

ASHEBORO CITY BOARD OF EDUCATION
North Asheboro Middle School Theater
May 12, 2022
7:30 p.m.

6:45 p.m. Finance Committee

I. Opening

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Asheboro High School Students
- *D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** School Spotlight – Mr. Eric Gee, Assistant Principal and Ms. Misty Hildreth, AP Lead Teacher, Asheboro High School
- B.** Community Partner Spotlight – Ms. Leigh Anna Marbert, Public Information Officer
- C.** Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer
- D.** Teacher of the Year Nominations – Ms. Leigh Anna Marbert, Public Information Officer
- E.** Marilyn Fowler, ACS Education Foundation Recognition– Ms. Leigh Anna Marbert, Public Information Officer
- F.** ACS Apple of Excellence First Year Teacher Recognition – Ms. Chandra Manning, BT Coordinator/Curriculum Specialist
- G.** High Tech Learning Accelerator – Ms. Chandra Manning, BT Coordinator/Curriculum Specialist

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 April 7, 2022 Board of Education Meeting
- B.** Policies Recommended for Approval:
 - Policy 4700 – Student Records
 - Policy 5030 – Community Use of Facilities
 - Policy 5210 – Distribution and Display of Non-School Material
 - Policy 6320 – Use of Student Transportation Services
 - Policy 6335 – Use of Private Vehicles for School-Related Purposes
 - Policy 6340 – Transportation Service/Vehicle Contracts
 - Policy 8305 – Federal Grant Administration
 - Policy 8310 – Annual Independent Audit
 - Policy 9000 – Planning to Address Facility Needs
- C.** Personnel
- D.** Overnight Field Trip – AHS Wrestling Camp
- E.** Bonus Recommendations

- F. Budget Amendment S-04
- G. Budget Amendment F-04
- H. Approval of Classroom and Administrative Furniture for Asheboro High School

VI. Information, Reports, and Recommendations

- A. 2022-2025 ACS Academically/Intellectually Gifted (AIG) Plan – Ms. Megan Smith, AIG Coordinator, and AIG Team
- B. Policies for 30-Day Review – Ms. Carla Freemyer, Executive Director of Human Resources
 - ~~Policy 2123 – Board Member Opportunities for Development~~
 - Policy 2220 – Official School Spokesperson
 - Policy 2341 – Quorum
 - Policy 3431 – Conflict Resolution
 - Policy 5100 – Relationships with Other Governmental Agencies
 - Policy 5110 – Relationship with County Commissioners
 - Policy 6140 – Student Wellness
 - Policy 9210 – Care and Maintenance of Grounds
- C. Facilities & Asheboro High School Phase III Updates – Mr. Christopher Scott, Director of Facilities & Maintenance
- D. Classroom Technology Upgrades – Mr. Anthony Woodyard, Director of Technology & Innovation

VII. *Action Items

- A. Naming Facilities Request – Dr. Aaron Woody, Superintendent
- B. Local Face Covering Policies – required by SL 2021-130 (Senate Bill 654).

VIII. Board Operations – Chairman Michael Smith

- A. Calendar of Events

IX. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION
North Asheboro Middle School Theater
May 12, 2022
7:30 p.m.

Addendum

6:45 p.m. – Finance Committee Meeting
(No Policy Committee Meeting)

- I. Opening**
- II. Special Recognition and Presentations**
- III. Superintendent's Report**
- IV. Public Comments**
- V. Consent Agenda**
 - C. Personnel (addendum added)
 - I. J. Brady Contracting, Inc.-Contract for Design Build Services for HVAC Work
- VI. Information, Reports, and Recommendations**
- VII. Action Items**
- VIII. Board Operations**
- IX. Adjournment**

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

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Points of Pride

May 12, 2022

AHS Student LIFT Graduates

Congratulations to Asheboro High School's Student LIFT graduates: Carlisle Dozier; Josue Escalante-Torres; Payton Knott; Anyah Lee; Delaney Muck; Kayla Ortiz; Cassie Proctor; Calvin Smith; and Nubia Terry.

Wendy Graham, Named Pre-AP National Faculty

We wish to congratulate Asheboro High School educator, Ms. Wendy Graham, for her recent acceptance to the Pre-AP National Faculty. Ms. Graham joins an amazing group of educators who provide best-in-class professional learning for other educators across the country. This is a great accomplishment!

Class of 2022 Cap and Gown Runway

On Monday, April 25, seniors in the Asheboro High School Class of 2022 walked in the annual Cap and Gown runway where they had a chance to return to their elementary school decked out in graduation regalia to celebrate with former teachers and be role models for our youngest students.

DLL Learns of Life Cycles

On Friday, students in Mrs. Hunter's class released butterflies after monitoring their metamorphosis from painted lady caterpillars to butterflies! This activity was part of their life cycles unit. Way to go students!

DLL Invites the Community for Career Day

Donna Lee Loflin invited professionals from across our community to visit with students on April 8 for Career Day! Students heard from a novelist, a zoo educator, a plumber, a photographer, a postal service worker, a member of the Asheboro Police Department, a lineman from Randolph Electric Membership Corporation, and members from the City of Asheboro Public Works Department. Thank you volunteers!

LPES Students Plant Tree for Earth Day

Lindley Park third-graders celebrated Earth Day on Friday, April 22 by planting a Cherokee Princess Dogwood tree. Students learned that trees are beneficial to the environment by producing oxygen and filtering out pollutants to clean the air.

Teacher Appreciation Week

Asheboro City Schools joins the nation in celebrating teachers during Teacher Appreciation Week each year during the first week in May. This year, the district served breakfast at each school site May 2-6.

May 12, 2022

Community Partner Spotlight:

During the May meeting of the Asheboro City Board of Education, the district is excited to recognize Communities in School (CIS) and shed light on the Success Coach partnership between CIS and Asheboro High School.

School Spotlight:

In May, the School Spotlight comes from Asheboro High School and will feature the Pre-AP program. Assistant Principal, Eric Gee, and Advanced Placement teacher, Misty Hildreth, will share a presentation about how the Pre-AP program helps prepare students for Advanced Placement courses.

School-Level Teachers of the Year:

In May, we will recognize the additional two Teachers of the Year who were absent at the April meeting. Teachers include: Kathleen Gee from Charles W. McCrary Elementary School; and Catherine Davis from North Asheboro Middle School.

ACS Education Foundation Recognition

After 29 years, Mrs. Marilyn Fowler, a member on the Asheboro City Schools Education Foundation Board of Directors, has resigned from the Board. At the May meeting, we will recognize her nearly three decades of service to the students at Asheboro High School.

Beginning Teacher of the Year:

Beginning Teacher Coordinator, Ms. Chandra Manning, will announce and introduce the Asheboro City Schools First-Year Apple of Excellence Teacher of the Year.

High-Tech Learning Accelerator:

Ms. Manning will conclude Special Recognition and Presentations by recognizing two students from Asheboro High School who were selected to participate in the High-Tech Learning Accelerator.

*"Mrs. Switzer is a person
that I can depend on to
do what is right for kids
and to do it with a sincere
heart of service."*

-Mrs. Nikki Domally, Principal



Apple of Excellence Winner 2022

Donna Switzer, Lindley Park Elementary

High-Tech Learning Accelerator

Wilmington, NC
April 7-8, 2022



Daniel Maldonado, 11th Grade
Tanush Sriram, 9th Grade



I'm that Designer
North Carolina
High-Tech Learning
ACCELERATOR
Wilmington 2022



ASHEBORO CITY BOARD OF EDUCATION MINUTES

North Asheboro Middle School Theater

April 7, 2022

7:30 p.m.

Budget Planning & Finance Committee

Board members were present:

Chairman Michael Smith
Hailey Lee
Gidget Kidd

Vice-Chairman Baxter Hammer
Gwen Williams
Dr. Beth Knott

Adam Hurley
Linda Cranford
Gus Agudelo

Board Members absent:

Ryan Patton

Phillip Cheek

Staff members present:

Dr. Aaron Woody
Carla Freemyer
Dr. Drew Maerz
Christina Kinley

Sandra Spivey
Dr. Wendy Rich
Angel Etheridge

Anthony Woodyard
Lee Clark
Leigh Anna Marbert

Chairman Michael Smith called the meeting to order at 6:07 p.m. and welcomed all in attendance.

Ms. Spivey presented the 2022-2023 Budget Request, which included the following information:

Local Current Expense Budget Considerations
Local Current Expense County Appropriation
Supplemental Tax Rate and Revenue
Supplemental Tax Calculation
Local Current Expense Budget – Revenues, Expenditures
Capital Outlay Budget Considerations
Capital Outlay County Appropriation
Capital Outlay Budget - Revenues, Expenditures

Ms. Spivey presented a local current expense county appropriation request for a \$300,000 (5.24%) increase to cover continuation budget items for the 2022-2023 school year.

Ms. Spivey requested the following appropriation and supplemental tax rate for the 2022-2023 school year:

- Total County Appropriation for Local Current Expense Requested \$6,644,403
- Supplemental Tax Rate--\$.1439/100

Ms. Spivey presented Capital Outlay projects based on the 10-Year Capital Plan previously presented to the Randolph County Commissioners and requested a capital outlay increase of \$100,000 over the funding allocated for the 2021-2022 school year.

