduct or to violence. Accordingly, the board prohibits all forms of bullying and harassing behavior, including encouragement of such behavior, by students, employees, volunteers, and visitors. "Visitors" includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

This policy prohibits bullying and harassing behavior, or the encouragement of bullying or harassing behavior, that takes place (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the student, employee, or other person is subject to the authority of school personnel; or (6) at any time or place when the bullying has a direct and immediate effect on maintaining order and discipline in the schools.

This policy is not intended to prohibit expression of religious, philosophical, social, or political views, provided that the expression does not substantially disrupt the educational environment.

A. RELATIONSHIP TO OTHER POLICIES

This policy applies to bullying and harassing behavior that is not otherwise prohibited by the following board policies that address discriminatory harassment in violation of federal law:

- Discrimination and Harassment Prohibited by Federal Law, policy 1710/4020/7230 (prohibiting harassment based on race, color, national origin, disability, or religion)
- Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, policy 1725/4035/7236 (prohibiting sexual harassment)
- Discrimination and Harassment in the Workplace, policy 7232 (prohibiting harassment of employees and applicants based on race, color, national origin, sex, age, disability, military affiliation, or genetic information)

Individuals who wish to report bullying or harassing behavior that is based on sex, race, color, national origin, disability, religion, or other personal characteristic addressed by the

policies above should refer to and follow the reporting processes provided in those policies.

Conduct that may constitute discriminatory harassment under federal law must be addressed first in accordance with the requirements of the applicable policy(ies) listed above. If subsequently, the conduct is determined not to rise to the level of discriminatory harassment prohibited by those policies, the conduct may be addressed under this policy. Conduct that does not rise to the level of bullying or harassing behavior as defined and prohibited in this policy may nevertheless violate other board policies or school rules.

B. CONDUCT THAT IS CONSIDERED BULLYING OR HARASSING BEHAVIOR

1. Bullying is deliberate conduct intended to harm another person or group of persons. It is characterized by repeated unwanted aggressive behavior that typically involves a real or perceived imbalance of power, such as a difference in physical size, strength, social standing, intellectual ability, or authority. It may consist of either physical, verbal, or nonverbal behavior. Cyberbullying is a form of bullying that is carried out using electronic communication media, such as words, action, or conduct conveyed through email, instant messages, text messages, tweets, blogs, photo or video sharing, chat rooms, or websites, and may exist in the absence of a power imbalance typical of other forms of bullying.
2. Harassing behavior is conduct that is intimidating, hostile, or abusive, or is unwelcome conduct of a sexual nature. Harassing behavior may violate this policy even if no harm is intended to the target and no power imbalance is evident.
3. Bullying or harassing behavior includes conduct that is, or reasonably appears to be, motivated by actual or perceived differentiating personal characteristics, or by a person's association with someone who has or is perceived to have a differentiating personal characteristic. Differentiating personal characteristics include, but are not limited to race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Bullying and harassing behavior can violate this policy regardless of a student's motivation.
4. Examples of behavior that may constitute bullying or harassing behavior are repeated acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory or lewd comments, spreading rumors, extortion of money or possessions, implied or stated threats, assault, offensive touching, physical interference with normal work or movement, visual insults, such as derogatory posters or cartoons, and sharing intimate photos or video of a person or sharing photos or videos that may subject a person to ridicule or insult.

5. Other behaviors that may constitute bullying or harassing behavior under this policy are deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, pressure for sexual activity, offensive sexual flirtations, advances or propositions, verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures, or written materials.
6. These examples are not exhaustive but are intended to illustrate the wide range of behavior that may constitute bullying and harassing behavior.
7. Conduct such as the following is not considered bullying or harassing behavior: legitimate pedagogical techniques, the exercise of legitimate authority, and academic or work performance monitoring and evaluation.

C. WHEN BULLYING OR HARASSING BEHAVIOR VIOLATES THIS POLICY

Not all conduct that may be described as bullying or harassing behavior violates this policy. Bullying or harassing behavior violates this policy when any pattern of repeated gestures or written, electronic, or verbal communications, or any physical act or threatening communication:

1. places a student, an employee, or other person in actual and reasonable fear of harm to their person or property; or
2. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

"Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The definition of bullying and harassing behavior in this section is intended to be no less inclusive than the definition of bullying and harassing behavior in G.S. 115C-407.15.

Bullying or harassing behavior based on **sex**, race, color, national origin, disability, or religion may also constitute discriminatory harassment in violation of federal law and other board policies as described in Section A, above.

D. REPORTING BULLYING AND HARASSING BEHAVIOR

1. Reports by Students and/or Parents and Guardians
 - a. The board encourages students or parents/guardians of students who

have been the victim of or who have witnessed bullying or harassing behavior in violation of this policy to immediately report such incidents to a teacher, counselor, coach, assistant principal, or the principal.

- b. Reports may be made orally or in writing and may be made anonymously.
- c. All reports of serious violations and complaints made under this policy will be investigated expeditiously. Anonymous reports will be investigated to the extent reasonably possible under the circumstances.
- d. If, at any time, school officials determine that the alleged bullying or harassing behavior appears to be based on sex, race, color, national origin, disability, or religion, the matter will be investigated in accordance with the applicable policy listed in Section A above.

2. **Mandatory Reporting by School Employees**

An employee who witnesses or who has reliable information that a student or other individual has been bullied or harassed in violation of this policy must report the incident to his or her supervisor or to the building principal immediately. If sexual harassment is suspected, the employee also must report the incident to the Title IX coordinator. An employee who does not promptly report possible bullying or harassing behavior will be subject to disciplinary action.

3. **Reporting by Other Third Parties**

Other members of the school community may report incidents of bullying or harassment to the school principal or the superintendent or designee.

4. **Reporting False Allegations**

It is a violation of board policy to knowingly report false allegations of bullying or harassing behavior. A student or employee found to knowingly report or corroborate false allegations will be subject to disciplinary action.

E. REPORTS OF BULLYING OR HARASSING BEHAVIOR BASED ON SEX, RACE, COLOR, NATIONAL ORIGIN, DISABILITY, OR RELIGION

Bullying or harassing behavior that is based on sex, race, color, national origin, disability, or religion may constitute discriminatory harassment that is a violation of the individual's civil rights. A school employee who receives a report of bullying or harassing behavior that may constitute sexual harassment must immediately contact the Title IX coordinator. If the reported behavior appears to be based on any other such personal characteristic, the employee must immediately notify the appropriate civil rights coordinator designated

in policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law. Uncertainty as to whether alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion should be resolved by notifying the Title IX Coordinator.

F. RESPONSE TO REPORTS OF BULLYING OR HARASSING BEHAVIOR

1. Reports of bullying and harassing behavior or the encouragement of such behavior under this policy will be investigated promptly by the principal or the principal's designee and addressed in accordance with this policy and policy 4340, School-Level Investigations. If the principal is the alleged perpetrator, the superintendent will designate an appropriate investigator.
2. If at any time before, during, or after the investigation under this policy, the principal or designee determines or suspects that the alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion, the principal or designee shall notify the appropriate civil rights coordinator and proceed in accordance with the applicable board policy as described in Section A, above. However, referral to the civil rights coordinator will not preclude appropriate disciplinary consequences for a violation of this policy if, following the designated investigation and resolution process under the appropriate board policy, the behavior is determined not to constitute discriminatory harassment in violation of federal law.
3. No reprisals or retaliation of any kind are permitted as a result of good faith reports of bullying or harassing behavior. An employee who engages in reprisal or retaliation will be subject to disciplinary action, up to and including dismissal. A student who does so is subject to disciplinary consequences as provided in Section G, below.

G. CONSEQUENCES

1. Students

The disciplinary consequences for violations of this policy should take into consideration the frequency of incidents, the developmental age of the student involved, and the severity of the conduct and must be consistent with the Code of Student Conduct. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class

or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

2. Employees

Employees who violate this policy will be subject to disciplinary action, up to and including dismissal.

3. Others

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

H. OTHER INTERVENTIONS

Interventions designed to remediate the impact of a violation of this policy and to restore a positive school climate will be provided as determined necessary by school officials.

I. NOTICE

This policy must be provided to employees, students, and parents, guardians, and caregivers at the beginning of each school year. Notice of this policy must be included in the Code of Student Conduct and in all student and employee handbooks. Principals are encouraged to post a copy or summary of this policy in each classroom and in a prominent location within the school building and to make an age-appropriate summary of the policy available to elementary students. Information about this policy must also be incorporated into employee training programs.

J. RECORDS

The superintendent or designee shall maintain confidential records of complaints or reports of bullying or harassing behavior under this policy. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of any remedial interventions or other steps taken by the school system to provide an environment free of bullying.

Legal References: G.S. 14-458.2; 115C-105.51, -366.4, -407.15 through -407.18

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), School-Level Investigations (policy 4340), Visitors to the Schools (policy 5020), Discrimination and Harassment in the Workplace (policy 7232)

Adopted: October 14, 2021

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must **be (1) be** reviewed by the board attorney, (2) be approved by the board, unless the board delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet the requirements of any applicable board policies. (See policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies SCFC-005, *North Carolina Public School Facilities Guidelines*, available at <https://www.dpi.nc.gov/districts-schools/districtoperations/school-planning/project-planning#building-design>; State Board of Education Policy SCFC-006, *Procedures Manual: Public School Building Capital Fund*, available at <https://www.dpi.nc.gov/districts-schools/district-operations/school-planning/capitalfunding>

Cross Reference: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Other Resources: North Carolina Department of Public Instruction School Planning Publications, available at <http://www.schoolclearinghouse.org/>

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

Revised: July 10, 2014, August 13, 2015, August 11, 2016, October 5, 2017, September 12, 2021

VISITORS TO THE SCHOOLS

Policy Code:

5020

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

~~Temporary Restrictions on Nonessential Visitors to School Facilities~~

~~In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS),² nonessential visitors will not be allowed access to school buildings before, during, or after the school day when school is in session.~~

~~This restriction will not apply to visitors or employees who need to access the school system central office in order to process paperwork, to attend meetings with school officials, or who want to attend a meeting of the board of education or other public meetings being held at the central office.~~

~~Parents and guardians will be allowed to enter the main entrance of a school facility and access the lobby and/or front office in order to sign a student in or out or to drop off items such as lunches, medication, or items that will be needed during the school day. To the greatest extent possible, parents and school employees are encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. However, parents may have access to other locations within a school facility, as needed, to attend scheduled conferences and meetings related to their child's educational needs.~~

~~School employees will conduct symptom screening of any person entering a school building, as required by DHHS, including parents, students, and all other visitors.³~~

~~These temporary restrictions shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.~~

A. OPPORTUNITIES TO VISIT THE SCHOOLS

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

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

3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

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

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

C. ADDITIONAL REQUIREMENTS OF PROBATION OFFICERS

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

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

4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.
5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. UNAUTHORIZED, DISRUPTIVE, OR DANGEROUS VISITORS

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

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

Students will be instructed to notify school employees of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

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

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

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

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

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

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

Adopted: April 11, 2013

Revised: January 10, 2019, October 14, 2021

Safety is of paramount concern in providing student transportation services. The board recognizes that providing safe transportation requires the cooperation of students, parents, volunteers, personnel and other governmental agencies. The superintendent or designee and all principals shall make reasonable efforts to inform affected individuals or entities about safety issues and monitor compliance with legal requirements and this policy.

~~Temporary Requirements for Student Transportation Services~~

~~In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, school officials will enforce the restrictions put in place by the North Carolina Department of Health and Human Services (DHHS) on entering school transportation vehicles and will adhere to any requirements placed on the school system by DHHS related to student transportation services. The superintendent or designee, in conjunction with appropriate health officials, shall develop protocols where necessary to implement strategies DHHS requirements. These temporary requirements shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.~~

A. STUDENT BEHAVIOR

A safe and orderly environment is critical whenever transporting students. The Code of Student Conduct and board policies on student behavior apply as provided in board policy 4300, Student Behavior Policies. All students will receive training on school bus safety as required by law regardless of whether they regularly ride a school bus to and from school.

B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS

Upon recommendation of a building principal and the superintendent, the board may employ transportation safety assistants to assist bus drivers with the safety, movement, management and care of students. In addition, the superintendent or designee may appoint a volunteer monitor to assist a bus driver with maintaining order and student safety for any bus assigned to a school. As necessary, the superintendent or designee shall designate in administrative guidelines the responsibilities of school bus transportation safety assistants and bus monitors in accordance with state law.

C. MAINTENANCE

The superintendent or designee and principals will fulfill all duties prescribed by state law and regulations for maintaining, inspecting and repairing school buses and other vehicles used to transport students.

D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES

In addition to any rules established by the superintendent or designee for the safe operation of the student transportation services, the board expects school employees to observe the following practices.

1. All school bus drivers must utilize the North Carolina crossing signal to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus.
2. The number of students transported on any school bus, activity bus, commercial bus or contracted vehicle will not exceed the official rated capacity for the specific vehicle being used.
3. All riders must be seated while the vehicle is in motion.
4. No person will be permitted to stand or sit in the aisle or stepwell when the vehicle is in motion.
5. All school bus drivers are expected to use good judgment in determining whether it is safe to operate a school vehicle, and to permit students to enter or leave the bus at particular locations.
6. Bus drivers must report immediately any suspected mechanical defects or other unsafe conditions, including road or traffic conditions which affect the safeness of the bus route or bus stops.

E. TRAINING

It is the responsibility of the superintendent or designee to see that:

1. students and bus drivers receive training as required by law, including training on the use of the North Carolina crossing signal;
2. students taking trips on activity buses or commercial buses receive safety instruction as needed, including, but not limited to, instruction on and

demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip; and

3. records of student training are made as required by the State Board of Education

F. ACCIDENT REPORTING

The driver of any school bus or other school vehicle must report immediately to the superintendent or designee any accident involving death, injury or property. Any driver involved in an accident involving injury or property damage must undergo immediate drug and alcohol testing at the agency designated by the Asheboro City Schools.