- Total County Appropriation for Capital Outlay Requested for 2022-2023 school year: \$1,086,929

Dr. Aaron Woody will present this budget request before the Randolph County Commissioners in May.

Upon motion by Vice-Chairman Baxter Hammer and seconded by Gwen Williams, the Board unanimously approved the Budget Request as presented.

Ms. Spivey stated that we would like to offer a \$2,000 signing bonus using ESSER funds to recruit teachers. We propose \$1,000 to be paid upon signing and \$1,000 paid in June. We will bring this before the Board for a vote at the May Board meeting.

Ms. Spivey advised that there is a new low wealth supplement available for teachers. This is a new pot of money based on the wealth of our county and is recurring. We have been allocated \$350,000 (up to \$844 per teacher) for this additional supplement for teachers. This supplement would be paid to teachers still working for us in June. The formula for this supplement is based on a three-year average so the amount could change each year. We will bring this before the Board for a vote at the May board meeting.

Ms. Spivey shared that we had a federal programs audit by the NC Department of Public Instruction today and it went very well. They selected all of our elementary schools except McCrary Elementary. They interviewed parents, staff, principals, and administrators at the central office. They spoke highly of the student engagement in our schools.

There being no further business, the meeting was adjourned at 6:49 p.m.

Policy Committee

Policy Committee Members present:

Michael Smith
Gwen Williams

Baxter Hammer
Hailey Lee

Linda Cranford
Adam Hurley

Staff Members present:

Dr. Maerz

Carla Freemyer

Dr. Aaron Woody

The meeting was called to order at 6:53 p.m. and Dr. Maerz presented the following policy amendments:

Policy 2123 - Board Member Opportunities for Development

- Updated terminology and punctuation
- Change wording to include NSABA or COSSBA

Policy 2220 - Official School Spokesperson

- Updated terminology

Policy 2341 – Quorum

- Reviewed with no recommended changes

Policy 3431 - Conflict Resolution

- Updated legal references
- Updated policy name in cross references

Policy 5100 - Relationships with Other Governmental Agencies

- Reviewed with no recommended changes

Policy 5110 - Relationship with County Commissioners

- Updated language for a 10-year capital outlay plan
- Punctuation edits

Policy 6140 - Student Wellness

- Added a new goal under Nutrition Promotion and Nutrition Education

Policy 9210 - Care and Maintenance of Grounds

- Minor language edits
- Legal reference edit

There being no further business, the meeting was adjourned at 7:03 pm.

Board of Education**Board Members present:**

Chairman Michael Smith
Hailey Lee
Gidget Kidd

Vice-Chairman Baxter Hammer
Gwen Williams
Dr. Beth Knott

Adam Hurley
Linda Cranford
Gus Agudelo

Board Members absent:

Ryan Patton

Phillip Cheek

Staff Members attending:

Dr. Aaron Woody
Carla Freemyer
Dr. Drew Maerz
Sarah Beth Robbins
Barb Skelly
Lee Clark
Julie Brady
Holly White
Jake Berrier
Heather Carr
Karen Moss
Gayle Higgs

Sandra Spivey
Leigh Anna Marbert
Robin Harris
Christina Kinley
Angel Etheridge
Graham Groseclose
Lisa Hayes
Jonas Hancock
Misty Hildreth
Erica Rosencrans
Kristen Toscano

Anthony Woodyard
Dr. Wendy Rich
Chris Burian
Tracie Ross
Angie Allen
Kelly Patton
Steve Watson
Wes Berrier
Valencia Williams
Angie Scott
Chris Tuft

Opening

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance. Mr. Smith opened the meeting with a moment of silence. He then asked Mr. Chris Burian, Principal of Charles W. McCrary Elementary School to introduce fifth-grade students Trase McIntyre and Carson Shutt to lead the Pledge of Allegiance.

Upon motion by Vice-Chairman Baxter Hammer and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

Special Recognitions & Presentations:

Mr. Chris Burian, Principal of Charles W. McCrary, along with Mr. Steve Watson, Physical Education teacher and the McCrary Mustang Lacrosse Club Advisor, presented the School Spotlight focusing on the Boys Lacrosse Club at McCrary. Mr. Watson shared that he wanted to start a new club and he wanted to choose a nontraditional sport so he chose lacrosse. He stated that the McCrary Mustang Lacrosse Club was started in 2019 at McCrary and he was able to purchase the equipment through a Bright Ideas Grant from Randolph Electric Membership Corporation. Mr. Watson and the McCrary Mustang Lacrosse Club members shared information about the lacrosse and how the Lacrosse Club has enriched their lives.

Ms. Leigh Anna Marbert, Public Information Officer, presented the following Community Partner Spotlight: Zeko's Pizza was recognized for their continued support of the students, families, staff, and programs at Charles W. McCrary Elementary School. Mr. Ahmed Bahjat and Ms. Shaymaa Shokry, owners of Zeko's Pizza have shown appreciation for teachers by providing staff lunches and discounts, and they support the school's PTO by hosting PTO fundraiser nights where a portion of their proceeds goes to support the PTO's initiatives.

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

ACS Bands Get Highest Marks at Music Performance Adjudication (MPA)

On Thursday, March 24, the Asheboro High School Symphonic Wind Ensemble and the Symphonic Bands earned a "Superior" rating for their performances! A rating of "Superior," is the highest score a band can achieve at the North Carolina High School Music Performance Adjudication. Assistant Director of Bands, Tucker Smith said, "All students worked vigorously to achieve this accomplishment. They represented AHS with the highest standards both on and off the stage!"

The North Asheboro Middle School Band also participated in the North Carolina High School Music Performance Adjudication and earned an overall rating of, "Excellent." NAMS Band Director, Ms. Janet Longerbeam said, "We are very proud of our young musicians."

Elementary Battle of the Books Winning Team

Asheboro City Schools hosted the annual Elementary Battle of the Books competition on Tuesday, March 22 at Donna Lee Loflin Elementary School. All five elementary school teams went to head-to-head in one of the most exciting academic competitions of the year. In the end, it was Charles W. McCrary Elementary School who took the competition by storm. The Teachey Tigers came in second place as the runners up.

April Celebrations

In April, Asheboro City Schools recognizes National Child Abuse Awareness Month by placing blue pinwheels at each of our school locations provided by the Randolph Partnership for Children. We also recognize National Autism Awareness Month and Earth Day on Friday, April 22.

Student Recognitions

Asheboro High School senior, Cadet Col. Luke Hurley has received an appointment of a lifetime! Luke Hurley has been extended and accepted an appointment to the United States Air Force Academy! Colonel Hall, Major Howie, and MSgt. York of Asheboro High School's Air Force JROTC program said of Luke, "He has worked extremely hard for this appointment."

Eighth-grade student from South Asheboro Middle School, Helen Britt, has been selected from a group of students statewide to participate in the Step Up to STEM program through the North Carolina School of Science and Mathematics (NCSSM), which will take place summer 2022. This free one-week program is an innovative interdisciplinary academic program that uses exciting real-world subjects to challenge rising ninth and tenth graders across NC to build their skills in science, math, technology, and communications! Congratulations Helen!

Recognizing Outstanding Staff

Lindley Park Elementary School principal, Mrs. Domally received the Elbert K. Fretwell Outstanding Educator Award on Thursday, March 24. This award is named after Elbert Fretwell, the Boy Scouts of America's second Chief Scout Executive and a former professor of education at Columbia University.

Asheboro City Schools Director of Support Services, Dr. Drew Maerz was awarded the Silver Beaver Award from the Old North State Council of the Boy Scouts of America. The Silver Beaver Award is bestowed upon persons who have given continued, unselfish, and effective service to the community, usually through the program of the Boy Scouts of America, but not limited to Scouting.

The district would also like to recognize Ms. Sarah Beth Robbins for representing Asheboro City Schools at the recent State of our County event on behalf of our ACS Career and Technical Education program! Ms. Robbins shared a number of highlights and areas of opportunity for students in our CTE programs.

Donna Lee Loflin Elementary School, 2022 PTEC Signature School

On Thursday, March 24, Donna Lee Loflin Elementary School was named the Piedmont Triad Education Consortium (PTEC) 2022 Signature School for the Asheboro City Schools district.

Teacher of the Year Recognitions

Ms. Leigh Anna Marbert, Public Information Officer, presented the school-level Teachers of the Year. This year's nominees for ACS Teacher of the Year include: Misty Hildreth (Asheboro High School); Valencia Williams (Balfour Elementary); Kathleen Gee (Charles W. McCrary Elementary); Heather Carr (Donna Lee Loflin); Erica Rosencrans (Early Childhood Development Center); Angie Scott (Guy B. Teachey Elementary); Karen Moss (Lindley Park Elementary); Catherine Davis (North Asheboro Middle School); and Kristen Toscano (South Asheboro Middle School).

Future Chef Competition

Ms. Sandra Spivey, Finance Officer, recognized Evelyn Lopez Cuevas of Charles W. McCrary Elementary for earning the top position in the district's Future Chef Competition held on March 30 at Balfour Elementary for her recipe, "Awesome Tacos".

AHS Athletic Accomplishments

Dr. Drew Maerz, Director of Support Services, shared that the Asheboro High School wrestling team are repeat conference champions. Dr. Maerz introduced coaches Mr. Wesley Berrier and Mr. Jake Berrier, who shared about the wrestling team accomplishments and how proud they were of their student-athletes for their sportsmanship, as well as their discipline on and off the wrestling mat. The student-athletes in attendance were Luke Lambeth, Logan Lambeth, and Xavier Santos.