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; 16 N.C.A.C. 6B .0111 *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf; State Board of Education Policy TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

Cross References: Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), School Plan for Management of Student Behavior (policy 4302), Orderly Environment (policy 4315)

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

Revised: January 21, 2016 , September 14, 2017, February 14, 2019, February 13, 2020, October 14, 2021

The board of education believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>.

In addition to applicable laws and regulations, this board policy applies to leave requests. The information in this policy is intended to supplement, not replace, the requirements of law and the State Board of Education. In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its leave practices be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policy are made.

The superintendent shall develop any necessary administrative procedures and make them available to employees upon request.

Temporary Requirement Related to COVID-19

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, employees who test positive for COVID-19, have COVID-19 symptoms, or have a COVID-19 exposure, shall not return to work until they meet the criteria set forth in the most recent guidance from the North Carolina Department of Health and Human Services ~~and North Carolina Department of Public Instruction~~. This temporary requirement shall remain in effect for as long as the state guidance remains in effect.

A. MINIMUM LEAVE TIME

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS

An employee must comply with the notice and verification requirements provided in

policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

C. SICK LEAVE

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness or injury. Employees who anticipate using sick leave for more than a single day must inform their immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

D. PERSONAL LEAVE

Personal leave must be used in half or whole day units. Personal leave may be used only upon the authorization of the teacher's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

E. VACATION LEAVE

Vacation may be taken only upon the authorization of the employee's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees.

F. COMPENSATORY LEAVE

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) as described in policy 7500, Workday and Overtime. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible; however, the superintendent or designee may exempt certain employees or categories of employees from this requirement when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

G. LEAVE TO TEACH AT A CHARTER, REGIONAL, OR LAB SCHOOL

Leave of absence to teach for one year at a charter, regional, or lab school will be granted to a teacher upon timely written request to the board. The request must be provided at least 45 days before the teacher would otherwise have to report for duty if it is the initial year of the charter/regional/lab school's operation and at least 90 days if it is after the charter/regional/lab school's initial year of operation. The teacher may return to work in the school system in accordance with the provisions of applicable state law.

F. LEAVE OF ABSENCE WITHOUT PAY

An employee, who wishes to take leave that is not eligible for any other specific type of leave, may be granted a leave of absence without pay for a period of up to one calendar year at the discretion of the superintendent with approval from the board.

The employee is expected first to consult with his or her immediate supervisor and then to provide advance written notice (60 days if possible) stating the beginning and ending dates of the desired leave of absence. The superintendent may request documentation from the employee in support of his or her request. In determining the length of the leave of absence without pay that will be approved, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

I. OTHER LEAVE

Other types of leave, such as leave for observance of a bona fide religious holiday, professional leave, community responsibility leave, leave for jury duty or court attendance, elected officials leave, parental involvement in schools leave, parental leave without pay, and military leave (see policy 7530, Military Leave), will be granted in accordance with the requirements of law and State Board of Education policy.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military

Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015, February 8, 2018, September 10, 2020

FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to ProcurementWaiversTeam@dpi.nc.gov (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

LEA Name and Unit Number: Asheboro City Schools, 761

Name and Title of Individual Submitting Request:

Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction

Vendor Name:

Benchmark Advance

Federal Funding Source (including PRC):

ESSER II funds (PRC 171)

Scope of Work:

Aligned with Science of Reading research, Benchmark Advance (English) and Adelante (Spanish) are equitable and parallel core language arts programs. They are standards aligned, and informed by the latest research into the science of reading, providing a cohesive structure for the development of literacy skills and content knowledge. They feature vertically aligned units that empower students to engage deeply with a topic to build skills within and across grades. Topics are knowledge based, expanding both general and academic vocabulary in support of reading, writing, and constructive conversation. Spiraled mini-lessons integrate new and previously learned skills using topic-based unit texts and resources. Language foundations are reinforced through explicit phonics and word study instruction that is linked to authentic reading and writing practice, with reading and writing independence achieved through gradual release of responsibility from whole-group to small-group/independent time. These programs feature culturally responsive instruction and equitable resources, engendering a sense of community through reflective dialogue as they expand knowledge. Diverse authors and illustrators share authentic stories that reflect students' own experiences and broaden their perspectives. Accessibility tools, multimodal learning opportunities, embedded differentiation, and targeted intervention scaffold instruction. Biliteracy guides and instructional support ensure that students in our Dual Language program receive the same top notch instruction in Spanish as they do in English. Steps to Advance, a companion to Benchmark Advance, provides scaffolds for English Language Learners so they can access grade level materials with their peers.

Deliverables:

These resources provide our schools with:

- explicit and systematic lessons on key foundational literacy skills
- practice books for young readers to practice decoding and encoding
- decodable readers for Kindergarten and 1st grade
- trade books collection, big books, read alouds, and poetry collection for each teacher (as applicable to the grade)
- research based instructional strategies with careful scaffolding of the literacy content
- texts that build knowledge and vocabulary as students study the same ten unit topics during each grade
- classroom routines that promote engagement and deepen student understanding
- visual representations and corresponding manipulatives to engage students in multisensory learning of literacy concepts (physical and virtual materials)
- texts and student workbooks that promote close reading and engagement
- intervention materials tailored to the key literacy components of each grade
- customizable assessments (print and digital) that help teachers gather formative and summative data to drive instructional decisions

-reporting tools to help teachers and schools understand student progress
 -scaffolded companion texts and lessons that help students achieve grade level mastery

Cost:
 \$647,483.07

Noncompetitive Justification: Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

	Inadequate Competition: After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.
	Public Exigency: When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the “other” box below to provide a narrative to support the selection of this justification.
	Highly Specialized Professional Services: The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can’t be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	Highly Specialized Technical Services: Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	Proprietary Software / Hardware: The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.
	Equipment Continuity: The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the “other” box below to provide a narrative to support the selection of this justification.
X	Curriculum Continuity: The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.
	Amendment/Change Order: Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract.

	<p>Other (Please Explain in Detail):</p> <p>Our district is making a great effort to ensure our students have core and intervention materials aligned to the science of reading and research based best literacy practices. We know these types of materials will make the biggest impact as we address unfinished learning. Benchmark Advance and Adelante, combined with Steps to Advance, will help us to provide a systematic and continuous literacy program for all students. It both addresses gaps we have seen in our curriculum, while aligning to the science of reading. The core and intervention materials align to one another, and to the materials meant to scaffold for EL students or students who are not yet ready to access grade level materials. The Spanish and English materials are also aligned to one another, providing students in our Dual Language program a chance to learn the same content in both the English and Spanish ‘worlds’.</p> <p>Attached: Sole Source Letter</p>
--	---

January 1, 2022

To Whom It May Concern:

This letter is to confirm that Benchmark Education Company is the sole source of all of the products and programs, excluding trade books and PD Essentials, offered in Benchmark Education sales literature and 2022 catalog. Benchmark Education Company is also the original creator of all materials and holds all copyrights, other than the fiction titles offered in the Reading Explorers programs and the Classroom Connections Skill Bags.

Benchmark Education Company is also the sole source provider of BEC Professional Development services, as described in the sales literature.

Benchmark Education and its sales representatives are the exclusive source for all Products listed on the quote attached.

Sincerely,



Tom Reycraft
President

TR:dt



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Eric C. Davis, Chairman

DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction

WWW.DPI.NC.GOV

TO Mackenzie Palmer, Senior Accountant
Asheboro City Schools-761

FROM Krystie Terry, Procurement Specialist
NC Department of Public Instruction

DATE March 7, 2022

APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – Benchmark Advance

As the pass-through entity for programs authorized under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), the North Carolina Department of Public Instruction (DPI) may waive competitive procurement requirements for funding from authorized grant programs in accordance with Uniform Guidance §200.320 (2 CFR §200.320(f)(3)).

Based on information provided by Asheboro City Schools, the Federal Program Monitoring and Support (FPMS) Division and the Monitoring and Compliance section approves the request for authorization of the noncompetitive proposal for the vendor **Benchmark Advance** for the period of availability of grant funds used to obtain this procurement. This was approved for Asheboro City Schools for curriculum continuity. The expected cost of this contract is \$ 647,483.07 and is related to ESSER II PRC (171).

Note that all procurements, including sole source procurements, must comply with the general procurement standards identified in Uniform Guidance §200.318 (2 CFR §200.318) and be adequately documented for potential review by auditors and/or monitors.

If you need additional information, please contact me (Krystie.Terry@dpi.nc.gov) or your Federal Program Administrator.

c: Tina Letchworth, Assistant Director, Federal Programs Monitoring and Support

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
MONITORING AND COMPLIANCE SECTION**

6301 Mail Service Center, Raleigh, North Carolina 27699-6301

An Equal Opportunity/Affirmative Action Employer



BENCHMARK
EDUCATION
COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

Contact representative
NC Literacy Resources
Email: rebecca@ncliteracy.com
Office Phone: (866) 346-5002
Phone: (914) 637-7215

QUOTE: 30762

Customer:

ASHEBORO CITY SCHOOL DISTRICT
PO BOX 1103
ASHEBORO NC 27204
United States

Ship To:

Administration Office/Deanna Wiles
Asheboro City Schools
1126 S Park St
Asheboro NC 27204

Product Code	Title	Price Level	Unit Price	Qty	Total Price
BEC_TO COME	NC ASHEBORO CSD Benchmark Advance 2 Gr. K Classroom 25-Copy Package	Current	\$4,081.19	18	\$73,461.42
BEC_TO COME	NC ASHEBORO CSD Benchmark Advance 2 Gr. 1 Classroom 25-Copy Package Print and Digital	Current	\$4,081.19	20	\$81,623.80
BEC_TO COME	NC ASHEBORO CSD Benchmark Advance 2 Gr. 2 Classroom 25-Copy Package Print and Digital	Current	\$4,858.56	20	\$97,171.20
BEC_TO COME	NC ASHEBORO CSD Benchmark Advance 2 Gr. 3 Classroom 25-Copy Package Print and Digital	Current	\$4,858.56	19	\$92,312.64
BEC_TO COME	NC ASHEBORO CSD Benchmark Advance 2 Gr. 4 Classroom 25-Copy Package Print and Digital	Current	\$4,858.56	18	\$87,454.08
BEC_TO COME	NC ASHEBORO CSD Benchmark Advance 2 Gr. 5 Classroom 25-Copy Package Print and Digital 1-Year	Current	\$4,858.56	17	\$82,595.52
Y45810	Benchmark Advance 2 Gr. K Teacher Resources System	NC Pricing	\$422.25	5	\$2,111.25
Y45811	Benchmark Advance 2 Gr. 1 Teacher Resources System	NC Pricing	\$422.25	5	\$2,111.25
Y45812	Benchmark Advance 2 Gr. 2 Teacher Resources System	NC Pricing	\$422.25	5	\$2,111.25
Y45813	Benchmark Advance 2 Gr. 3 Teacher Resources System	NC Pricing	\$422.25	5	\$2,111.25
Y45814	Benchmark Advance 2 Gr. 4 Teacher Resources System	NC Pricing	\$422.25	5	\$2,111.25
Y45815	Benchmark Advance 2 Gr. 5 Teacher Resources System	NC Pricing	\$422.25	5	\$2,111.25
TR47	Gr. K Read Aloud Trade Books Collection	NC Pricing	\$98.70	18	\$1,776.60
TR48	Gr. 1 Read Aloud Trade Books Collection	NC Pricing	\$88.52	20	\$1,770.40
TR49	Gr. 2 Read Aloud Trade Books Collection	NC Pricing	\$79.37	20	\$1,587.40



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Phone: (914) 637-7215

QUOTE: 30762

Product Code	Title	Price Level	Unit Price	Qty	Total Price
TR50	Gr. 3 Read Aloud Trade Books Collection	NC Pricing	\$79.37	19	\$1,508.03
TR51	Gr. 4 Read Aloud Trade Books Collection	NC Pricing	\$126.17	18	\$2,271.06
TR52	Gr. 5 Read Aloud Trade Books Collection	NC Pricing	\$93.61	17	\$1,591.37
XY6172	Benchmark Adelante 2 Gr. K Classroom 25-Copy Package Print and Digital	Current	\$4,795.00	3	\$14,385.00
XY6173	Benchmark Adelante 2 Gr. 1 Classroom 25-Copy Package Print and Digital	Current	\$4,795.00	2	\$9,590.00
XY6230	Benchmark Adelante 2 Gr. 2 Classroom 30-Copy Package Print and Digital	Current	\$5,710.00	2	\$11,420.00
XY6231	Benchmark Adelante 2 Gr. 3 Classroom 30-Copy Package Print and Digital	Current	\$5,710.00	2	\$11,420.00
XY6232	Benchmark Adelante 2 Gr. 4 Classroom 30-Copy Package Print and Digital	Current	\$5,710.00	2	\$11,420.00
XY6233	Benchmark Adelante 2 Gr. 5 Classroom 30-Copy Package Print and Digital	Current	\$5,710.00	2	\$11,420.00
TR135	Spanish Gr. K Read Aloud Trade Books Collection	Current	\$135.00	3	\$405.00
TR136	Spanish Gr. 1 Read Aloud Trade Books Collection	Current	\$150.00	2	\$300.00
TR137	Spanish Gr. 2 Read Aloud Trade Books Collection	Current	\$135.00	2	\$270.00
TR138	Spanish Gr. 3 Read Aloud Trade Books Collection	Current	\$140.00	2	\$280.00
TR139	Spanish Gr. 4 Read Aloud Trade Books Collection	Current	\$140.00	2	\$280.00
TR140	Spanish Gr. 5 Read Aloud Trade Books Collection	Current	\$155.00	2	\$310.00
PR991	PD-Free Implementation (Gratis)	On-Site	\$0.00	9	\$0.00

Subtotal	Sales Tax	Shipping Cost	Total
\$609,291.02	\$0.00	\$30,464.55	\$639,755.57 USD

Memo

* 4 Years of Gratis Annual Digital Renewals and Consumable Replenishments are included with the above Core Classroom pricing. All quoted Core packages will expire in 2027. ** 5% shipping applied.



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Phone: (914) 637-7215

QUOTE: 30762

- * The above pricing cannot be combined with any other offers.
- * Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
- * All digital subscriptions will end on July 31st the last year of the term purchased.
- * Trainings must be cancelled before scheduled training date (at least five (5) business days prior for on-site and at least 72 hours prior for virtual trainings). If you cancel trainings after these periods, you will be charged the full amount of the training session(s) cancelled.



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Phone: (914) 637-7215

QUOTE: 30762

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS

• Name of School(s) That Will Use the Subscription(s)
Attach separate document if necessary

• Onboarding Tech Contact Name

• Onboarding Tech Contact E-Mail

• REQUIRED

SEND ORDER TO: Benchmark Education Company
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160
Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

Terms of Service

* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (see below). Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products.

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

☒ **Overnight Trip**

Group Making Request: High Tech Student Advisory Council School: AHS

Destination: Wilmington, NC Date of Trip: 4/6/2022-4/8/2022

Number of Students Involved: 2 Percent of Total Group: 100

Reasons for Students Not Attending: N/A

Transportation Method: ☐ Activity Bus ☐ Charter Bus ☒ Private Automobile ☒ Other: District Vehicle

Charter Bus Service, state name of vendor here: _____

If using Travel Company, state name of Vendor here: _____

****The Travel Company must use an approved ACS Charter Bus Company**

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: 4:00 Return Time: 4:00 Round Trip Miles (estimated) 400

Estimated Cost to the Student: 0

Purpose(s) of the Field Trip: Student Advisory Convening for the TIP High Tech Learning Accelerator program.

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.

Anthony Woodyard*, Chandra Manning*

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 The Innovation Project / High Tech Learning Accelerator Innovation Lead

3/9/2022

Sponsor (Group Responsible for Paying for the Trip)

Date

Approved:

Principal

Date

Approved:

Superintendent or Designee

Date

Transportation

Scheduled:

Transportation Supervisor

Date

students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

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

Special Comments/Response: _____

RECOMMENDED Asheboro City Schools Calendar 2023-2024 RECOMMENDED

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July	
4	Holiday
August	
17-24	Required Teacher Workdays
25	Optional Teacher Workday
28	First Day for Students
September	
4	Holiday
13	Early Release Day
October	
11	Early Release Day
27	End of First Quarter
30	Required Teacher Workday
November	
10	Holiday
22	Optional Teacher Workday
23-24	Holiday
December	
20	Early Release Day
21	Annual Leave
22-26	Holiday
27-29	Annual Leave
January	
1	Holiday
2	Annual Leave
15	Holiday
19	End of Second Quarter
22-23	Required Teacher Workdays
February	
19	Required Teacher Workday
March	
6	Early Release Day
27	End of Third Quarter
28	Required Teacher Workday
29	Holiday
April	
1-5	Annual Leave
May	
1	Early Release Day
27	Holiday
June	
7	Last Day of School
10-11	Required Teacher Workdays
12	Optional Teacher Workday
Holidays	
	Optional Teacher Workdays
	Required Teacher Workdays
	Vacation/Annual Leave
	Required Prof. Development Workday
	Early Release
	Prof. Development Early Release

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

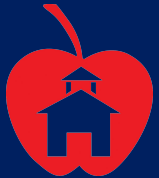
June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



Career & Technical Education Updates

Sarah Beth Robbins

March 10, 2022



February was CTE Month!

Celebrate



CELEBRATE TODAY,
OWN TOMORROW!



Ms. Lori Hurley

Family & Consumer Sciences

Apparel & Textile Production 1 & 2
Interior Design Fundamentals
Interior Design Studio

As a high school student, Ms. Hurley hoped to be a fashion designer; all of her doodles were clothing ideas! After earning her Bachelor's degree from UNCG, she worked for VF Corporation, an apparel company responsible for brands such as Vans and The North Face. After 12 years, she brought her education and experience to the CTE classroom where she has taught for the last 11 years. Her favorite thing about teaching CTE is getting to do hands-on projects and teaching students things they can use in their everyday life. Her advice to them is "have a good work ethic... if you do, the sky is the limit for you." In her free time, Ms. Hurley enjoys reading and spending time with her family.

Celebrate



CELEBRATE TODAY,
OWN TOMORROW!



Ms. Kelly Thompson

Health Science

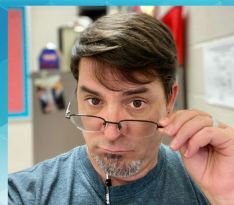
Medical Terms & Body Systems in:
Diagnostic Service Careers
Therapeutic Services Careers
Biotechnology Careers

Ms. Thompson is a Certified Pharmacy Technician who worked for Randolph Health for four years before beginning her teaching career six years ago. One of her favorite things about teaching CTE is that students are interested in what she teaches and look forward to her class (most of the time!) She also loves being able to teach students skills she knows they'll need in college or the workforce. She encourages all of her students to "take advantage of EVERY opportunity that you can to better yourself through education!" When she's not inspiring students in the classroom, Ms. Thompson likes to spend time with family and friends, make clay jewelry, and eat good food.

Celebrate



CELEBRATE TODAY,
OWN TOMORROW!



Mr. Ryan Gibbs

*Trade, Technology, Engineering &
Industrial Education*

Exploring Technology
Exploring Engineering & Design
Exploring Technological Systems

When Mr. Gibbs began his teaching career 16 years ago, he brought with him experience from furniture manufacturing, culinary arts, business management, and the US Army. This year he has had the opportunity to bring all of that experience into the CTE classroom. He enjoys that teaching CTE gives him the opportunity to teach students about possible careers and opportunities outside of the 4-year university track. The words of wisdom he offers students is a quote by businessman Farrah Gray: "Build your own dreams, or someone else will hire you to build theirs." When he's not in the classroom, Mr. Gibbs can be found spending time with his family.



CTE Faculty Statistics

203 Combined Years of Industry Experience

257 Combined Years in Education

7 Associates Degrees

20 Bachelors Degrees

7 Masters Degrees

Credentials and Licenses held:

(aside from those required for their current teaching role)

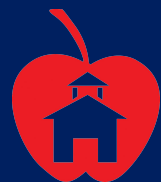
4 - National Board Certified Teachers

1 - School Administrator

2- RN's, **1** - LPN, **3** - Certified Pharmacy Technicians, **3** - BLS CPR Instructors

2 Coaching Foundation Instructional Coaches

Google Analytics, PC Pro, IT Internet Marketing/Social Media



AHS Student Ambassadors

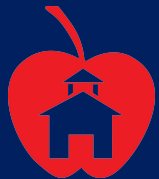
Representatives from Apprenticeship Randolph, DECA, FFA and Health Science Academy will share updates on their programs.

Apprenticeship Randolph: Ayden Burgess

DECA: Luke Hurley and Luis Martinez Aguirre

FFA: Emma Brady and Fatima Galvan-Ruiz

Health Science Academy: Michelle Bautista Canuto and Isaac Martinez Aguirre



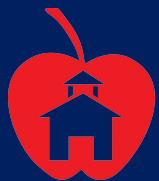
CTE Connected To Everything

ASHEBORO CITY
SCHOOLS

CAREER & TECHNICAL
EDUCATION



Our signal is strong.



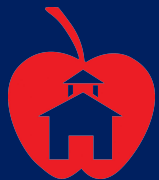
Connected to Careers: Apprenticeship Randolph

Statistics

- **53 Advanced Manufacturing, IT and Automotive Apprentices**
- **8 Graduates**
- **9 AHS Apprentices**

Experience

- **Current Apprentice with Oliver Rubber Company**



Connected to Curriculum : DECA

District Level - December 2021

- 45 Members Competed
- 1 First Place Role Play Medal Winner
- 4 Total Role Play Medal Winners



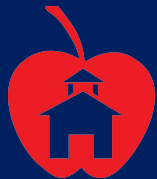
State Level - February 2022

- 29 Members Competed
- 96% Proficiency Rating
 - (Test and Role Play scores combined)
- 4 Role Play Medal Winners
- 3 Top Five Trophy Winners
- 7 Total Top Ten Finalists

International Level

April 23-26, 2022 in Atlanta, GA

- 7 Members Qualified



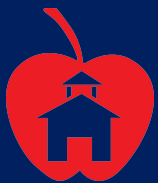
Connected to Community: FFA

Examples of Monthly Activities:

- Trail Extension - Purgatory Mountain
- Letters to Nursing Homes
- Veterans Day Parade
- Fun Fridays

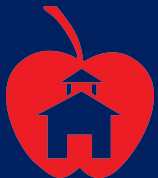
In the Works:

- Middle School Leadership Conference
- Miracle League Service Project
- State Level Leadership Workshops



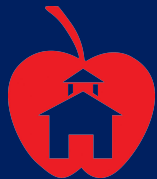
Connected to Credentials: Health Science Academy

- Blood Pressure Lab
- Hands Only CPR Lab
- Hike to Purgatory Mountain
- Aided in prep for Salvation Army Angel Tree
- Two days Volunteering at CUOC - sorting clothing items
- Penpals with Clapps Nursing Home



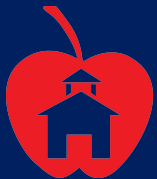
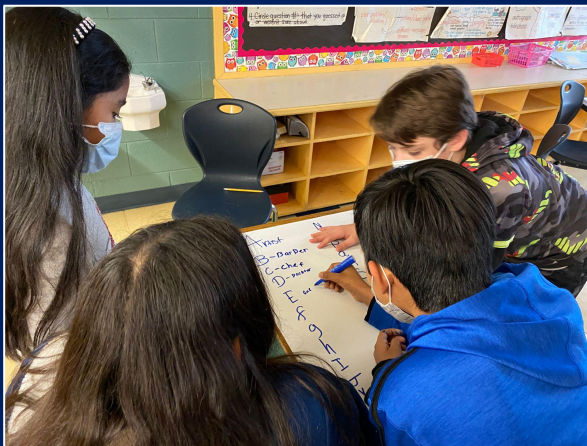
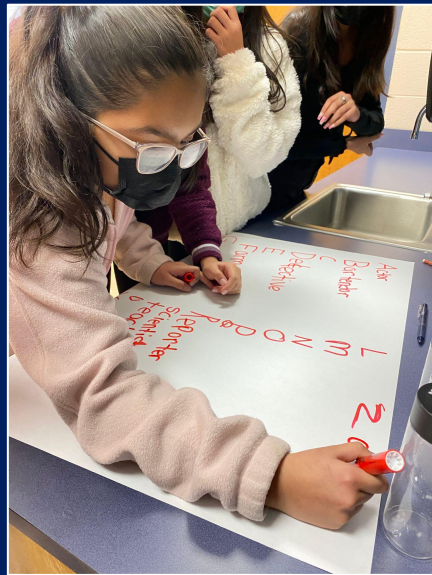
Career Development Plans

Ms. Elizabeth Pack will share an update on Career Development Plans along with two of our 8th grade students.



Fifth Grade Career Exploration

Ms. Elizabeth Pack will share about 5th grade Career Exploration activities along with one of our 5th grade students from Lindley Park.

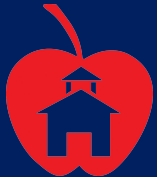


We are happy to answer any
questions at this time.





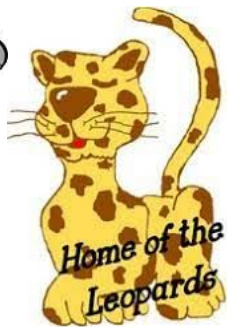
ACS Dual Language Program
Dr. Wendy Rich, Ms. Deanna Wiles
March 10, 2022



Schools



Balfour Elementary



Lindley Park Elementary



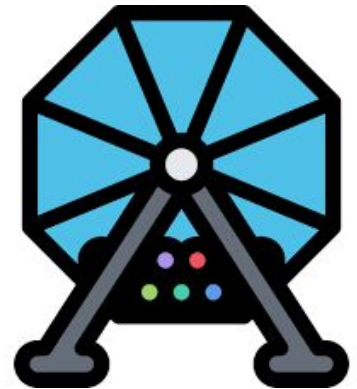
Guy B. Teachey Elementary



North Asheboro Middle

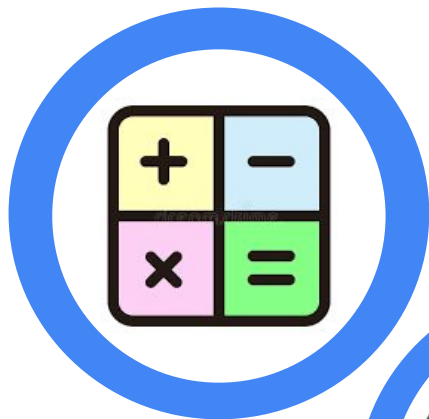
Kindergarten Lottery

- Open to all students in the ACS district
- Students given preference if an older sibling is part of the program
- Applications open in January and close February 15th
- Students in the program are automatically eligible to remain for consecutive years
- Older students may enter, based on availability and requirements