Superintendent's Report

Dr. Aaron Woody, Superintendent, shared information about an event being hosted by the Russell E. Murphy Football Camp organization on Saturday, April 23 in the McCrary gym in downtown Asheboro at 3 p.m. The event is in collaboration with the camp, the City of Asheboro, the Randolph County Sheriff's Office, the North Carolina Highway Patrol, and the Asheboro Fire and Police departments. At this event, free food will be provided and students will hear from US Attorney General, Sandra Hairston, about gangs and bullying.

Dr. Woody also expressed great appreciation for Bishop Michael Trogdon of Kingdom Life Church who has recently been hosting a voluntary prayer time with teachers at Asheboro High School. During these sessions, Bishop Trogdon has brought an encouraging word for staff and then prayed over the entire school community. Anyone is welcome to attend. The next prayer session will be on Tuesday, April 19 at 4 p.m. in the courtyard of Asheboro High School.

Dr. Woody shared that he has visited all schools with the two new board members, Adam Hurley and Hailey Lee, over the last three weeks and witnessed the hard work and dedication of our staff and students.

To conclude his Superintendent's Report, Dr. Woody shared information about a Federal Programs audit that four of our elementary schools were selected to participate in on Thursday, April 7. The auditors praised our schools for the student engagement and leadership and commented that the climate in our schools is very positive and warm. At the closing meeting, Department of Public Instruction auditors, Mr. James Popp and Dr. Masa Kinsey-Shipp were more than complimentary about what they witnessed in our schools. "As I walked through your schools, it was evident how everyone was using their time effectively and students were engaged in learning. The culture of your buildings was purposeful and intentional. It was endearing; a thing of beauty. I would be happy to put any one of my children in Asheboro City Schools," said Dr. Masa Kinsey-Shipp.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Linda Cranford and seconded by Gwen Williams, the following items were unanimously approved by the Board:

- A. Approval of Minutes – March 10, 2022 Board of Education Meeting and Minutes from the Legislative Breakfast on March 25, 2022
- B. Personnel – The Personnel list is at the end of this document.
- C. Budget Amendment S-03
- D. Budget Amendment F-03

Asheboro City Schools Personnel Transactions April 7, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Orozco	Maria	LP	Kindergarten - Dual Language	6/13/2022
Spivey	Jill	SAMS	Mathematics	6/13/2022

Watson	Steve	CWM	Physical Education	6/30/2022
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***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Beane	William	AHS	Non-Faculty Coach - Baseball	3/14/2022
Castillo	Javier	NAMS	Non-Faculty Coach - Soccer	3/22/2022
Moody	David	NAMS/AHS	Asst. Principal/Admin. Support (temporary; part-time)	3/14 - 6/13/2022

Asheboro City Schools Personnel Transactions - ADDENDUM April 7, 2022

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Harley	Rebecca	CO	Bus Driver	3/29/2022
LaMuraglia	Nancy	LP	1st Grade Teacher	6/13/2022
Neel	William	AHS	Health and Physical	6/13/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Heim	Joyce	NAMS	Science	4/18/2022

***C. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Groseclose	Graham	NAMS	Principal	7/1/22 - 6/30/24

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Angela	CO	School Nutrition Acct. to School Nutrition Program Director	4/1/2022
Gibson	Lakeia	CO	Substitute Bus Driver to Bus Driver	3/31/2022
Gray	Angela	CO	Bus Driver to Substitute Bus Driver	3/18/2022

Information and Reports

- A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Support Services
- Policy 4700 – Student Records
 - Policy 5030 – Community Use of Facilities
 - Policy 5210 – Distribution and Display of Non-School Material
 - Policy 6320 – Use of Student Transportation Services
 - Policy 6335 – Use of Private Vehicles for School-Related Purposes
 - Policy 6340 – Transportation Service/Vehicle Contracts

- Policy 8305 – Federal Grant Administration
 - Policy 8310 – Annual Independent Audit
 - Policy 9000 – Planning to Address Facility Needs
- B. Dr. Drew Maerz, Director of Support Services, presented a Student Wellness Policy update. Dr. Maerz stated that the School Health Advisory Council (SHAC) is charged to plan, update, implement, promote, and monitor policy 6140, Student Wellness. Dr. Maerz discussed the SHAC responsibilities and meetings schedule.
 - C. Ms. Sandra Spivey, Finance Officer, gave an update of the Asheboro High School Phase III Updates. The project is on schedule.
 - D. Ms. Leigh Anna Marbert, Public Information Officer, shared a Naming Facilities Request to name the Lindley Park Elementary media center after retired educator Ms. Marie Boone. Ms. Boone taught at Asheboro City Schools for 34 years at Lindley Park Elementary. Ms. Boone was named Teacher of the Year two times during her tenure and devoted her life to teaching and to Lindley Park Elementary. This request will be up for 30-day review per Board Policy 9300.

Action Items:

- A. Dr. Drew Maerz presented the 2023-2024 Calendar for approval. Upon motion by Gwen Williams and seconded by Vice-Chairman Baxter Hammer, the Board unanimously approved the Calendar.
- B. Dr. Aaron Woody, Superintendent, requested approval of the 2022-2026 Strategic Plan. Upon motion by Gwen Williams and seconded by Gus Agudelo, the Board approved the Strategic Plan with a vote of 7-2 in favor of the Strategic Plan as presented.
- C. Ms. Sandra Spivey, Finance Officer, presented the Design Build HVAC Contract for approval. Upon motion by Gidget Kidd and seconded by Beth Knott, the Board unanimously approved the Contract.
- D. Per Session Law 2021-130 (Senate Bill 654), local boards of education are required to conduct a monthly vote on Local Face Covering Policies. The Board conducted a roll call vote, which resulted in the decision to continue mask optional for staff and students. The vote was unanimous.

Board Operations:

Chairman Smith reviewed information regarding upcoming events including Spring Break next week, various spring events at our schools and Asheboro High School graduation on June 9 at 7:00 p.m.

Chairman Smith announced that the Board meetings will be held in the North Asheboro Middle School theater until the Professional Development Center is reopened in early 2023.

Chairman Smith and other Board members shared information from the National School Boards Association (NSBA) conference held April 1-4 in San Diego, CA.

NSBA Sessions Discussed:

- Ms. Gwen Williams– Parent and Community Engagement, Pre-K
- Mr. Gus Agudelo – Equity & Diversity

- Ms. Linda Cranford – Preparing students for jobs in particular areas, Innovation (and removing barriers to education), Artificial Intelligence, Community Wellness
- Vice-Chairman Baxter Hammer – Equity & Diversity, Empowering Excellence and Success through School Leadership
- Dr. Aaron Woody – Advancing Literacy, How to Talk to Your Community about Student Achievement and Accountability, Session with Daymond John, star of ABC's Shark Tank
- Chairman Michael Smith – Early Childhood Literacy, Diversity
- Dr. Beth Knott – Dual Language Program, Mental Health, Podcasting

The next Board meeting will be on May 12, 2022 at 7:30 p.m.

Adjournment:

There being no further business and upon motion by Gus Agudelo and seconded by Hailey Lee, the Board unanimously approved to adjourn at 9:58 p.m.

Chairman

Secretary

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) 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;

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- (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(c)(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.

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).

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.

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.

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. The regulations will be 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.
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.
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.

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 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.

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.

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 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.

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

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 F 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 DE 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 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 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 D below and the standards for review of decisions in Section 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, 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.

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

DELETE

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 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 (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, 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 when (1) the employee, board, or agent of the school system, (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 (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 performance 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 corrective 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 Resources: *Standards for Internal Control in the Federal Government* ("The Green Book") (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 <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/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

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. 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 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 Schools
Personnel Transactions
May 12, 2022**

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

LAST	FIRST	SCHOOL	SUBJECT
Arroyo	Nicholas	AHS	Business Information Technology
Bressler	Geri	AHS	Science
Downey	Sarah	AHS	Chorus
Duncan	Adam	AHS	School Counselor
Fadonougbo	Vaneza	AHS	Science
Goard	Nicholas	AHS	Social Studies
Hailey	Lee	AHS	Exceptional Children
Howie	John	AHS	JROTC
Kearns	Julie	AHS	Exceptional Children
Monroe	Andrea	AHS	English
Parson	Krystal	AHS	Exceptional Children
Peters	Charles	AHS	Mathematics
Strider	Clayton	AHS	Mathematics
Sula	Teresa	AHS	Exceptional Children
LAST	FIRST	SCHOOL	SUBJECT
Boucher	Holly	BAL	Music
Hamilton	Kathleen	BAL	Exceptional Children
Reynosa	Rosa	BAL	5th Grade
Saunders	Corey	BAL	Physical Education
Smith	Ashley	BAL	Reading
LAST	FIRST	SCHOOL	SUBJECT
Copelan	Wendy	CO	Talent Development Specialist
Dunn	Matt	CO	Student Advocacy Specialist (part-time)
Favasuli	James	CO	School Psychologist (part-time)
Pike	Gabrielle	CO	Behavior Specialist
Skelly	Barbara	CO	EC Lead Program Specialist
Stines	Dubraska	CO	EL Lead Teacher
LAST	FIRST	SCHOOL	SUBJECT
Brown	Creath	CWM	5th Grade
Robbins	Christin	CWM	Exceptional Children
Wilson	Kalie	CWM	Media
LAST	FIRST	SCHOOL	SUBJECT
Banks	Kelly	DLL	3rd Grade
Clark	Heather	DLL	1st Grade
Creed	Stacy	DLL	Interventionist
Jobe	Natalie	DLL	Music