Elementary Curriculum

50% English and 50% Spanish



Middle School Curriculum

Content



AND

Electives

Middle School Dual Language Course Progression

Sixth Grade

Seventh Grade

Eighth Grade

Spanish
Heritage 1a

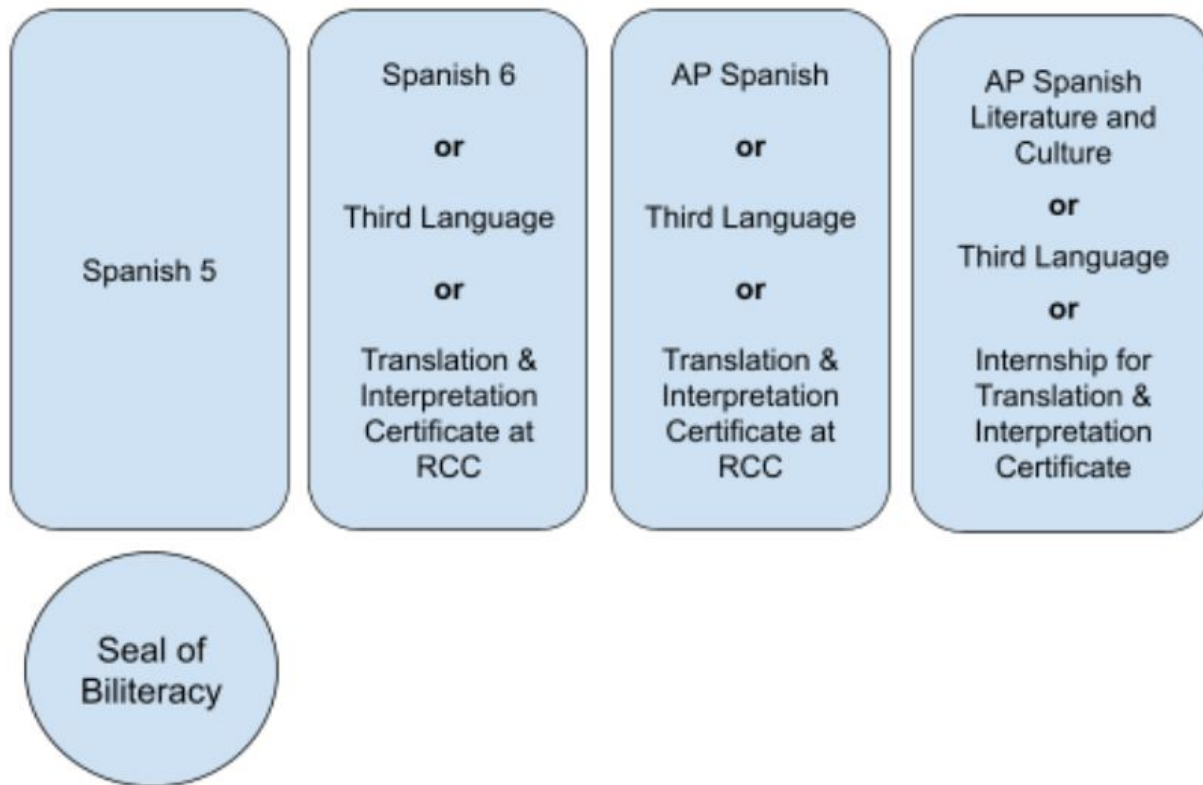
Spanish
Heritage 1b

Spanish
Heritage 2



High School Course Options

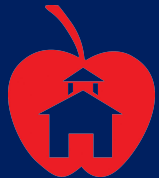
High School Dual Language Course Progression



Next Steps



Questions



Literacy Intervention Plan



Core Literacy Instruction

Core instruction is the instruction provided to all students. Core literacy instruction is evidence-based and aligned to the science of reading. Within core instruction, teachers differentiate to meet the needs of all students in the classroom. Core support is defined through environment, curriculum, and instruction:

Environment: Include daily instructional time, physical environment, group size, and classroom routines.

Curriculum: Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

Instruction: Instructional design, student engagement, methods for feedback, and opportunities for practice.

Environment	Curriculum	Instruction
<p>Every K-2 classroom has a 120 minute literacy block daily.</p> <ul style="list-style-type: none"> -30 minutes is reserved for Letterland for Phonics instruction (whole group) -10 minutes is reserved for Heggerty Phonological Awareness (whole group) -60 minutes is reserved for a whole group and small group work using Benchmark Advance (grouping varies) -20 minutes is reserved for writing and grammar using Benchmark Advance (grouping varies) <p>Every 3-5 classroom has a 120 minute literacy block daily.</p> <ul style="list-style-type: none"> -30 minutes is reserved for Letterland for Phonics instruction (3rd) or Morpheme Magic (4th-5th) -70 minutes is reserved for whole group and small group work using Benchmark Advance (grouping varies) -20 minutes is reserved for writing and grammar using Benchmark Advance (grouping varies) 	<p>K-5 classes use the Benchmark Advance core curriculum, which includes foundational skills (shared reading, phonics), a whole group lesson focused on building knowledge and vocabulary through NC literacy standards-based lessons, small group differentiated phonics instruction, a read aloud, writing and grammar instruction.</p> <p>We also use Letterland for phonics instruction and Morpheme Magic for Advanced Phonics in the upper grades, and Heggerty for our Phonemic Awareness instruction.</p> <p>There is a scope and sequence of instruction for each instructional component, based on research-based best practices.</p>	<p>Lessons follow a gradual release model. Concepts are explicitly modeled and taught using engaging, active instruction. Students have ample opportunities for successful practice and actionable feedback. Students are given opportunities to connect new learning to previous learning in meaningful ways.</p> <p><i>Classroom Routines</i> Students are explicitly how to talk to a partner about reading, how to annotate and use specific commonly used reading strategies, how to take care of classroom literacy supplies, how to work collaboratively on literacy activities, how to transition from one activity to the next, how to use common writing practices, how to use workstations, etc.</p> <p><i>Phonics and Phonological Awareness</i> All students receive grade level phonics and phonological awareness lessons through whole group instruction. Skills are explicitly taught, and</p>

<p>Classroom literacy routines are taught explicitly during the first three weeks of the school year, and used/reviewed as part of every literacy unit.</p> <p>All classrooms are equipped with the following resources, as appropriate to the grade and skills of the learners: whole group texts that build knowledge and vocabulary across grades; student practice materials; decodable readers; classroom texts on a variety of levels and topics; multisensory manipulatives for phonological awareness, phonics, and sight words; sound walls and/or morpheme walls; intervention materials linked to the key skills learned at that grade; assessment materials linked to the key standards and skills at that grade.</p>		<p>then students are given the opportunity to practice with specific feedback.</p> <p>Students meet in small groups at least 3-4 times per week, in groups formed based on data. Teachers scaffold based on student need in these groups.</p> <p><i>Fluency, Vocabulary, and Comprehension</i></p> <p>All students learn word learning strategies, morphological meanings, and word awareness so that students build word knowledge. Background knowledge on key topics is built across grade levels and across many high quality texts. Fluency is built through closely rereading these texts in meaningful ways in order to use their knowledge in conversation, as well as through morpheme instruction and grammar instruction.</p>
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Data and Evaluation System & Assessment Plan

Universal screening is the practice of screening all students at the beginning, middle, and end of year to determine the effectiveness of core instruction as well as to determine groups of students who may potentially experience reading difficulties. Universal screening measures should be efficient, valid, reliable, and demonstrate classification accuracy. Screening in early literacy should include measures that are able to determine a likely cause of reading difficulty aligned to the Simple View of Reading (i.e., decoding and/or language comprehension). Screening measures should be able to address the following data decision questions:

- How do we determine if our core instruction is effective for our population?
- How do we determine if students are at risk?
- How do we address risk: core, supplemental or intensive support?
- How do we determine if our interventions and intervention systems are effective?
- How do we determine if students receiving intervention are progressing?

Assessment	Data Analysis Plan	Data Decision Rules
<p>DIBELS 8 and iReady assessment measures are administered 3x a year to all K-3 students. In fourth and fifth grade, iReady assessment measures are administered 3x per year.</p>	<p>Each school has a MTSS Leadership Team. This team reviews overall school data, as well as data by grade, class, and subgroups after each assessment window using the district data analysis protocol. Based on the findings, these teams recommend adjustments to how the school handles core</p>	<p>The MTSS School Leadership Team meets to discuss school data after each benchmark window.</p> <p>If more than 20% of students in a grade level demonstrate need, the amount of literacy time in that grade level will be increased, focusing on</p>

	<p>instruction, such as time changes, curricular resource changes, and instructional strategy changes.</p> <p>Grade level teams, along with members of the school leadership, are responsible for implementing the core plan of the MTSS Leadership Team. These teams meet at least twice per month to examine various grade level and classroom level literacy data points. Since these teams implement the school MTSS team decisions, they decide based on their data what additional supports they need to add to their core instruction to meet the needs of their students.</p> <p>They also identify groups of students requiring intervention and the best setting for intervention (core and/or intervention block) and follow the ACS Tiered Intervention Matrices in those areas to implement the plans. Intervention does not replace core instruction. Team members bring the intervention data back to the team to monitor fidelity, and to discuss as another data point.</p> <p>If the team determines that a student is not progressing in the expected manner based on multiple data points, the team continues the problem solving process. The team may decide that the student needs intensive intervention. The school's MTSS Tier 3 team is consulted, and continues the problem solving process with those staff members who work most closely with the student. Interventions at Tier 3 are based on diagnostic data specific to the individual child, correspond to the most foundational of skills the student needs, and are intensified beyond what was provided at Tier 2.</p>	<p>phonics and decoding. Instruction will be integrated into the core instruction.</p> <p>If less than 20% of students demonstrate need, the team will determine whether intervention should occur during core, small groups, or during the intervention block.</p> <p>The team will use the ACS Tiered Intervention Matrices to determine additional data decision rules, such as additional assessments that should be given based on student data.</p>
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Literacy Intervention Plan

Literacy interventions are intentional strategies used to facilitate reading development and remediate emerging difficulty with reading development. Literacy interventions are defined at the supplemental level (sometimes called supplemental intervention or tier 2 intervention) and anticipate the need for intensification when necessary (sometimes called intensive intervention or tier 3 intervention) when necessary. Literacy interventions are defined through environment, curriculum, and instruction:

Environment: Includes instructor, group size, instructional time (length), duration, instructional time, physical environment, and classroom routines.

Curriculum: Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

Instruction: Instructional design (including [methods for systematic and explicit instruction](#)), methods for feedback, opportunities for practice, and methods to ensure student engagement.

Additionally, data and evaluation plans, including progress monitoring are a component of literacy interventions.

Kindergarten: Phonemic Awareness & Phonics

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>The instructor will be the person(s) at the school trained in PA and Phonics intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 3-4x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 6 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade K Intervention books for Phonics and Word Recognition</p> <p>Letterland Intervention Kit</p>	<p>Systematic- Instruction should follow the ACS Phonological Awareness and Phonics Intervention Matrices. The lessons in the prescribed curriculum build from isolated to contextual understanding of the concepts, and the concepts build over time, as well.</p> <p>Explicit- Lessons provided follow the same gradual release format each time, provide questions and prompts for the teacher to use, and give hand motions and models teachers can use to teach the concept.</p>	<p>Students are selected for intervention based on the data decision rules in the Asheboro City Schools Phonological Awareness and Phonics Intervention Matrices, using DIBELS results. Additional assessments to gather diagnostic information are recommended in the ACS Phonological Awareness and Phonics Intervention Matrices.</p> <p>Progress monitoring is based on DIBELS recommendations.</p> <p>Monitor every 2 weeks for supplemental and every 1-2 weeks for</p>	<p>Grade level CASA teams analyze data every two weeks to determine effectiveness of intervention (student growth, fidelity of implementation).</p> <p>If the group rate of growth is not on track, OR if an individual student is not making progress in relation to the group, the team problem solves to either change the intervention, or intensify it in one of the following ways:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group

			Practice and Feedback- Lessons provide for lots of student practice time and immediate corrective feedback from the teacher.	intensive, as recommended by DIBELS.	<ul style="list-style-type: none"> • increasing number of adults in a group • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback <p>Individual students not making progress may result in the team deciding to move to intensive intervention.</p>
Intensive	<p>The instructor will be the person at the school trained in PA and Phonics intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 5x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade K Intervention books for Phonics and Word Recognition</p> <p>Phonological Awareness Assessment Tools and Strategies</p> <p>Letterland Intervention kit (Phonics)</p>	Lessons include increased scaffolding, modeling, practice, and/or feedback.		<Supplemental Only>

First Grade: Phonemic Awareness & Phonics

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
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Supplemental	<p>The instructor will be the person(s) at the school trained in PA and Phonics intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 3-4x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 6 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade 1 Intervention books for Phonics and Word Recognition</p> <p>Letterland Intervention Kit</p>	<p>Systematic- Instruction should follow the Asheboro City Schools Phonological Awareness and Phonics Intervention Matrices. The lessons in the prescribed curriculum build from isolated to contextual understanding of the concepts, and the concepts build over time, as well.</p> <p>Explicit- Lessons provided follow the same gradual release format each time, provide questions and prompts for the teacher to use, and give hand motions and models teachers can use to teach the concept.</p> <p>Practice and Feedback- Lessons provide for lots of student practice time and immediate corrective feedback from the teacher.</p>	<p>Students are selected for intervention based on the data decision rules in the Asheboro City Schools Phonological Awareness and Phonics Intervention Matrix, using DIBELS results. Additional assessments to gather diagnostic information are recommended in the ACS Phonological Awareness and Phonics Intervention Matrices.</p> <p>Progress monitoring is based on DIBELS recommendations.</p> <p>Monitor every 2 weeks for supplemental and every 1-2 weeks for intensive, as recommended by DIBELS.</p>	<p>Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks. These groups should be based on diagnostic data.</p> <p>Intensifying interventions can either be conducted by:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group • increasing number of adults in a group • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback <p>Individual students not making progress may result in the team deciding to move to intensive intervention.</p>
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Intensive	<p>The instructor will be the person at the school trained in PA and Phonics intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 5x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Intervention Phonics and Word Recognition</p> <p>Phonological Awareness Assessment Tools and Strategies</p> <p>Letterland Intervention kit (Phonics)</p>	<p>Lessons include increased scaffolding, modeling, practice, and/or feedback.</p>		<Supplemental Only>
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Second Grade: Phonics, Spelling & Fluency					
	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>The instructor will be the person(s) at the school trained in Phonics, Spelling, and Fluency intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 3-4x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 6 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade Level Intervention Phonics and Word Recognition</p> <p>Letterland Intervention</p> <p>Words Their Way (Spelling)</p> <p>Heggerty Bridge the Gap</p>	<p>Systematic- Instruction should follow the ACS Phonics Intervention Matrices. The lessons in the prescribed curriculum build from isolated to contextual understanding of the concepts, and the concepts build over time, as well.</p> <p>Explicit- Lessons provided follow the same gradual release format each time, provide questions and prompts for teacher to use, and give hand</p>	<p>Students are selected for intervention based on the data decision rules in the Phonics Intervention Matrix and DIBELS results. Additional assessments to gather diagnostic information are recommended in the ACS Phonological Awareness and Phonics Intervention Matrices.</p> <p>Progress monitoring is based on DIBELS recommendations.</p>	<p>Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks. These groups should be based on diagnostic data.</p> <p>Intensifying interventions can either be conducted by:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency

			<p>motions and models teachers can use to teach the concept.</p> <p>Practice and Feedback-Lessons provide for lots of student practice time and immediate corrective feedback from the teacher.</p>	<p>Monitor every 2 weeks for supplemental and every 1-2 weeks for intensive, as recommended by DIBELS.</p>	<ul style="list-style-type: none"> • reducing number of students in a group • increasing number of adults in a group • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback <p>Individual students not making progress may result in the team deciding to move to intensive intervention.</p>
Intensive	<p>The instructor will be the person at the school trained in Phonics, Spelling, and Fluency intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 5x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, but assess group and</p>	Benchmark Advance Grade Level Intervention Phonics and Word Recognition	Lessons include increased scaffolding, modeling, practice, and/or feedback.		

	individual progress every two weeks				
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Second Grade: Fluency, Vocabulary, & Comprehension

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>The instructor will be the person(s) at the school trained in Phonics, Spelling, and Fluency intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 3-4x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 6 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade Level Intervention Kit</p> <p>Wilson Fluency Kits</p> <p>Teaching Reading Sourcebook</p>	<p>Systematic- Instruction should follow the ACS Fluency and Vocabulary and Comprehension Intervention Matrices. The lessons in the prescribed curriculum build from isolated to contextual understanding of the concepts, and the concepts build over time, as well.</p> <p>Explicit- Lessons provided follow the same gradual release format each time, provide questions and prompts for teacher to use, and give hand motions and models teachers can use to teach the concept.</p> <p>Practice and Feedback- Lessons provide for lots of student practice time and immediate corrective feedback from the teacher.</p>	<p>Students are selected for intervention based on the data decision rules in the Fluency and Vocabulary and Comprehension Intervention Matrices and DIBELS results. Additional assessments to gather diagnostic information are recommended in the ACS Phonological Awareness and Phonics Intervention Matrices.</p> <p>Progress monitoring is based on DIBELS recommendations.</p> <p>Monitor every 2 weeks for supplemental and every 1-2 weeks for intensive, as recommended by DIBELS.</p>	<p>Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks. These groups should be based on diagnostic data.</p> <p>Intensifying interventions can either be conducted by:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group • increasing number of adults in a group • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback

					Individual students not making progress may result in the team deciding to move to intensive intervention .
Intensive	<p>The instructor will be the person at the school trained Phonics, Spelling, and Fluency intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 5x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade Level Intervention Kit</p> <p>Wilson Fluency Kits</p> <p>Teaching Reading Sourcebook</p>	Lessons include increased scaffolding, modeling, practice, and/or feedback.		<Supplemental Only>

Third Grade: Phonics, Spelling & Fluency					
	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>The instructor will be the person(s) at the school trained in Fluency, Vocabulary, and Comprehension intervention for this level.</p> <p>Group size: 4 or less</p>	<p>Benchmark Advance Grade Level Intervention Kit</p> <p>Wilson Fluency Kits (word level fluency)</p> <p>Letterland Intervention kit</p>	Systematic- Instruction should follow the ACS Phonics Intervention Matrix . The lessons in the prescribed curriculum build from isolated to contextual understanding of the concepts, and the	Students are selected for intervention based on the data decision rules in the Phonics Intervention Matrix and DIBELS results. Additional assessments to gather diagnostic information are recommended in the ACS	Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks. These groups should be based on diagnostic data.

	<p>Length: 3-4x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 6 weeks, but assess group and individual progress every two weeks</p>	<p>Heggerty Bridge the Gap</p> <p>95% group Multisyllabic and Advanced Phonics Lesson Library (Phonics and Spelling)</p>	<p>concepts build over time, as well.</p> <p>Explicit- Lessons provided follow the same gradual release format each time, provide questions and prompts for teacher to use, and give hand motions and models teachers can use to teach the concept.</p> <p>Practice and Feedback- Lessons provide for lots of student practice time and immediate corrective feedback from the teacher.</p>	<p>Phonological Awareness and Phonics Intervention Matrices.</p> <p>Progress monitoring is based on DIBELS recommendations.</p> <p>Monitor every 2 weeks for supplemental and every 1-2 weeks for intensive, as recommended by DIBELS.</p>	<p>Intensifying interventions can either be conducted by:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group • increasing number of adults in a group • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback <p>Individual students not making progress may result in the team deciding to move to intensive intervention.</p>
Intensive	<p>The instructor will be the person at the school trained in Fluency, Vocabulary, and Comprehension intervention for this level.</p> <p>Group size: 4 or less</p>	<p>Benchmark Advance Grade Level Intervention Kit</p> <p>Wilson Fluency Kits (word level fluency)</p> <p>95% group Multisyllabic and Advanced Phonics</p>	<p>Lessons include increased scaffolding, modeling, practice, and/or feedback.</p>		<Supplemental Only>

	<p>Length: 5x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, but assess group and individual progress every two weeks</p>	Lesson Library (Phonics and Spelling)			
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Third Grade: Fluency, Vocabulary, & Comprehension					
	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>The instructor will be the person(s) at the school trained in Fluency, Vocabulary, and Comprehension intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 3-4x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 6 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade Level Intervention Kits</p> <p>Wilson Fluency Kits</p> <p>Teaching Reading Sourcebook Interventions</p> <p>95% group Comprehension kit</p>	<p>Systematic- Instruction should follow the ACS Fluency and Vocabulary and Comprehension Intervention Matrices. The lessons in the prescribed curriculum build from isolated to contextual understanding of the concepts, and the concepts build over time, as well.</p> <p>Explicit- Lessons provided follow the same gradual release format each time, provide questions and prompts for teacher to use, and give hand motions and models teachers can use to teach the concept.</p>	<p>Students are selected for intervention based on the data decision rules in the Fluency and Vocabulary and Comprehension Intervention Matrices and DIBELS results. Additional assessments to gather diagnostic information are recommended in the ACS Fluency and Vocabulary and Comprehension Intervention Matrices.</p> <p>Progress monitoring is based on DIBELS recommendations.</p> <p>Monitor every 2 weeks for supplemental and every 1-2 weeks for intensive, as recommended by DIBELS.</p>	<p>Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks. These groups should be based on diagnostic data.</p> <p>Intensifying interventions can either be conducted by:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group • increasing number of adults in a group • providing additional

			Practice and Feedback- Lessons provide for lots of student practice time and immediate corrective feedback from the teacher.		<p>modeling of strategies</p> <ul style="list-style-type: none"> • providing more opportunities to practice paired with immediate feedback <p>Individual students not making progress may result in the team deciding to move to intensive intervention.</p>
Intensive	<p>The instructor will be the person at the school trained in Fluency, Vocabulary, and Comprehension intervention for this level.</p> <p>Group size: 4 or less</p> <p>Length: 5x per week, 20-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, but assess group and individual progress every two weeks</p>	<p>Benchmark Advance Grade Level Intervention Kits</p> <p>Wilson Fluency Kits (fluency)</p> <p>Teaching Reading Sourcebook Interventions</p> <p>95% group Comprehension kit</p>	Lessons include increased scaffolding, modeling, practice, and/or feedback.		<Supplemental Only>

Reading Camps



The [NC Reading Camp Guiding Document](#) utilizes best practices for planning, implementing, and evaluating an effective summer camp program. High quality (HQ) summer camp standards, possible documentation for HQ standards as well as questions to consider are all components within the document to support local administrative units as they plan for summer reading camps.

This document also includes information to support efforts to staff reading camps with the most qualified teachers, mentors, and paraprofessionals while at the same time ensuring the use of evidence-based early literacy practices at all summer reading camps.

Reading Camp Best Practices:

1. Teacher Effectiveness and Qualifications
2. Student Selection and Enrollment
3. Communication with Administration, Staff, and Parents/Guardians
4. Instructional Time
5. Content and Instruction
6. Assessment Selection and Data Use
7. Mentoring and Paraprofessional Use
8. Camp and Classroom Environment

Teacher Effectiveness and Qualifications

☒ Established Criteria for Hiring Teachers.

Principals were informed in January of the need to begin recruiting highly qualified teachers for camp. Teachers with a proven record of success helping 1st-3rd grade students to reach proficiency will be contacted and personally invited to apply to teach. In order to offer a flexible summer schedule, we allow teachers to partner with another teacher to teach either AM or PM or work out times around to best fit their schedules.

Per SL 387, signing bonuses of \$1200 dollars will be offered to any teacher who:

- 1)Is associated with high growth in reading based on EVAAS data
- 2)was awarded a reading performance bonus administered by the NCDPI
- 3)accepts employment to provide instruction *for the duration* of reading camp

Bonuses for staff who partially meet the criteria above will be awarded, per funding availability.

In addition, per SL 387, ACS will provide a reading camp performance bonus to a teacher who provided instruction at a third grade reading camp in a per-student amount of one hundred fifty dollars (\$150.00) for each student not demonstrating reading proficiency assigned to that teacher who demonstrates reading proficiency on an alternative assessment at the end of the reading camp.

A teacher who has earned a reading performance bonus and who provides instruction throughout a full reading camp shall be deemed to have completed two of the

continuing education credits related to literacy required by G.S. 115C-270.30(b)(2).

The following criteria will be used to give each applicant a rating score. Teachers with the highest ratings will be hired first.

The teacher's EVAAS diagnostic report shows positive gain for students who are predicted to perform in the lowest category =10 points

The teacher has been awarded a reading performance bonus in the past by the NCDPI =10 points

The teacher has a history of success with implementing evidence based teaching strategies (classroom observations, walkthroughs) =10 points

The teacher has a history of positive outcome data in K-3 reading (mCLASS or iReady data) =10 points

The teacher has taught the RTA reading camp before =5 points

The principal would recommend this teacher to teach RTA Camp =up to 15 points

☒ Professional Development in research-based instructional practices provided for teachers.

Student Selection and Enrollment

☒ Established policy for early notification of parents/guardians if students show deficiencies in reading over the school year.

☒ Multiple modes of communication are in place to inform parents/guardians in an accurate and timely manner of all reading camp expectations.

Communication

☒ A detailed communication plan is developed, implemented, and ongoing to provide relevant information for reading camp administrators, staff, and parents.

☒ A communication plan is developed and utilized to communicate with students' prior teacher, next year's teacher, and parents/guardians to reinforce skills for continued reading improvement.

Instructional Time

☒ The district/school has established a schedule that will maximize student instructional time. (72 hours for students)

☒ Students receive as much small group instructional time as possible. (3-5 students)

Content/Instruction

☒ The district/school has established criteria for selecting and using reading programs and curricula that have been shown to have a positive effect on student achievement.

☒ The district/school has implemented a plan for reading instruction and intervention that includes instructional practices that are empirically shown to increase student achievement and a focus on explicit and systematic instruction in foundational reading skills.

Assessment Selection & Data Use

☒ Only exemptions from the requirement approved by the state education agency are used in making promotion decisions.

☒ The state-mandated diagnostic and formative assessment, as well as additional diagnostic reading assessments, are selected based on alignment with current research

within the science of reading.

Mentors & Paraprofessionals

- ☒ The district/school establishes criteria for hiring and appointing mentors and paraprofessionals to support and reinforce student reading development.
- ☒ The district/school provides professional development in research-based practices for support personnel.
- ☒ The district/school develops and implements a plan to appoint trained and/or paraprofessionals, if available, to reinforce students' reading skills in the smallest group sizes possible.

Environment

- ☒ A healthy, safe, and inviting camp environment has been created.
- ☒ The learning environment is safe, positive, and inviting for all learners.