Kennedy	Darian	DLL	Exceptional Children
Latham	Mary "Faith"	DLL	Kindergarten
Murphy	Arlena	DLL	3rd Grade
Swartwood	Sean	DLL	Physical Education

LAST	FIRST	SCHOOL	SUBJECT
Britton	Erin	ECDC	Speeh Language Pathologist
Causey	Stacy	ECDC	Pre-K
Harwood	Dena	ECDC	Pre-K

LAST	FIRST	SCHOOL	SUBJECT
Allmond	Kady "Jade"	GBT	3rd Grade
Barnard	Maria	GBT	Exceptional Children
Berrier	Jacob	GBT	Exceptional Children
Felice	Samantha	GBT	School Counselor
Joyce	Keichelle	GBT	Exceptional Children
Lambeth	Savannah	GBT	Kindergarten
McClosky	Kristen	GBT	Academically Gifted
Nixon	Denise	GBT	5th Grade
Sheehy	Kristina	GBT	Exceptional Children

LAST	FIRST	SCHOOL	SUBJECT
Beccerra	Hermelinda	LP	1st Grade
Brashier	Kathryn	LP	1st Grade
Hazlett	Jada	LP	3rd Grade
King	Melinda	LP	Kindergarten
Shackelford	Carly	LP	2nd Grade
Switzer	Donna	LP	Kindergarten
Walton	Karsyn	LP	5th Grade

LAST	FIRST	SCHOOL	SUBJECT
Banner	LeBrandon	NAMS	Physical Education
Bennett	Cody	NAMS	Mathematics
Carroll	Ryan	NAMS	Social Studies
Freeman	Tiffany	NAMS	English Language Arts
Griffith	Brooke	NAMS	Agriculture Science
Heim	Joyce	NAMS	Science
Hollifield	Jacob	NAMS	English Language Arts
Lawrence	Patrick	NAMS	Social Studies
McBride	Julia	NAMS	English as a Second Language

LAST	FIRST	SCHOOL	SUBJECT
Adams	Alex	SAMS	Mathematics/Social Studies
Greco	Karyn	SAMS	Exceptional Children
Honeycutt	Aleah	SAMS	English Language Arts
King	Brianna	SAMS	Mathematics
Martinez	Jorge	SAMS	Social Studies

Parker	Marzell	SAMS	Social Studies
Ruiz	Alondra	SAMS	Media

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

LAST	FIRST	SCHOOL	SUBJECT
Cagle	Kim (Faith)	AHS	Mathematics
Dunn	Tina	AHS	Exceptional Children
Hoffman	Kimberly	AHS	Business/Marketing
Kao	Hsuan	AHS	Chinese
Scherer	Wesley	AHS	Social Studies
Smith	Tucker	AHS	Band
York	Hal	AHS	JROTC

LAST	FIRST	SCHOOL	SUBJECT
Blocker	Allison	BAL	Kindergarten

LAST	FIRST	SCHOOL	SUBJECT
Ambuehl	Staci	CWM	Speech Language Pathologist
Clark	Stephanie	CWM	3rd Grade
Mulkey	Brandy	CWM	Art
Sheppard	Lea	CWM	4th Grade

LAST	FIRST	SCHOOL	SUBJECT
Wysong	Brandon	DLL	3rd Grade

LAST	FIRST	SCHOOL	SUBJECT
Brown	Olivia	GBT	1st Grade
Clayton	Lauren	GBT	2nd Grade
Kidd	Bethany	GBT	Kindergarten
Icenhour	Udenia	GBT	Exceptional Children
Seabolt	Emily	GBT	1st Grade
Williams	Danielle	GBT	4th Grade

LAST	FIRST	SCHOOL	SUBJECT
Pirlot	Jami	LP	2nd Grade
Vogel	Caitlyn	LP	Art

LAST	FIRST	SCHOOL	SUBJECT
Hankins	Mindy	NAMS	Mathematics
Hutton	Carly	NAMS	Chorus
Kirkman	Morganne	NAMS	Exceptional Children
Lee	Beverly	NAMS	Exceptional Children
Reedy	Karen	NAMS	Science/Mathematics

LAST	FIRST	SCHOOL	SUBJECT
Hagood	Dustin	SAMS	Social Studies

Jordan	Tameka	SAMS	Science
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***C. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 4 YEAR CONTRACT**

LAST	FIRST	SCHOOL	SUBJECT
Aguero	Veronica	AHS	Spanish
Andrews	Christopher	AHS	Social Studies
Bates	Julie	AHS	Exceptional Children
Blakely	Erica	AHS	Health Science
Frazer	Joy	AHS	Art
Hinson	Charles	AHS	Spanish
Norton	Patricia	AHS	Mathematics
Phelps	Karla	AHS	English

LAST	FIRST	SCHOOL	SUBJECT
Beard	John	BAL	School Counselor
Walsh	Leslie	BAL	1st Grade

LAST	FIRST	SCHOOL	SUBJECT
Baker	Robbin	DLL	Art
Carr	Heather	DLL	5th Grade
Gordy	Ryan	DLL	4th Grade
Holloway	Caitlin	DLL	1st Grade

LAST	FIRST	SCHOOL	SUBJECT
Durgo	Rebekah	GBT	Kindergarten
Harger	Michelle	GBT	Instructional Facilitator
Wood	Stephanie	GBT	3rd Grade

LAST	FIRST	SCHOOL	SUBJECT
Taylor	Tara	LP	Academically Gifted

LAST	FIRST	SCHOOL	SUBJECT
Hopkins	Steven	NAMS	Art

LAST	FIRST	SCHOOL	SUBJECT
Altadonna	Robert	SAMS	Science/Social Studies
McKeown	Melissa	SAMS	Academically Gifted
Smith	Carey	SAMS	English Language Arts/Social Studies
Smith	Leslie	SAMS	Science

***D. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carranza	Javier	CWM	5th Grade	6/13/2022
Davis	Lydia	SAMS	Speech Language Pathology	6/13/2022
Joyner	Nicholas	CWM	1st Grade	6/13/2022

Kosel	Daniel	SAMS	Buisness Information Technology	6/13/2022
Marbert	Leigh Anna	CO	Public Information Officer	6/16/2022
Pope	Diara	CWM	After School Program Assistant	6/9/2022
Pulliam	Zara	CWM	Exceptional Children	6/13/2022
Ruiz	Janneth	SAMS	Science	6/13/2022
Rutkowski	Jennifer	LP	Instructional Assistant	6/13/2022
Thompson	Miranda	LP	4th Grade	6/13/2022
Wicker	Kaitlyn	SAMS	School Nurse	6/13/2022

***E. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Staci	AHS	English	8/18/2022
Butts	Michelle	LP	4th Grade	8/12/2022
Harkey	Sarah	AHS	Agriculture	7/1/2022
Thames	Dana	AHS	English	8/18/2022

***F. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dillion	Jonathan	NAMS	Assistant Principal	8/1/2022-6/30/2023
Harris	Robin	CO	Director of Equity and Inclusion	7/1/2022 - 6/30/2026
Wiles	Deanna	CO	Director of K-12 Education	7/1/2022 - 6/30/2026

G. ADMINISTRATOR TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dawalt	Keisha	BAL to NAMS	Assistant Principal	8/1/2022
Dillion	Jonathan	NAMS to AHS	Assistant Principal	8/1/2022

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
May 12, 2022**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Allred, Staci	Bellarmino College (Louisville, KY) B: Arts in Sociology University of Phoenix Teacher Certification Program Grand Canyon University M: Exceptional Children	EC General Curriculum English 9-12

Ms. Allred is recommended to teach English at Asheboro High School for the 2022-2023 school year. Ms. Allred is an experienced teacher who comes to us from Randolph County Schools where she currently teaches Resource and Inclusion English I-IV. Prior to teaching, she was a Behavior Specialist with Paragon Autism Services. Ms. Allred is excited to join the Asheboro High School team and is looking forward to building relationships with a new group of students. Please join me in welcoming Ms. Allred to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Butts, Michelle	UNC Greensboro B: Elementary Education and Special Education	Elementary Education (K-5) Special Education (K-12)

Ms. Butts is recommended as a fourth-grade teacher at Lindley Park Elementary School for the 2022-2023 school year. Ms. Butts came to us as a student teacher last fall with positive endorsements from her university. During her time at Lindley Park she demonstrated that she is capable of leading a classroom with principles and values that are important to Asheboro City Schools. She is thoughtful and takes a proactive, equitable approach to problem solving. We are pleased to welcome Ms. Butts to Asheboro City Schools. Welcome Ms. Butts!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Harkey, Sarah	NC A & T State University M: Agriculture Education University of Mount Olive B: Agriculture Education	Agricultural Education (6-12)

Ms. Harkey is recommended for the position of Agriculture teacher at Asheboro High School for the 2022-2023 school year. Ms. Harkey is coming to us from Franklinton High School where she taught Animal Science as well as Horticulture. While there, she aided in establishing the FFA program and is excited to continue her career by teaching in Asheboro City Schools. She is described as being a great team player and knowledgeable across disciplines in agriculture education. Please join me in welcoming Ms. Sarah Harkey to Asheboro City Schools. Welcome Ms. Harkey!