ACS MTSS Tiered Intervention Matrix: Phonological Awareness

Phonological Awareness Core Support				
Who	Grades K-5			
What	<p>ACS offers the following core curriculum for Phonological Awareness:</p> <p>Letterland Grades K-3</p> <p>Heggerty Phonemic Awareness curriculum (Grades K-2)</p> <p>Benchmark Advance Grades K-5</p> <p>It is critical to ensure the following is part of core instruction for phonological awareness:</p> <p>Teach awareness of phonemes through articulation features. Draw attention to what the mouth is doing when phonemes are spoken.</p> <p>Provide opportunities to isolate phonemes in spoken words: first sound, last sound, middle sounds.</p> <p>Engage students in segmenting the phonemes in spoken words.</p> <p>Engage students in blending phonemes together to say words. Teacher says the phonemes in a word, and students blend them together to say the word.</p> <p>Include for grades 3-5: Engage students in higher levels manipulation tasks: Deletion, substitution, addition tasks. This is especially important for older struggling readers. They can benefit from these higher-level phoneme awareness tasks.</p> <p>Core Phonological Awareness instruction is taught through the following programs:</p> <p>Heggerty Phonological Awareness Curriculum</p> <p>Letterland Whole Group Lessons</p>			
When	25 - 35 minutes daily			
Universal Screening & Digging Deeper				
Tools	Who Administers	When Administered	Decision Rules for Supplemental Support	Decision Rules for Intensive Support
mCLASS Phoneme Segmentation Fluency K-1	classroom teacher	BOY, MOY, EOY	If the student's score is in the yellow range, then provide supplemental support in segmenting phonemes.	K- If the student's score is in the red range, provide more intense support in segmenting words, syllables and phonemes 1st- If the student's score is in the red range, then give the Core Phoneme Deletion assessment or the PAST Test to gather more information. Use results to target intensive support 2nd and above- provide intensive support based on diagnostic data
iReady Diagnostic Phonological Awareness K-5	classroom teacher	BOY, MOY, EOY	If the student's score is in the yellow range, then provide supplemental support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain.	If the student's score is in the red range, then provide intensive support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain. It may also be helpful to gather more information using the PAST Test or the

ACS MTSS Tiered Intervention Matrix: Phonological Awareness

				Core Phoneme Deletion test.																																																						
PAST Test <i>(Equipped for Reading Success)</i> Paper and Spanish version pp 34-48 of <i>Phonological Awareness</i>	classroom teacher	Any time more data is needed in this area.	If a student's score is within the range in the 'low achieving reader' column, then provide supplemental support in that area (see chart below or pg.99). <table><thead><tr><th>Grade Level</th><th>Typically Achieving Readers</th><th>Low Achieving Readers</th></tr></thead><tbody><tr><td>Mid Kindergarten</td><td>D1-E2, F, sometimes higher</td><td>D1-D2 or none correct at all</td></tr><tr><td>Late Kindergarten</td><td>D1-E2, F, G, sometimes higher</td><td>D1-D2; E2 or lower</td></tr><tr><td>Mid First Grade</td><td>E3, E4, F, G, I or higher</td><td>E2, F, G or lower</td></tr><tr><td>Late First Grade</td><td>F, G, H, I, J</td><td>F, G, I, or lower</td></tr><tr><td>Mid Second Grade</td><td>H, I, J, K or higher</td><td>F, G, H, I, or lower</td></tr><tr><td>Late Second/Early Third Grade</td><td>H to M mostly automatic</td><td>H, I, maybe J or lower</td></tr><tr><td>Mid Third Grade</td><td>All levels, mostly automatic</td><td>Many levels correct, I to M mostly not automatic</td></tr><tr><td>Fourth Grade to Adulthood</td><td>All levels automatic</td><td>Most levels correct, but J to M not all automatic</td></tr></tbody></table>	Grade Level	Typically Achieving Readers	Low Achieving Readers	Mid Kindergarten	D1-E2, F, sometimes higher	D1-D2 or none correct at all	Late Kindergarten	D1-E2, F, G, sometimes higher	D1-D2; E2 or lower	Mid First Grade	E3, E4, F, G, I or higher	E2, F, G or lower	Late First Grade	F, G, H, I, J	F, G, I, or lower	Mid Second Grade	H, I, J, K or higher	F, G, H, I, or lower	Late Second/Early Third Grade	H to M mostly automatic	H, I, maybe J or lower	Mid Third Grade	All levels, mostly automatic	Many levels correct, I to M mostly not automatic	Fourth Grade to Adulthood	All levels automatic	Most levels correct, but J to M not all automatic	If a student's score is below the range in the 'low achieving reader' column, then provide intensive support in that area (see chart below or pg.99). <table><thead><tr><th>Grade Level</th><th>Typically Achieving Readers</th><th>Low Achieving Readers</th></tr></thead><tbody><tr><td>Mid Kindergarten</td><td>D1-E2, F, sometimes higher</td><td>D1-D2 or none correct at all</td></tr><tr><td>Late Kindergarten</td><td>D1-E2, F, G, sometimes higher</td><td>D1-D2; E2 or lower</td></tr><tr><td>Mid First Grade</td><td>E3, E4, F, G, I or higher</td><td>E2, F, G or lower</td></tr><tr><td>Late First Grade</td><td>F, G, H, I, J</td><td>F, G, I, or lower</td></tr><tr><td>Mid Second Grade</td><td>H, I, J, K or higher</td><td>F, G, H, I, or lower</td></tr><tr><td>Late Second/Early Third Grade</td><td>H to M mostly automatic</td><td>H, I, maybe J or lower</td></tr><tr><td>Mid Third Grade</td><td>All levels, mostly automatic</td><td>Many levels correct, I to M mostly not automatic</td></tr><tr><td>Fourth Grade to Adulthood</td><td>All levels automatic</td><td>Most levels correct, but J to M not all automatic</td></tr></tbody></table>	Grade Level	Typically Achieving Readers	Low Achieving Readers	Mid Kindergarten	D1-E2, F, sometimes higher	D1-D2 or none correct at all	Late Kindergarten	D1-E2, F, G, sometimes higher	D1-D2; E2 or lower	Mid First Grade	E3, E4, F, G, I or higher	E2, F, G or lower	Late First Grade	F, G, H, I, J	F, G, I, or lower	Mid Second Grade	H, I, J, K or higher	F, G, H, I, or lower	Late Second/Early Third Grade	H to M mostly automatic	H, I, maybe J or lower	Mid Third Grade	All levels, mostly automatic	Many levels correct, I to M mostly not automatic	Fourth Grade to Adulthood	All levels automatic	Most levels correct, but J to M not all automatic
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Intervention Support			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block (or when intervention is delivered)		
	Possible Materials	Supplemental Support	Intensive Support
Rhyming	CORE Teaching Reading Sourcebook: pp. 128-131 The Hungry Thing Phonological Awareness p. 56 Super Rhyming Queen (tier 1)	Supplemental interventions should occur 2-3 times per week in small flexible groups that are based on all available data. They can take place during	Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks.

ACS MTSS Tiered Intervention Matrix: Phonological Awareness

	<p>p. 57 The Diffendoofer Game (tier 1) p. 58 You're Out (tier 2) p. 59 Rain on Kapiti Plain (tier 2) p. 60 Rhymenappers (tier 3) p. 61 Hey Diddle Diddle (tier 3) pp. 62-73 Additional rhyme completion/production interventions</p> <p>Benchmark Advance Phonological Awareness Intervention book (Grades K-3)</p>	small group instruction or during the intervention block.	<p>These groups should be based on diagnostic data.</p> <p>Intensifying interventions can either be conducted by:</p> <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group • increasing number of adults in a group • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback
isolating phonemes	<p>Lessons from Heggerty Bridge the Gap: Part 1 *These lessons are appropriate for grades 2 and above Some examples may include:</p> <p>CORE Teaching Reading Sourcebook: pp. 143-145 Bridge Game pp. 146-148 Sound Match</p> <p>Phonological Awareness pp. 50-55--word level by tiers pp. 74-79--syllable level by tiers pp. 92-103--phoneme level by tiers</p> <p>Benchmark Advance Phonological Awareness Intervention book (Grades K-3)</p>		
deleting phonemes	<p>Lessons from Heggerty Bridge the Gap: Part 3 *These lessons are appropriate for grades 2 and above</p> <p>Equipped for Reading Success Level F, H1 Break Away! First Sound Deletion Break Away! Final Sound Deletion</p> <p>CORE Teaching Reading Sourcebook: pp. 132-136</p> <p>UFLI resources</p> <p>Phonological Awareness pp. 86-91 syllables by tiers pp. 122-133 phonemes by tiers</p>		

ACS MTSS Tiered Intervention Matrix: Phonological Awareness

	Benchmark Advance Phonological Awareness Intervention book (Grades K-3)		
blending phonemes	<p>Lessons from Heggerty <i>Bridge the Gap</i>: Part 2 *These lessons are appropriate for grades 2 and above</p> <p><i>CORE Teaching Reading Sourcebook:</i> pp. 132-136 pp. 137-139 Salad Toss pp. 151-153 Simon Says pp. 154-155 Say-It and Move-It pp. 156-158 Elkonin Sound Boxes</p> <p><i>Phonological Awareness</i> pp. 74-79 syllable level by tiers pp. 104-109 onset/rime by tiers pp. 110-115 all phonemes by tiers</p> <p>Benchmark Advance Phonological Awareness Intervention book (Grades K-3)</p>		
segmenting phonemes	<p>Lessons from Heggerty <i>Bridge the Gap</i>: Part 2 *These lessons are appropriate for grades 2 and above</p> <p><i>CORE Teaching Reading Sourcebook:</i> pp. 132-136 pp. 137-139 Salad Toss pp. 140-142 Critter Sitter (Onset-Rime) pp. 154-155 Say-It and Move-It pp. 156-158 Elkonin Sound Boxes</p> <p><i>Phonological Awareness</i> pp. 80-85 syllables by tiers pp. 116-121 phonemes by tiers</p> <p>Benchmark Advance Phonological Awareness Intervention book (Grades K-3)</p>		
substituting phonemes	<p>Lessons from Heggerty <i>Bridge the Gap</i>: Part 3 *These lessons are appropriate for grades 2 and above</p> <p>Equipped for Reading Success Level G, H2</p>		

ACS MTSS Tiered Intervention Matrix: Phonological Awareness

	<p>Phonological Awareness pp. 140-145 initial sounds by tiers</p> <p>Benchmark Advance Phonological Awareness Intervention book (Grades K-3)</p>		
adding phonemes	<p>Lessons from Heggerty Bridge the Gap: Part 3 *These lessons are appropriate for grades 2 and above</p> <p>Phonological Awareness pp. 134-139 phonemes by tiers</p>		
*Print Concepts-	<p>These are the basic understandings of reading. There is no particular sequence for teaching concepts of print. These interventions do not fall into the PA trajectory, but may be necessary for students to master in order to master PA concepts.</p> <p>Benchmark Advance Print Concepts, Grades K and 1</p>		
Progress Monitoring			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block (or when intervention is delivered)		
Data Collection	<p>Collect data on student attendance for interventions, as well as progress towards mastery of the skill. Data tracking is included in these optional forms:</p> <p>Small Group Success Plan Individual Student Notes Intervention Plan</p>		
Goal Setting	<p>To set a goal for a student, use an online or printable grid to graph the student's current level or performance. Then skip space and graph the end of year goal for the skill being progress monitored for that particular grade. Draw a line between the two data points. This is the goal line. As you monitor progress for the student, graph each new data point. This is the data line. If you continuously see data falling on or above the goal line (most research recommends 3 or more data points), you can discontinue the intervention and either return the student to core instruction or move on to the next most foundational area of need. If the data trends stay just below or far below the goal line, consider whether the intervention is matched to the lowest area of need, and that the intervention is being implemented to fidelity.</p>		
Supplemental Support		Intensive Support	

ACS MTSS Tiered Intervention Matrix: Phonics

Phonics Core Support	
Who?	<p>Grades K-8</p> <p>*Students should be proficient in prerequisite Phonemic Awareness skills before using the Phonics intervention Matrix.</p>
What	<p>ACS provides the following core components for Phonics in Grades K-5:</p> <p>Benchmark Advance Letterland Whole Group Lessons K-3 Morpheme Magic 4-5</p> <p>The following should be included in core phonics instruction in grades K-3:</p> <ul style="list-style-type: none"> ___ Use the Letterland pacing order to teach phonics/decoding skills one by one in a cumulative way ___ Apply a speech to print process (phoneme-grapheme mapping) where students segment phonemes and then spell each phoneme. This process helps students realize that a phoneme is sometimes spelled with more than one letter. For example: /sh/ is spelled SH, /ae/ is spelled EIGH in neighbor and eight and sleigh. The graphemes are written for each phoneme. ___ Use a systematic procedure for teaching the phonic elements <ol style="list-style-type: none"> 1. Students listen for and say the target phoneme in words. 2. Show students the grapheme and tell them the sound it makes. Students say the sound. 3. Demonstrate decoding words with the new phonic element. 4. Students decode words with you. 5. Students decode words independently with your correction and feedback as needed. They write the target words from dictation. 6. Students read texts that provide a lot of practice reading the target words in meaningful sentences. ___ Use decodable text to provide support for your phonics lessons ___ Include some attention to word meaning as you and your students decode words ___ Include the use of manipulatives, such as magnetic letters and letter cards, when needed <p>The following should be included in core phonics instruction in grades 3-5:</p> <ul style="list-style-type: none"> ___ Teach students about syllables, syllable types, and how to use syllable division to read new words ___ Follow the ACS Morpheme Magic pacing to teach prefixes, suffixes, and roots. ___ Use Latin and Greek roots to build words and discuss meaning ___ Include vocabulary lessons that include the pronunciations and spellings of words, as well as the Morphology and the etymology of words. ___ As students learn how to use word parts to figure out meanings, include the new words in writing and academic conversations. ___ Include the use of manipulatives, such as magnetic letters and letter cards, when needed
When	25 - 35 minutes daily

Universal Screening & Digging Deeper				
Tools	Who Administers	When Administered	Decision Rules for Supplemental Support	Decision Rules for Intensive Support
mCLASS Nonsense	Classroom Teacher	BOY, MOY, EOY	If yellow in NWF CLS or WWR, check the observed patterns for the group in mCLASS to help further	If the score is red in NWF CLS or WWR, check the observed patterns for the group in mCLASS to help

Word Fluency			target instruction.	further target instruction.
mCLASS Oral Reading Fluency	Classroom Teacher	BOY, MOY, EOY	If yellow in ORF, check the observed patterns for the group in mCLASS to help further target instruction in Word Reading Fluency or Oral Reading Fluency.	If the score is red in ORF, check the observed patterns for the group in mCLASS to help further target instruction.
iReady Literacy Assessment-Phonics Domain	Classroom Teacher	BOY, MOY, EOY	If the student's score is in the yellow range, then provide supplemental support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain.	If the student's score is in the red range, then provide intensive support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain. It may also be helpful to gather more information using the Core Phonics Survey .
Core Phonics Survey	Classroom Teacher	As needed	If the student's score is in the yellow range, then provide supplemental support beginning with the first skill that is scored "Strategic" in the Core Phonics Survey .	If the student's score is in the red range, then provide intensive support beginning with the first skill that is scored "Intensive". It may also be helpful to administer the CORE Phoneme Segmentation Test to isolate underlying deficits in phonemic awareness.
Spelling Inventory	Classroom Teacher	As needed	Use Appendix A to determine where to begin word study instruction.	Use Appendix A to determine where to begin word study instruction.

Intervention Support			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block		
	Possible Materials	Supplemental Support	Intensive Support
consonant	CORE Teaching Reading Sourcebook, p 196-199 and 784 Letterland Intervention Kit (K) Benchmark Advance Intervention Book-Phonics	Supplemental interventions should occur 2-3 times per week in small flexible groups that are based on all available data. They can take place during small group instruction or during the intervention block.	Intensive intervention should be based on intensifying the supplemental plan. This can occur during small group instruction or intervention blocks. These groups should be based on diagnostic data. Intensifying interventions can either be conducted by: <ul style="list-style-type: none"> • increasing minutes • increasing frequency • reducing number of students in a group • increasing number of adults in a group
short vowels	CORE Teaching Reading Sourcebook, p 204-207, 208-213 Words Their Way (Letter Name) Tools4Reading Skill 2 Benchmark Advance Intervention Book-Phonics		
long vowels	Words Their Way (Within Word Patterns) Tools4Reading Skill 5 Benchmark Advance Intervention Book-Phonics		
digraphs	CORE Teaching Reading Sourcebook, p200-203 Words Their Way (Within Word Patterns) Tools4Reading Skill 4 Benchmark Advance Intervention Book-Phonics		

blends	CORE Teaching Reading Sourcebook, p 214-220 Words Their Way (Within Word Patterns) Tools4Reading Skill 3 Benchmark Advance Intervention Book-Phonics		<ul style="list-style-type: none"> • providing additional modeling of strategies • providing more opportunities to practice paired with immediate feedback
trigraphs, blends with digraphs	Words Their Way (Within Word Patterns) Tools4Reading Skill 9 Benchmark Advance Intervention Book-Phonics		
closed syllables	CORE Teaching Reading Sourcebook, p 272-275 Wilson Reading System <ul style="list-style-type: none"> • 3 Sounds (Step 1) • 4-6 Sounds (Step 2) • Multisyllabic Words (Step 3) Words Their Way (Syllables and Affixes) Benchmark Advance Intervention Book-Phonics REWARDS (middle school only)		
open syllables	CORE Teaching Reading Sourcebook, p 272-275 Wilson Reading System, Step 5 Benchmark Advance Intervention Book-Phonics REWARDS (middle school only)		
vowel consonant e syllables	CORE Teaching Reading Sourcebook, p 221-225 Wilson Reading System, Step 4 REWARDS (middle school only)		
vowel -r combinations	Wilson Reading System, Step 8 Tools4Reading Skill 8 REWARDS (middle school only)		
vowel teams	CORE Teaching Reading Sourcebook, p 226-231 95 % Group Advanced Chip Kit 95% Phonic Lesson Library Tools4Reading Skill 6 and 7 REWARDS (middle school only)		
consonant -le	CORE Teaching Reading Sourcebook, p 298-303 95 % Group Multisyllable Routine Cards, Routine 27 95 % Group Multisyllable Phonics Chip Kit, Lesson 14.1 95% Group Phonics Lesson Library REWARDS (middle school only)		
multisyllabic word construction and division	CORE Teaching Reading Sourcebook, p 276-297 95% Group Multisyllable Materials: <ul style="list-style-type: none"> • Multisyllable Phonics Chip Kit • Multisyllable Routine Cards • Multisyllable Phonics Lesson Library Tools 4 Reading Skill 10		

	REWARDS (middle school only)		
schwa	95% Group Multisyllable Phonics Chip Kit, Lesson 10.4 95% Group Phonics Lesson Library Letterland-3rd Grade, Unit 2 Tools 4 Reading Schwa		
compound words	Words Their Way (Syllables and Affixes)		
prefixes	CORE Teaching Reading Sourcebook, p 304-313 Words Their Way (Syllables and Affixes) Morpheme Magic pgs 57-94 95% Group Phonics Lesson Library		
suffixes	CORE Teaching Reading Sourcebook, p 304-313 Wilson Reading System, Step 6 Morpheme Magic pgs. 25-54 95% Group Phonics Lesson Library		
roots	CORE Teaching Reading Sourcebook, p 314-318 Words Their Way (Derivational Relations) Morpheme Magic pgs 97-132		

Progress Monitoring			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block		
Supplemental Support		Intensive Support	
Monitor progress at least once per month, and at least 8 times during the school year. Use progress monitoring data to assess the success of the intervention, and to identify students needing additional instruction. Regroup students approximately every six weeks. Ensure that tier 2 students master a reading skill or strategy before moving on to the next skill (or next needed skill) in the phonics continuum. If students demonstrate mastery of all grade appropriate skills in the phonics continuum, then move on to the next most foundational area of need.		Monitor progress at least once every two weeks. Use progress monitoring data to assess the success of the intervention, and to identify additional instruction students may need. Ensure that tier 3 students master a skill or strategy before moving on to the next skill (or next needed skill) in the phonics continuum.	

ACS MTSS Tiered Intervention Matrix: Phonological Awareness

Monitor progress a minimum of twice per month. Use progress monitoring data to assess the success of the intervention, and to identify students needing additional instruction. Regroup students approximately every four to six weeks. Ensure that students receiving tier 2 interventions master a skill or strategy before moving on to the next skill in the phonological awareness continuum. If students demonstrate mastery of all grade level skills in the phonological awareness continuum, then move on to the next most foundational area of need (most likely phonics).	Monitor progress weekly or biweekly, depending on the skill. Use progress monitoring data to assess the success of the intervention, and to identify additional instruction students may need. Ensure that students receiving tier 3 interventions master a skill or strategy before moving on to the next skill in the phonological awareness continuum.
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ACS MTSS Tiered Intervention Matrix: Fluency

Fluency Core Support	
Who?	Grades K-6
What	<p>ACS provides the following core components for Fluency: Benchmark Advance, Grades K-5 ACS Curriculum Maps, including Springboard, for Grades 6-8</p> <p>The following should be included in core fluency instruction in grades K-6: ___ Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. ___ As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification. ___ Teach students to self-monitor their understanding of the text and to self-correct word-reading errors. ___ Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p>
When	embedded into whole group and small group instruction daily

Universal Screening & Digging Deeper				
Tools	Who Administers	When Administered	Decision Rules for Supplemental Support	Decision Rules for Intensive Support
mCLASS Nonsense Word Fluency	Classroom Teacher	BOY, MOY, EOY	If the student's score is in the yellow range, then use the core phonics survey or other diagnostic data to determine which Advanced Phonics and Word Attack skills students need to work on. Students with a yellow NWF score may need to use this matrix, and may need to move to the Phonics matrix.	If the student's score is in the red range in NWF, then use the core phonics survey or other diagnostic data to determine which Basic Phonics skills students need to work on. These students likely need to move to the Phonics matrix.
mCLASS Oral Reading Fluency Grades 1-5	Classroom Teacher	BOY, MOY, EOY	If the student's score is in the yellow range, then provide supplemental support in oral reading fluency.	If the student's score is in the red range, then use other diagnostic data to determine which Basic Phonics skills students need to work on. These students likely need to move to the Phonics matrix.
iReady Oral Reading Fluency Grade 6	Classroom Teacher	BOY, MOY, EOY	Use iReady's interpretation guidelines for Words Correct per Minute, Accuracy, Comprehension, and Prosody. Then follow the intervention suggestions below.	Use iReady's interpretation guidelines for Words Correct per Minute, Accuracy, Comprehension, and Prosody. Then follow the intervention suggestions below.
Core Phonics Survey	Classroom Teacher	As needed	Provide supplemental support beginning with the first skill that is scored "Strategic" in the Core Phonics Survey.	Provide intensive support beginning with the first skill that is scored "Intensive".

Intervention Support	
Who Administers	Intervention Teacher

ACS MTSS Tiered Intervention Matrix: Fluency

When Administered	During Intervention Block		
	Possible Materials	Supplemental Support	Intensive Support
Reading accurately (1 or less errors in 20 words)	Wilson Fluency Kit <i>Core Teaching Reading Sourcebook</i> p. 389 Benchmark Advance Fluency Intervention book (Grades K-5)	Supplemental interventions should occur 2-3 times per week in small flexible groups that are based on all available data. They can take place during small group instruction or during the intervention block.	Intensive interventions should occur 4-5 times per week in small flexible groups that are based on all available data. They can take place during small group instruction or during the intervention block.
Reading with appropriate phrasing	Wilson Fluency Kit <i>Core Teaching Reading Sourcebook</i> p. 391 Benchmark Advance Fluency Intervention book (Grades K-5)		
Reading with attention to punctuation	Wilson Fluency Kit <i>Core Teaching Reading Sourcebook</i> p.391 Benchmark Advance Fluency Intervention book (Grades K-5)		
Re-reading and self-correcting while reading	Wilson Fluency Kit <i>Core Teaching Reading Sourcebook</i> p. 365 p. 374 Benchmark Advance Fluency Intervention book (Grades K-5)		
Reading with expression and inflection	Wilson Fluency Kit <i>Core Teaching Reading Sourcebook</i> p. 398 Benchmark Advance Fluency Intervention book (Grades K-5)		
Reading at the appropriate rate for	Wilson Fluency Kit Benchmark Advance Fluency Intervention book (Grades		

ACS MTSS Tiered Intervention Matrix: Fluency

the grade and time	K-5)		
Progress Monitoring			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block		
Supplemental Support		Intensive Support	
Monitor progress at least once per month, and at least 8 times during the school year. Use progress monitoring data to assess the success of the intervention, and to identify students needing additional instruction. Regroup students approximately every six weeks. Ensure that tier 2 students master a reading skill or strategy before moving on to the next skill in the phonics continuum. If students demonstrate mastery of all grade appropriate skills in the fluency continuum, then move on to the next most foundational area of need.		Monitor progress at least once every two weeks. Use progress monitoring data to assess the success of the intervention, and to identify additional instruction students may need. Ensure that tier 3 students master a skill or strategy before moving on to the next skill in the fluency continuum.	

ACS MTSS Tiered Intervention Matrix: Vocabulary and Comprehension

Vocabulary and Comprehension Core Support	
Who?	Grades K and up
What	<p>ACS provides the following core curriculum components for Vocabulary and Comprehension: Benchmark Advance is the core program for K-5 ACS Curriculum Maps, including Springboard, are used in grades 6-8</p> <p>The following should be included in core comprehension instruction:</p> <ul style="list-style-type: none"> • Give students the opportunity to see themselves as successful readers: to discover the purpose and benefits of reading, to choose what they read, and to learn by collaborating with others. • Teach students how to use several research based comprehension strategies, individually and in combination, using a gradual release of responsibility, with multiple genres of text. • Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning. • Choose texts of high quality with richness and depth of ideas and information. • Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and instructional activity. • Use texts that support the purpose of the instruction. • Teach students to identify and use a text's organizational structure to comprehend, learn, and remember content. • Explain how to identify and connect the parts of narrative texts. • Provide instruction on common structures of informational texts. • Guide students through focused, high-quality discussions on the meaning of text. • Develop discussion questions that require students to think deeply about the text, and ask follow up questions that facilitate discussion. • Have students lead structured small group discussions. <p>The following should be included in core vocabulary instruction:</p> <ul style="list-style-type: none"> • Teach a set of academic vocabulary words intensively across several days using a variety of instructional methods <ul style="list-style-type: none"> ◦ Use a brief, engaging text that includes academic vocabulary as a platform for intensive vocabulary instruction. ◦ Use a small set of academic vocabulary for in depth instruction. ◦ Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening). • Teach word learning strategies to help students independently figure out the meaning of Tier 2 and Tier 3 words (context clues, word parts, cognates). • Provide repeated opportunities for students to use new vocabulary over time, in different contexts, and in relation to new words they are learning
When	45-60 minutes per day

Universal Screening & Digging Deeper				
Tools	Who Administers	When Administered	Decision Rules for Supplemental Support	Decision Rules for Intensive Support

ACS MTSS Tiered Intervention Matrix: Vocabulary and Comprehension

mCLASS MAZE Assessment	Classroom Teachers	BOY, MOY, EOY	If yellow, check the observed patterns for the group in mCLASS to help further target instruction.	If red, check the observed patterns for the group in mCLASS to help further target instruction.
iReady Reading: Comprehension Domain	Classroom Teachers	BOY, MOY, EOY	If the student's score is in the yellow range, then provide supplemental support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain.	If the student's score is in the red range, then provide intensive support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain.
iReady Reading: Vocabulary Domain	Classroom Teachers	BOY, MOY, EOY	If the student's score is in the yellow range, then provide supplemental support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain.	If the student's score is in the red range, then provide intensive support beginning with the first skill listed in the 'Next Steps' section of the student's Placement by Domain.