NAME

Thames, Dana

COLLEGE/DEGREE

UNC Greensboro

B: Middle Grades Education/English

M: Reading (K-12)

LICENSURE

English (9-12)

Language Arts (6-9)

Reading (K-12)

Social Studies (6-9)

Ms. Dana Thames is recommended to teach English at Asheboro High School for school year 2022-2023. Ms. Thames is a veteran educator with eighteen years of experience. She taught in Randolph County Schools for many years before transitioning to Alamance/Burlington School System Early College High School. Ms. Thames has a passion to provide her students with tools for a successful life. We are excited for Ms. Thames to continue her teaching career at Asheboro High School and to share her experience and commitment to education with others. Welcome, Ms. Thames!

Asheboro City Schools
Personnel Transactions - ADDENDUM
May 12, 2022

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

LAST	FIRST	SCHOOL	SUBJECT
Black	Kim	AHS	Mathematics (part-time)

***D. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cagle	Kimberly "Faith"	AHS	Mathematics	6/13/2022
Felice	Samantha	GBT	School Counselor	6/13/2022

***E. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Julia	CWM	Physical Education	8/12/2022
Ross*	Charles "Trey"	AHS	Physical Education	8/12/2022
Scott*	Bobbi	SAMS	English Language Arts	8/18/2022

***H. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Harger	Michelle	GBT	Assistant Principal	8/1/2022-6/30/2024
Patton*	Kelly	CWM	Assistant Principal	8/1/2022-6/30/2024
Roberts	Brittany	AHS	Assistant Principal	8/1/2022-6/30/2024

I. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bennett	Cody	NAMS to SAMS	Mathematics	8/18/2022
Berrier	Wes	AHS	Business to Business/AD	7/1/2022
Robbins (Hanson)	Rebekah	BAL to NAMS	5th Grade to 6th Grade ELA	8/18/2022

*In accordance with Board Policy 7100, this individual is an immediate family member of a Board member, Central Office Director or Principal.

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
May 12, 2022**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Cox, Julia	University of Arkansas B: Kinesiology and K-12 Physical Education and Health	Physical Education and Health, K-12

Ms. Julia Cox is recommended to teach Physical Education (PE) at Charles W. McCrary Elementary School for the 2022-2023 school year. Ms. Cox recently completed her student teaching at Prairie Grove Elementary School in Prairie Grove, AR and Southwest Junior High in Springdale, AR. She also completed a teaching practicum at Woodland Junior High in Fayetteville, AR. Ms. Cox is an advocate for lifelong fitness and is looking forward to working with students on their fitness goals. Ms. Cox coached 7th and 8th grade girls basketball and currently serves as the School Site Supervisor with School Kids' Connection, Boys and Girls Club. Ms. Cox is excited to relocate to Asheboro and begin her teaching career at Charles W. McCrary Elementary School. Welcome Ms. Cox!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ross, Charles "Trey"	Appalachian State University B: Health and Physical Education	Physical Education and Health, K-12

Mr. Charles "Trey" Ross is recommended to teach Health and Physical Education at Asheboro High School for the 2022-2023 school year. Mr. Ross completed his student teaching in the fall at Watauga High School in Boone, NC, where he is currently serving as a substitute until the end of the school year. Outside the classroom, Mr. Ross played tight-end on the Appalachian State football team. He was named three times to the Sun Belt Academic Honor Roll and played on several bowl/championship teams while at Appalachian. Mr. Ross is excited to begin his teaching career at Asheboro High School and plans to use his minor in Coaching and Sports Science to support the Blue Comet tradition of excellence. We are pleased to welcome Mr. Ross to Asheboro City Schools. Welcome Mr. Ross!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Scott, Bobbi	Pfeiffer University B: Elementary Education Gardner Webb University M: Leadership in Curriculum & Instruction	Elementary, K-6

Mrs. Bobbi Scott is recommended to teach 6th grade English Language Arts at South Asheboro Middle School for the 2022-2023 school year. Mrs. Scott is a veteran educator who currently teaches ELA, Social Studies and STEAM at Uwharrie Charter Academy Middle School. Beyond the classroom, Mrs. Scott has served as a mentor to beginning teachers, and led staff professional development. Mrs. Scott taught eleven years at Seagrove Elementary, serving on the leadership and MTSS teams during this time. Mrs. Scott is a passionate educator with extensive experience working with at-risk students and works daily to improve outcomes for students. We are pleased to welcome Mrs. Scott to Asheboro City Schools. Welcome Mrs. Scott!

ASHEBORO CITY SCHOOLS
ADMINISTRATOR APPOINTMENTS – ADDENDUM
May 12, 2022

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Harger, Michelle	Ashford University (Iowa) B: Psychology UNC-Greensboro M: Elementary Education, Math Post-Masters Certificate in School Administration	Elementary K-6 EC General Curriculum School Administration

Ms. Michelle Harger is recommended to serve as an Assistant Principal at Guy B. Teachey Elementary School. Ms. Harger is an experienced educator who came to the district in 2017 where she taught 5th grade at Charles W. McCrary Elementary School. The following two years, Ms. Harger served as an EC Program Specialist and then transitioned to the Instructional Facilitator at Guy B. Teachey for the 2021-2022 school year. Ms. Harger participated in Asheboro City Schools Teacher Leadership Academy and was named Charles W. McCrary Elementary School Teacher of the Year in 2018. Ms. Harger is described as someone who takes initiative, organized, and a team player. Ms. Harger has well established relationships with students and staff and will continue to make a positive impact at Guy B. Teachey Elementary School in this new role. Congratulations Ms. Harger!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Patton, Kelly	UNC-Greensboro B: Elementary Education M: Curriculum and Instruction Appalachian State University Graduate Certificate in School Leadership	Elementary, K-6 Academically Gifted School Administration

Mrs. Kelly Patton is recommended to serve as the Assistant Principal at Charles W. McCrary Elementary School. Mrs. Patton is a veteran educator who joined Asheboro City Schools in 2016 as an Academically Gifted teacher. Prior to joining ACS, Mrs. Patton served as a lead teacher, AVID Coordinator, and classroom teacher. She also has experience as a testing coordinator, leadership chair, and beginning teacher mentor. This year, Mrs. Patton transitioned to the role of Instructional Facilitator at Charles W. McCrary Elementary School. Mrs. Patton is well equipped to take on this new role given her professionalism, strong instructional background, and leadership experiences. We look forward to her positive impact on the students, families, and staff at Charles W. McCrary Elementary School. Congratulations Mrs. Patton!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Roberts, Brittany	UNC-Pembroke B: Exercise Sports and Physiology M: Physical Education and Health North Carolina State University M: School Administration	Physical Education School Administration

Ms. Brittany Roberts is recommended to serve as an Assistant Principal at Asheboro High School. Ms. Roberts completed the Northeast Leadership Academy/NC Principal Fellow program and served as a Principal Resident at E.E. Smith High School in Fayetteville, NC. At E.E. Smith High School, Ms. Roberts was the ninth-grade administrator and completed informal teacher observations, facilitated professional development, parent outreach, and other school wide initiatives. As the chair of the MTSS team, Ms. Roberts developed an MTSS dashboard for teachers to analyze student data in order to make more informed decisions for supporting students. Ms. Roberts was named a school level PBIS Teacher of the Year at Walker Spivey Elementary School, and district finalist for this award in 2020-2021. Outside the classroom, Ms. Roberts was the head women's soccer coach at South View High School for three years. We are looking forward to Ms. Roberts joining Asheboro High School administrative team. Welcome Ms. Roberts!

Bonus Recommendations

May 12, 2022

SUPPLEMENTAL FUNDS FOR TEACHER COMPENSATION (PRC 071)

per Allocations approved by the State Board of Education on 1/5/22

Bonus to be paid in June 2022 per qualified teacher = \$ 745

SL 2021-180 Section 7A.12 provides supplements to Certified teachers and instructional support personnel. Certified teachers and instructional support personnel are those who are required to be paid from the legislative certified teacher salary schedule and are typically the types of positions paid from State PRCs 001, 004, 006 and/or 007, and are working and coded to a school. The supplements are intended for K-12 positions only.

These supplements are subject to retirement. Bonus will be pro-rated based on hours worked for Part-Time teachers.

Qualifying positions	357
Estimated Bonus	\$ 265,965
Estimated FICA	\$ 20,346
Estimated Retirement	\$ 64,337
Estimated Total Cost	<u>\$ 350,648</u>
PRC 071 allotment from DPI	\$ 350,144

RECRUITMENT BONUS FROM ESSER FUNDS

We recommend the use of ESSER funds to provide a recruitment bonus for open certified positions for the 2022-2023 school year. New employees must be employed by October 1, 2022. Employees must remain employed for the entire school year or the bonus will be refunded by the employee.

Administrative, classified or contracted positions are not eligible for this bonus.

Bonus will be paid in two increments. \$1,000 paid on first check and \$1,000 paid in June 2023. This bonus will be pro-rated for any qualifying part-time positions filled.