Intervention Support			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block		
	Possible Materials	Supplemental Support	Intensive Support
Vocabulary	Benchmark Advance Comprehension Intervention book (Grades K-5) Teaching Reading SourceBook Vocabulary lessons Vocabulary Burst (6-8) REWARDS (middle school only)	Supplemental interventions should occur 2-3 times per week in small flexible groups that are based on all available data. They can take place during small group instruction or during the intervention block.	Intensive interventions should occur 4-5 times per week in small flexible groups that are based on all available data. They can take place during small group instruction or during the intervention block.
Monitoring Comprehension	Benchmark Advance Comprehension Intervention book (Grades K-5) Teaching Reading SourceBook Comprehension lessons 95% Group Comprehension Grades 3-6 REWARDS (middle school only)		
Metacognition	Benchmark Advance Comprehension Intervention book (Grades K-5) REWARDS (middle school only)		
Graphic and Semantic Organizers	Benchmark Advance Comprehension Intervention book (Grades K-5)		

ACS MTSS Tiered Intervention Matrix: Vocabulary and Comprehension

	95% Group Comprehension Grades 3-6 REWARDS (middle school only)		
Asking and Answering Questions	Benchmark Advance Comprehension Intervention book (Grades K-5) 95% Group Comprehension Grades 3-6 REWARDS (middle school only)		
Using Structure	Benchmark Advance Comprehension Intervention book (Grades K-5) Teaching Reading SourceBook Comprehension lessons		
Summarizing	Benchmark Advance Comprehension Intervention book (Grades K-5) Teaching Reading SourceBook Comprehension lessons REWARDS (middle school only)		
Progress Monitoring			
Who Administers	Intervention Teacher		
When Administered	During Intervention Block		
Supplemental Support		Intensive Support	
Monitor progress at least once per month, and at least 8 times during the school year. Use progress monitoring data to assess the success of the intervention, and to identify students needing additional instruction. Regroup students approximately every six weeks. Ensure that tier 2 students master a reading skill or strategy before moving on to the next needed skill.		Monitor progress at least once every two weeks. Use progress monitoring data to assess the success of the intervention, and to identify additional instruction students may need. Ensure that tier 3 students master a skill or strategy before moving on to the next skill.	

Resources Used:

Improving Reading Comprehension in Kindergarten through Grade 3, <https://ies.ed.gov/ncee/wwc/practiceguide/14>
 Essential Practices in Early Literacy, https://www.gomaisa.org/downloads/gelndocs/k-3_literacy_essentials.pdf
 Reading Rockets, <https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

DRAFT 2022-2026 Strategic Objectives

Goal 1 Focusing Direction: Asheboro City Schools will create a process of continuous improvement with clear, focused direction.

- Objective 1: ACS will eliminate barriers to success and ensure equitable opportunities for all students.
- Objective 2: ACS will provide leadership coaching & development for school and district leaders.
- Objective 3: ACS will invest in the recruitment, retention, and professional growth of our staff to create a workforce that is representative of our district.
- Objective 4: ACS will commit to working collaboratively with all stakeholders to enhance strategic communications that build trust, confidence, and support transparency.
- Objective 5: ACS will maintain and update facilities and learning spaces throughout the district.

Goal 2 Cultivating Collaborative Cultures: Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.

- Objective 1: ACS will increase community partnerships to provide enrichment support for all students during school, after school and during the summer.
- Objective 2: ACS will commit to enhancing the organizational culture of the district so that all employees feel valued, supported, and trusted.
- Objective 3: ACS will work collaboratively within schools and across the district with families, communities, and public organizations to establish schools as hubs of our community, providing space for outreach and collectively creating opportunities for student success.

Goal 3 Deepening Learning: Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.

- Objective 1: ACS will provide professional growth opportunities for staff with clear instructional expectations.
- Objective 2: ACS will provide all students relevant, engaging instruction with clear learning goals.
- Objective 3: ACS will expand academic and enrichment opportunities for all students.
- Objective 4: ACS will focus on the health and wellness for both students and staff in order to produce a safe learning environment where students and staff can thrive.

DRAFT 2022-2026 Strategic Mission, Vision, & Values

Mission:

Every student will have equitable access to engaging learning that transforms life outcomes and prepares them to be collaborative, competitive, and successful in our global world.

Vision:

Asheboro City Schools engages students in educational experiences and opportunities that elevate lifelong learning, cultivates exceptional thinkers, and empowers students to design their own futures.

Core Value Statements:

Our work will be guided and informed by our beliefs and commitments to:

Wellness and Safety:

We value instilling life-long social emotional skills in a safe, nurturing learning environment.

We seek authentic, meaningful relationships and partnerships that support learning for the whole child.

We have an urgent responsibility to provide access to wrap-around support and opportunities to improve the well-being of our community.

We are committed to prioritizing the safety and well-being of our stakeholders.

Revolutionary Learning:

We value state-of-the-art learning environments infused with innovative resources for our learners and families.

We seek rigorous, personalized, culturally-responsive instruction to all students.

We have an urgent responsibility to close the opportunity gap.

We are committed to providing purposeful, enriching learning experiences that foster academic achievement and lead to successful outcomes for each student.

Inclusiveness:

We value our students, staff, families, and community.

We seek diverse perspectives and voices.

We have an urgent responsibility to overcome systemic inequities in our organization.

We are committed to inclusion and an ongoing quest for equity.

Teamwork:

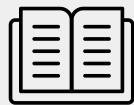
We value collaboration within our organization and community.

We seek trusting relationships where all stakeholders feel valued and supported.

We have an urgent responsibility to use our collective capacity to make a difference.

We are committed to a culture of teamwork and collaboration.

ACS SUMMER OPPORTUNITIES 2022



Read to Achieve Camp

Who: 1st, 2nd, and 3rd graders who are not reading on grade level and/or are not demonstrating proficiency (invitation only)

What: Core literacy instruction and reading intervention for all. Third graders retake the RTA test July 26th.

When: July 11 - 14, July 18 - 21, July 25 - 28
7:45 am - 2:45 pm

Where: Each elementary campus



Summer Bridge

Who: Rising Kindergarteners, rising 6th graders, & rising 9th graders; especially those most impacted by COVID 19 (invitation only)

What: Orientation, relationship building, and academic learning

When: July 11 - 14, July 18 - 21, July 25 - 28
8:45 am - 12:30 pm

Where: Each school campus



Career Accelerator

Who: Secondary students (sign up, limited slots available)

What: Exposure to on the job training, employability skills classes

When: One week career accelerator camps throughout the summer and four week job internships throughout the summer

Where: Selected locations across Asheboro



CTE Camps

Who: Secondary students (sign up, limited slots available)

What: Entrepreneurship- work based labs, field trips, and guest speakers that allow students to create a business plan around a product

When: One to three week camps throughout the summer

Where: Asheboro High School main campus, Zoo School campus



Credit Recovery

Who: Current AHS students

What: Opportunities to recover credit for up to 2 courses needed for graduation.

When: June 13 - 28

Where: Asheboro High School campus



College Tours

Who: Secondary students (sign up, limited slots available)

What: Visits to local institutes of higher learning

When: Throughout the summer, expanding for 2022-2023 school year

Where: Community colleges, colleges, and universities in central NC

EC Offerings

Compensatory Education Services and Extended School Year Services will be offered to selected EC students.

Enrichment Offerings

Spark! camp is being explored for elementary and middle school students. This camp will be hosted by our AIG department.

New Credit Offerings

Limited new credit options are being explored for AHS students needing additional credit to graduate with their grade level cohorts.

ASHEBORO CITY BOARD OF EDUCATION

2022 Legislative Platform

VISION STATEMENT

Asheboro City Schools will be a community of excellence where each student graduates globally competitive for careers, college, and citizenship.

MISSION STATEMENT

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students become successful lifelong learners, prepared for global citizenship.

PURPOSE OF LEGISLATIVE COMMITTEE

- To educate, inform, and communicate the needs of the Asheboro City Schools with key legislative leaders at the local, state, and federal levels on a regular basis;
- To develop positive relationships with key legislative leaders; and
- To stay abreast of current legislative issues and develop awareness among key legislative leaders of their potential impact on the Asheboro City Schools.

GUIDING PRINCIPLES

1. **Local Control**—We believe that a system of excellent schools is governed by a local board of education representative of the community and vested in the interests of its students and citizens.
2. **Adequate funding**—We believe that a system of excellent schools provides quality learning opportunities for all students, and the state should provide sufficient funding and resources to meet the requirement of providing all children with the opportunity for a sound, basic education.
3. **Support for public schools**—We believe that public education in North Carolina offers the promise of equal educational opportunities no matter race, religion, or ability; high standards; public accountability; and is a benefit to society by teaching democratic principles and shared values.

Legislative Priorities for 2022 – New Priorities for this Year

Recruitment and Retainment of Top Talent – As the candidate pool for educators continues to decrease, we implore legislators and the General Assembly help our industry recruit and retain highly-qualified school personnel to educate future generations. To help us recruit and retain quality staff needed in all facets of public-school work, we encourage:

- Reinstating retiree health coverage for all school employees who begin work on or after January 1, 2021.
- Reinstatement of advanced degree supplements for teachers and principals to reflect the value of higher education attainment for school leadership and classroom success.
- Enhance teacher preparation and pipeline programs as the labor shortage problems impacts school districts statewide. Examples include expansion of the New Teacher Support Program, Advanced Teaching Roles Program, Teacher Assistant Tuition Reimbursement Program, and Teaching Fellows Program.

Adequate and Equitable Resources for All Schools and Students – Asheboro City Schools stands firmly committed to providing each student with the support, resources, and tools needed for individual success. As such, we strongly feel the General Assembly should prioritize the expansion of additional resources to k-12 public schools to ensure all NC students have the support they need to succeed throughout the pandemic and in the years ahead.

- We support allowing North Carolinians to vote on a significant statewide bond to assist local counties with addressing the \$8.1 billion in school facility construction and renovation needs. The time is now while interest rates are at historic lows.
- We would like to see the approval of hardship waivers for the K-3 class size mandate for districts that cannot hire enough teacher or provide adequate space to open additional classrooms as required.
- We appreciate the extension approved by our local legislators to phase in smaller class sizes over time and for the additional funding to support our enhancement teachers (art, music, and physical education). As we continue to navigate class sizes transitions, we also encourage our legislators to consider amending the law on class size caps in K-3 to eliminate the districtwide averages.

Specific needs for ACS include:

- Technology and cyber security
- Current facility needs for the next five years exceed \$95 million

Continued Priorities –

Increase the weighting of student growth from 20% to 50% – We request an increase in the weighting of student growth from 20% to 50% in calculating the A-F North Carolina school performance grades. By increasing the weighting of student growth from 20% to 50%, a truer picture of the progress made by our schools in increasing student achievement would be presented. The current grading scale (20% growth, 80% proficiency) frames many of our schools and local communities in a negative light, thus affecting the economic climate. We strongly encourage making the 15-point grading scale for school performance grades permanent to ensure a fair comparison of annual grades, providing stability in accountability measures governing school operations. Additionally, we would appreciate a revision to the definition of a low-performing school. Schools that “meet expected growth” should not be labeled as “low-performing.”

NC Pre-K— We continue to support increased funding to serve additional three and four-year-olds in five-star pre-kindergarten programs. The state-funded pre-kindergarten program – NC Pre-K – provides high-quality early education to North Carolina’s most at-risk children. Studies have consistently found that children who participate in the program emerge better prepared for school and more likely to read at grade-level by third grade than their at-risk peers. Lawmakers should continue to expand and fully fund this program. Additionally, we strongly believe NC Pre-K should move back under the Department of Public Instruction to ensure seamless transition between early childhood learning and K-12 public education. (In Asheboro City Schools, we spend \$350,000 from our supplemental tax to fund the Early Childhood Development Center.)

Calendar flexibility — We ask our local legislators to consider an amendment to the calendar law that allows for the same calendar flexibility granted to charter and low-performing schools. We believe by amending the calendar law to provide more flexibility in the start and end dates, we will be able to optimize retention, minimize disruption, and allow concepts and ideas to be fully developed and absorbed.

Standardized accountability for all publicly-funded schools – We believe all schools receiving tax-payer dollars should be held to the same accountability measures in terms of student performance, teacher qualifications, calendar flexibility, curriculum standards, school accreditation requirements, and reporting requirements. We strongly encourage the General Assembly to “level the playing field” so that families are able to make fair comparisons among all publicly-funded schools including private, religious, charter, and virtual schools.

Calendar of Upcoming Events

March 10, 2022

Day	Date	Time	Event	Location
Tuesday	March 15	5:15 p.m.	Black Advisory Council Meeting	Central Office Boardroom
Thursday	March 17	7:30 p.m.	AHS Spring Band Concert	Journey Church
Thursday-Friday	March 17-18	10:00 a.m.	Greensboro Symphony Performance for 4 th Graders	Tanger Center, Greensboro
Monday	March 21	3:45 p.m.	Superintendent's Staff Advisory Council Meeting	Central Office Boardroom
Tuesday	March 22	9:30 a.m.	Elementary Battle of the Books Competition	Donna Lee Loflin Elementary School
Thursday	March 24	9:00-11:30 a.m.	PTEC Signature School Breakfast Event	Koury Convention Center, Greensboro
*Friday	March 25	8:00-10:00 a.m.	Legislative Breakfast	South Asheboro Middle School Media Center
Friday	March 25	All Day	Optional Teacher Workday	All Schools
Tuesday	March 29	11:30 a.m.	Faith-Based Advisory Council Meeting	Central Office Boardroom
Tuesday	March 29	5:15 p.m.	Latino Advisory Council Meeting	Central Office Boardroom
Wednesday	March 30	3:00-6:00 p.m.	Future Chef Competition	Balfour Elementary School
Friday	April 1-April 4	All Day	NSBA Annual Conference	San Diego, CA
Monday	April 4	6:00 p.m.	Randolph County Commissioners Meeting	Randolph County Old Courthouse
*Thursday	April 7	7:00 p.m. *Please Note Time Change*	ACS Board of Education Meeting	TBD
Monday-Thursday	April 11-14	All Day	ACS Spring Break	N/A
Friday	April 15	All Day	Holiday	N/A
Monday	April 25	6:00 p.m.	Randolph Sports Council Scholarship Banquet	Snyder Farms Restaurant
Monday	April 25	10:00-11:00 a.m.	Asheboro High School Graduate Runway	All Elementary Schools