Estimated positions to be filled	40
Bonus to be paid per qualifying position	\$ 2,000
Estimated Bonus	\$ 80,000
Estimated FICA	\$ 6,120
Estimated Retirement	\$ 19,352
Estimated Total Recruitment Bonus Cost	<u>\$ 105,472</u>

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of May, 2022, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2022.

REVENUE

1.3100.000	State Allocation	\$ <u>112,553</u>
		\$ <u><u>112,553</u></u>

EXPENDITURE

1.5120.014	CTE - Career Technical Education	\$ (900)
1.5350.016	Extended Day/Year Instruction - Summer Reading Camps	<u>113,453</u>
		\$ <u><u>112,553</u></u>

Total Appropriation in Current Budget	\$ 35,510,140
Total Increase/Decrease of above amendment	<u>112,553</u>
Total Appropriation in Current Amended Budget	\$ <u><u>35,622,693</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of May, 2022.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 12th day of May, 2022, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2022.

REVENUE

3.3600.191	ARP-ESSER III - Identification & Location of Missing Students	\$ 25,919.00
3.3600.203	ESSER III Employee Bonus Program	<u>100,945.00</u>
		<u>\$ 126,864.00</u>

EXPENDITURE


3.5860.191	Instructional Technology Services	\$ 25,919.00
3.5110.203	Regular Curricular Services	<u>100,945.00</u>
		<u>\$ 126,864.00</u>

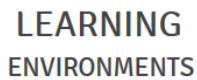
Total Appropriation in Current Budget	\$ 19,086,214.22
Total Increase/Decrease of above amendment	<u>126,864.00</u>
Total Appropriation in Current Amended Budget	<u>\$ 19,213,078.22</u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of May, 2022.

Chairman, Board of Education

Secretary

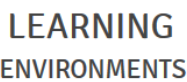
 LEARNING ENVIRONMENTS PO Box 1127 Liberty N 27298 336-210-6034					REVISED 5-4-22	
					Asheboro High School	
					Classrooms	
					NC STATE CONTRACT	
					Corilam, HPFI, Alumni	
Model		Description			Each	QTY
CEXPL-18-CH		Student Chair			\$55.00	1446
		Charcoal				
		18"				
Model		Description			Each	QTY
TFLOW2527-HPL-BH		Student desk			\$247.00	1321
		Sterling Ash laminate				
		Book hook				
Model		Description			Each	QTY
CEXPL-18-CH-PS		Teacher chair			\$125.00	80
		Charcoal				
		Padded seat				
Model		Description			Each	QTY
TD3060-HPL		30x60 teacher desk			\$795.00	70
		2 tone				
		black				
Model		Description			Each	QTY
CLH72		72" teacher bookcase			\$525.00	61
		Black				
Model		Description			Each	QTY
CLH36		36" bookcase			\$474.00	11
		Black				
Model		Description			Each	QTY
CL2472		Computer table			\$800.00	28
		Flip lid				
Model		Description			Each	QTY
H651		30x66 desk			\$824.00	1
Model		Description			Each	QTY
H7221		24x48 return			\$560.00	1



336-210-6034

HPFI, Sit on it

Model		Description			Each	QTY	EXT
H651L2BF	30x66 Single ped desk				\$932.00	9	\$8,388.00
	Center drawer						
	Full Ped						
H722LF	24x48 return				\$683.00	9	\$6,147.00
	Full Ped						
HW72	72" bookcase				\$612.00	9	\$5,508.00
2722.Y.A141	Amplify				\$425.00	14	\$5,950.00
	Task chair with arms						
	12 office plus to 2 for main and student services						
HW42120	Conference room table				\$1,200.00	2	\$2,400.00
	42x120						
2722.B.A141	Amplify task chair				\$410.00	16	\$6,560.00
	swivel tilt						
	with arms						
	Conference rooms						
565.2.A130	Focus guest with arms				\$285.00	8	\$2,280.00
	workroom						
HW3672	table				\$563.00	2	\$1,126.00
	36x72						
	Workroom						
2722.Y.A141	Amplify				\$445.00	1	\$445.00
	Task chair with arms						
	Fully upholstered back						
HET2424	end table 24x24				\$515.00	2	\$1,030.00
	Student services						



REVISÉD 5-4-22

Asheboro High School

Admin

NC STATE CONTRACT

HPFI, Sit on it

Principal Office

TR3048	Bedford return			\$1,096.00	1	\$1,096.00
	24x48					

TR3064	Bedford credenza			\$1,599.00	1	\$1,599.00
	Kneespace 24x66					

TR3077	Bedford 66" overhead storage			\$998.00	1	\$998.00
	Principal					

TR36	Bedford 36" round table			\$830.00	1	\$830.00
	Principal					

AP's Office

TR3025	Bedford double ped desk			\$1,706.00	3	\$5,118.00
	30x66					

TR32	Bedford center drawer			\$105.00	3	\$315.00
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TR77BC	Bedford bookcase			\$745.00	3	\$2,235.00
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TR3064	Bedford credenza			\$1,599.00	3	\$4,797.00
	Kneespace 24x66					

TOTAL	\$58,184.00
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TAX	\$4,072.88
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TOTAL	\$62,256.88
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Standard Form of Preliminary Agreement Between Owner and Design-Builder

Document No. 520

Second Edition, 2010

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Washington, D.C.



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Standard Form of Preliminary Agreement Between Owner and Design-Builder

*This document has important legal consequences. Consultation with
an attorney is recommended with respect to its completion or modification.*

This **AGREEMENT** (the "Preliminary Services Agreement") is made as of the 16th day of May, 2022 by and between the following parties, for services in connection with the Project identified below.

OWNER:

Asheboro City Schools
1126 S. Park Ave
Asheboro, NC 27203

DESIGN-BUILDER:

J. Brady Contracting, Inc.
2025 16th Street
Greensboro, NC 27405

PROJECT:

Design-Build IAQ Improvements – Preliminary Services

In consideration of the mutual covenants and obligations contained herein, Owner and Design-Builder agree as set forth herein.

Article 1

General

1.1 Duty to Cooperate. Owner and Design-Builder commit at all times to cooperate fully with each other, and proceed on the basis of trust and good faith to permit each party to realize the benefits afforded under this Agreement.

1.2 Basic Definitions.

1.2.1 *Day* or *Days* shall mean calendar days unless otherwise specifically noted in the Agreement.

1.2.2 *Design Design-Builder* is a qualified, licensed design professional who is not an employee of Design-Builder, but is retained by Design-Builder, or employed or retained by anyone under contract with Design-Builder, to furnish design services required under the Agreement. A *Design Sub-Design-Builder* is a qualified, licensed design professional who is not an employee of the Design Design-Builder, but is retained by the Design Design-Builder or employed or retained by anyone under contract to Design Design-Builder, to furnish design services required under the Agreement.

1.2.3 *Final Completion* is the date on which all Work is complete in accordance with the relevant Agreement.

1.2.4 *Force Majeure Events* are those events that are beyond the control of both Design-Builder and Owner, including the events of war, floods, labor disputes, earthquakes, epidemics, adverse weather conditions not reasonably anticipated, and other acts of God.

1.2.5 *Hazardous Conditions* are any materials, wastes, substances and chemicals deemed to be hazardous under applicable Legal Requirements, or the handling, storage, remediation, or disposal of which are regulated by applicable Legal Requirements.

1.2.6 *Legal Requirements* are all applicable federal, state and local laws, codes, ordinances, rules, regulations, orders and decrees of any government or quasi-government entity having jurisdiction over the Project or Site, the practices involved in the Project or Site, or any Work.

1.2.7 *Site* is the land or premises on which the Project is located.

1.2.8 *Subcontractor* is any person or entity retained by Design-Builder as an independent contractor to perform a portion of the Work and shall include materialmen and suppliers.

1.2.9 *Sub-Subcontractor* is any person or entity retained by a Subcontractor as an independent contractor to perform any portion of a Subcontractor's Work and shall include materialmen and suppliers.

1.2.10 *Substantial Completion* or *Substantially Complete* means the date on which the Work, or an agreed upon portion of the Work, is sufficiently complete in accordance with the Agreement so that Owner can occupy and use the Project or a portion thereof for its intended purposes.

1.2.11 *Work* is comprised of all Design-Builder's design, construction and other services required by the Agreement, including procuring and furnishing all materials, equipment, services and labor reasonably inferable from the Agreement.

1.2.14 *Owner's Project Criteria* are developed by or for Owner to describe Owner's program requirements and objectives for the Project, including use, space, price, time, site and expandability

requirements, as well as submittal requirements and other requirements governing Design-Builder's performance of the Work. Owner's Project Criteria may include conceptual documents, design criteria, design performance specifications, design specifications, and LEED® or other7 sustainable design criteria and other Project-specific technical materials and requirements.

1.2.15 *Design-Build Construction Agreement* will be comprised of "DBIA Document No. 525, Standard Form of Agreement Between Owner and Design-Builder - Lump Sum (2010 Edition)," with the accompanying "DBIA Document 535 General Conditions of Contract," where both have been revised by the Design-Builder.

Article 2

Design-Builder's Services and Responsibilities

2.1 Design Services. Design-Builder shall, consistent with applicable state licensing laws, provide design services, including architectural, engineering and other design professional services, required by this Preliminary Services Agreement. Such design services shall be provided through qualified, licensed design professionals who are either (i) employed by Design-Builder, or (ii) procured by Design-Builder from independent sources. Nothing in this Agreement is intended to create any legal or contractual relationship between Owner and any independent design professional.

2.2 Preliminary Services.

2.2.1 Design-Builder shall provide owner with Preliminary Services in accordance with Exhibit A: Preliminary Services Scope of Work

2.2.2 Owner shall provide Design-Builder with Owner's Project Criteria describing Owner's program requirements and objectives for the Project, which shall be included in Exhibit A. Owner's Project Criteria shall include Owner's use, space, budget, time, site, performance and expandability requirements. Owner's Project Criteria may include conceptual documents, design specifications, design performance specifications and other technical materials and requirements prepared by or for Owner.

2.3 Reserved

2.4 Proposal for a) Schematic and Detailed Design (SDs & DDs), and b) Construction Documents (CDs). Design-Builder shall submit a proposal to Owner (the "Proposal"), which shall include the following unless the parties mutually agree otherwise:

2.4.1 a proposed contract scope of work and price amendment for the SD & DD Scope of Work, which price shall be in the form of a Firm Fixed Price (lump sum), shall be submitted at the completion of the Exhibit A: Preliminary Services Scope of Work;

2.4.2 a proposed contract scope of work and price amendment for the CDs Scope of Work, which price shall be in the form of a Firm Fixed Price (lump sum), shall be submitted at the completion of the SDs & DDs Scope of Work, which shall include all the necessary information for the Design-Builder to submit a proposal for Construction;

2.4.3 based on the proposed scope work a schedule and date of completion for:

2.4.4.a Schematic Design and Detailed Design

2.4.4.b Construction Documents

2.4.4 the time limit for acceptance of the Proposal.

2.5 Review of Proposal for 1) SDs & DDs, and 2) CDs. Design-Builder and Owner shall meet to discuss and review the Proposal for SDs & DDs and CDs. If Owner has any comments regarding the Proposal, or finds any inconsistencies or inaccuracies in the information presented, it shall promptly give written notice to Design-Builder of such comments or findings.

2.6 Proposal for Construction. Design-Builder and Owner may mutually agree to proceed from the Preliminary Services Agreement or Schematic Design and Detailed Design Amendment to the Design-Build Construction Agreement, where the Design-Builder shall submit to the Owner a Proposal for Construction which shall include the following unless the parties mutually agree otherwise:

2.6.1 a proposed contract price for the Construction of the Project, which price shall be in the form of a Firm Fixed Price (lump sum);

2.6.2 a schedule and date of Final Completion based on the proposed scope;

2.6.3 all other information necessary for the parties to enter into the Design-Build Construction Agreement;

2.6.4 the time limit for acceptance of the Proposal.

2.7 Completion of This Agreement. Design-Builder's services under this Agreement for Preliminary Services shall be deemed completed upon meeting with Owner to discuss the Proposal for SDs & DDs or Proposal for CDs and making those revisions agreed to by both parties, if any. If Owner accepts Proposal for SDs & DDs or Proposal for CDs, this Agreement shall be Amended to Include the Scope of Work for SDs & DDs or CDs and will extend this Agreement in accordance with the relative Amendment.

2.7.1 Upon completion of this Agreement the Design-Builder and Owner may decide at that time to enter into DBIA Document No. 525, *Standard Form of Agreement Between Owner and Design-Builder - Lump Sum* (2010 Edition), with the accompanying General Conditions of Contract, DBIA Document 535.

2.8 Additional Services. Design-Builder shall perform Additional Services set forth in a separate amendment to this Agreement. The cost and Time extension, if any, for such services shall be as mutually agreed upon by Owner and Design-Builder, with the Contract Price for this Agreement, as set forth in Section 6.1 hereof, being adjusted accordingly. Prior to the performance of any Additional Services, Owner and Design-Builder shall agree in writing as to the scope of such Additional Services and the method of compensation to be paid to Design-Builder for performing such Additional Services. Securing such prior written approval is a condition precedent to any claim by Design-Builder for payment thereof.

Article 3

Owner's Services and Responsibilities

3.1 Timely Performance. Owner shall throughout the performance of this Agreement cooperate with Design-Builder. Owner shall perform its responsibilities, obligations and services, including its reviews and approvals of Design-Builder's submissions, in a timely manner so as not to delay or interfere with Design-Builder's performance of its obligations under this Agreement.

3.2 Owner's Project Criteria. Owner shall provide Design-BUILDER with its objectives, limitations and other relevant information regarding the Project.

3.3 Owner Provided Information. Owner shall provide, to the extent in Owner's possession and at its own cost and expense, for Design-BUILDER's information and use, the following, all of which Design-BUILDER is entitled to rely upon in performing its obligations hereunder:

3.3.1 Surveys describing the property, boundaries, topography and reference points for use during construction, including existing service and utility lines;

3.3.2 Geotechnical studies describing subsurface conditions, and other surveys describing other latent or concealed physical conditions at the Site;

3.3.3 Temporary and permanent easements, zoning and other requirements and encumbrances affecting land use or necessary to permit the proper design and construction of the Project;

3.3.4 A legal description of the Site;

3.3.5 As-built and record drawings of any existing structures at the Site; and

3.3.6 Environmental studies, reports and impact statements describing the environmental conditions, including, but not limited to, Hazardous Conditions, in existence at the Site.

Article 4

Ownership of Work Product

4.1 Work Product. All drawings, specifications and other documents and electronic data furnished by Design-BUILDER to Owner under this Agreement ("Work Product") are deemed to be instruments of service and Design-BUILDER shall retain the ownership and property interests therein, including but not limited to any intellectual property rights, copyrights and/or patents, subject to the provisions set forth below.

4.2 Owner's Limited License. If Owner fails to enter into a contract on this Project with Design-BUILDER to complete the design and construction of the Project and Owner proceeds to design and construct the Project through its employees, agents or third parties, Design-BUILDER, upon payment in full of the amounts due Design-BUILDER under this Agreement, shall grant Owner a limited license to use the Work Product to complete the Project, conditioned on the following:

4.2.1 Use of the Work Product is at Owner's sole risk without liability or legal exposure to Design-BUILDER or anyone working by or through Design-BUILDER, including Design Design-BUILDERS of any tier (collectively the "Indemnified Parties"). Owner shall defend, indemnify and hold harmless the Indemnified Parties from and against any and all claims, damages, liabilities, losses and expenses, including attorneys' fees, arising out of or resulting from the use of the Work Product; and

4.2.2 Owner agrees to pay Design-BUILDER the additional sum of zero Dollars (\$ 0) as compensation for the right to use the Work Product in accordance with this Article 4.

Article 5

Contract Time

5.1 Commencement Date. Design-Builder shall commence performance of the services set forth in this Agreement within five (5) business days of Design-Builder's receipt of Owner's Notice to Proceed ("Date of Commencement") unless the parties mutually agree otherwise in writing. Design-Builder shall complete such services no later than December 31, 2022.

5.2 Interim Dates. Interim milestone dates, if any, of identified portions of the services set forth in this Agreement shall be achieved as described in Exhibit A to this Agreement.

Article 6

Contract Price

6.1 Contract Price. The Contract Price for this Agreement is as set forth below:

A lump sum fee of nineteen thousand dollars (\$19,000).

6.2 Scope of Contract Price. The Contract Price shall be the full compensation due Design-Builder for the performance of all services set forth in this Agreement, and shall be deemed to include all the sales, use, consumer and other taxes mandated by applicable Legal Requirements. The Contract Price shall be adjusted to reflect any Additional Services agreed upon by the parties after execution of this Agreement.

Article 7

Procedure for Payment

7.1 Payment. Design-Builder and Owner agree upon the following method for partial and final payment to Design-Builder for the services hereunder:

Design-Builder will submit invoices no later than the 5th day of the month for services rendered in the previous month.

7.2 Interest. Should payment become more than 30 days delinquent, Design-Builder may stop work under this agreement. Design-Builder reserves the right to add interest at three quarters of one percent (0.75%) per month. In the event of default in payment, Owner agrees to pay all costs of collection incurred by Design-Builder, including but not limited to, collection agency fees, reasonable attorney's fees and court costs.

Article 8

Electronic Data

8.1 Electronic Data.

8.1.1 The parties recognize that Work Product, including drawings, specifications and three-dimensional modeling (such as Building Information Models) may be transmitted among Owner, Design-Builder and others in electronic media as an alternative to paper hard copies (collectively "Electronic Data").

8.2 Transmission of Electronic Data.

8.2.1 Owner and Design-Builder agree to use Procore as the software and the format for the transmission of Electronic Data. Each party shall be responsible for securing the legal rights to access the agreed-upon format, including, if necessary, obtaining appropriately licensed copies of the applicable software or electronic program to display, interpret and/or generate the Electronic Data.

8.2.2 Neither party makes any representations or warranties to the other with respect to the functionality of the software or computer program associated with the electronic transmission of Work Product. Unless specifically set forth in the Agreement, ownership of the Electronic Data does not include ownership of the software or computer program with which it is associated, transmitted, generated or interpreted.

8.2.3 By transmitting Work Product in electronic form, the transmitting party does not transfer or assign its rights in the Work Product. The rights in the Electronic Data shall be as set forth in Article 4 of the Agreement. Under no circumstances shall the transfer of ownership of Electronic Data be deemed to be a sale by the transmitting party of tangible goods.

8.3 Electronic Data Protocol.

8.3.1 The parties acknowledge that Electronic Data may be altered or corrupted, intentionally or otherwise, due to occurrences beyond their reasonable control or knowledge, including but not limited to compatibility issues with user software, manipulation by the recipient, errors in transcription or transmission, machine error, environmental factors, and operator error. Consequently, the parties understand that there is some level of increased risk in the use of Electronic Data for the communication of design and construction information and, in consideration of this, agree, and shall require their independent contractors, Subcontractors and Design Design-Builders to agree, to the following protocols, terms and conditions set forth in this Section 8.3.

8.3.2 Electronic Data will be transmitted in the format agreed upon in Section 8.2.1 above, including file conventions and document properties, unless prior arrangements are made in advance in writing.

8.3.3 The Electronic Data represents the information at a particular point in time and is subject to change. Therefore, the parties shall agree upon protocols for notification by the author to the recipient of any changes which may thereafter be made to the Electronic Data, which protocol shall also address the duty, if any, to update such information if such information changes prior to Final Completion.

8.3.4 The transmitting party specifically disclaims all warranties, expressed or implied, including, but not limited to, implied warranties of merchantability and fitness for a particular purpose, with respect to the corruptions of data in transmitting the Electronic Data. However, transmission of the Electronic Data via electronic means shall not invalidate or negate any duties pursuant to the applicable standard of care with respect to the creation of the Electronic Data, including to use industry standard protocols in such transmissions, unless such data is materially changed or altered after it is transmitted to the receiving party, and the transmitting party did not participate in such change or alteration.

Article 9

Other Provisions

9.1 Initial Dispute Resolution. The parties agree that any claim, dispute or controversy arising out of or relating to this Agreement or the breach thereof that cannot be resolved through discussions by the parties shall be submitted to non-binding mediation conducted by a mediator selected by mutual agreement of the parties. Any claim, dispute, or controversy arising out of or relating to the Agreement or the breach thereof which has not been resolved by mediation shall be submitted to binding arbitration administered pursuant to the provisions of Article 45C of the North Carolina General Statutes – Revised Uniform Arbitration Act. All arbitration shall be held in the state of North Carolina.

9.2 Confidentiality. Confidential Information is defined as information which is determined by the transmitting party to be of a confidential or proprietary nature and: (i) the transmitting party identifies it as either confidential or proprietary; (ii) the transmitting party takes steps to maintain the confidential or proprietary nature of the information; and (iii) the document is not otherwise available in or considered to be in the public domain. The receiving party agrees to maintain the confidentiality of the Confidential Information and agrees to use the Confidential Information solely in connection with the services set forth in this Agreement.

9.3 Assignment. Neither Design-Builder nor Owner shall without the written consent of the other party assign, transfer, or sublet any portion or part of its obligations under this Agreement.

9.4 Governing Law. This Agreement is made and interpreted under the laws of the State of North Carolina. North Carolina law shall govern this Agreement without regard to any competing choice of law provision. The state court of Guilford County shall be the sole and exclusive jurisdiction for any civil action arising out of this Agreement.

9.5 Severability. If any provision or any part of a provision of this Agreement shall be finally determined to be superseded, invalid, illegal, or otherwise unenforceable pursuant to applicable laws by any authority having jurisdiction, such determination shall not impair or otherwise affect the validity, legality, or enforceability of the remaining provisions or parts of the provision of this Agreement, which shall remain in full force and effect as if the unenforceable provision or part was deleted.

9.6 Amendments. This Agreement may not be changed, altered, or amended in any way except in writing signed by a duly authorized representative of both parties.

9.7 Entire Agreement. This Agreement forms the entire agreement between Owner and Design-Builder. No oral representations or other agreements have been made by the parties except as specifically stated in this Agreement.

9.8 Other Provisions. Other provisions, if any, are as follows:

9.9.1 Indemnity. To the extent permitted under North Carolina law, the Design-Builder and Owner hereto agree to indemnify, defend and hold each other harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or personal property which may arise in connection with the execution of the work herein specified and which are caused, in whole or in part, by the negligence, misconduct, or omission of the Indemnifying Party.

9.8.2 Limitation of Liability. Notwithstanding anything to the contrary set forth herein, Design-Builder's aggregate liability arising from or in connection with all contracts for goods and services under these terms shall not exceed the contract price for the goods and/or services for which liability is claimed.

9.8.3 Non-solicitation of Employees. The Design-Builder and Owner expended significant time, effort and expense in the hiring, training, and retention of their employees in conjunction with providing specialized services, such as those provided in this Agreement, and therefore shall not, during the term of this Agreement and for a period of one year thereafter, either directly or indirectly, solicit for employment or employ any current or former employee of the other within one (1) year of such termination of employment date, with whom such party has had any contact during the course of this Agreement.

9.8.4 Asbestos and Hazardous Materials. Design-Builder expressly excludes any identification, abatement, cleanup, control, disposal, removal or other work connected with asbestos or other hazardous materials (collectively, "Hazardous Materials"). Should Design-Builder become aware of or suspect the presence of Hazardous Materials, Design-Builder may immediately stop work in the affected area and shall notify Owner. Owner will be responsible for taking any and all action necessary to correct the condition in accordance with all applicable laws and regulations. Owner shall be exclusively responsible for any claims, liability, fees and penalties, and the payment thereof, arising out of or relating to any Hazardous Materials on or about the premises, not brought onto the premises by Design-Builder. Design-Builder shall be required to resume performance of the services only when the affected area has been rendered harmless.

9.8.5 Occupational Safety and Health. The Design-Builder and Owner hereto agree to notify each other immediately upon becoming aware of an inspection under, or any alleged violation of the Occupation Safety and Health Act (OSHA) relating in any way to the project or job site.

9.8.7 Performance. Services shall be performed during Design-Builder's regular business hours.

9.8.8 Notice. All notices shall be delivered either by e-mail, in person, or via certified mail to the parties at the addresses listed below. If notice is sent via e-mail or in person, notice shall be considered received the same business day as the e-mail is sent or notice is delivered in person. If notice is sent via certified mail, notice shall be considered received 3 business days after notice is mailed.

Article 10

Insurance

- 10.1** The Design-Builder shall purchase and maintain insurance for protection from claims under workers' or workmen's compensation acts; claims resulting from negligent acts or omissions for damages because of bodily injury, including personal injury, sickness, disease or death of any of the Design-Builder's employees or any other person; claims for damages because of injury to or destruction of personal property including loss of use resulting there from; and claims arising out of the performance of this Agreement and caused by negligent acts or omissions for which the Design-Builder is legally liable. Minimum limits of coverage shall be:

Insurance Description	Minimum Required Coverage
a. Workers' Compensation	Statutory
b. Public Liability	Combined Limit
Bodily Injury: Each Person	\$ 1,000,000.00
Bodily Injury: Each Accident	\$ 1,000,000.00
Property Damage: Each Accident	\$ 1,000,000.00
c. Automobile Liability & Property Damage	Combined Limit
Bodily Injury: Each Person	\$ 1,000,000.00
Bodily Injury: Each Accident	\$ 1,000,000.00

- | | | |
|----|--------------------------------|-----------------|
| | Property Damage: Each Accident | \$ 1,000,000.00 |
| d. | Professional Liability: | \$ 1,000,000.00 |
- 10.2** Evidence of such insurance shall be attached hereto as Exhibit B, and the Owner shall be provided thirty (30) days prior written notice of any cancellation, nonrenewal or reduction of coverage of any of the policies. Upon notice of such cancellation, nonrenewal or reduction, the Design-Builder shall procure substitute insurance so as to assure the Owner that the minimum limits of coverage are maintained continuously throughout the period of this Agreement.
- 10.3** The Design-Builder shall provide to the Owner a Certificate of Insurance, attached hereto as Exhibit B, for its Professional Liability coverage annually, so long as it is required to maintain such coverage under paragraph 1.5.4.
- 10.4** All insurance policies (with the exception of Professional Liability and Worker's Compensation) required under this agreement shall name the Owner as an additional insured for the insurance and shall contain a waiver of subrogation against the Owner.
- 10.5** The Design-Builder shall maintain in force during the performance of this contract and for three years after Completion of the Project, the Professional Liability insurance coverage referenced above.

Article 11

Allocation of IRC Section 179D Deduction

- 11.1** Per the scope of this Agreement, Design-Builder is considered a designer per IRS Notice 2008-40 Section 3.02. As such, Owner agrees to allocate the full amount of the available deduction allowed under § 179D, if any, to Design-Builder upon completion of this contract. The allocation of the available deduction will adhere to the requirements of IRS Notice 2008-40 Section 3.04 and will be obtained via a third-party representative of Design-Builder.

Article 12

Special Provisions

- 12.1** Special Provisions required for projects using Federal funds are included in the referenced Exhibit.

Exhibits Included In This Agreement

Exhibit A: Preliminary Services Scope of Work Proposal

Exhibit B: Design-Builder's Proof of Insurance

Exhibit C: Special Provisions for Federally-Funded Projects

Exhibit D: Owner's Proof of Insurance

NOTICES

Design-Builder

J. Brady Contracting, Inc.
PO Box 13587
Attn: Legal Notices
Greensboro, NC 27415
E-mail: notices@bradyservices.com

Owner

Asheboro City Schools
1126 S. Park Ave
Asheboro, NC 27203

In executing this Agreement, Owner and Design-Builder each individually represents that it has the necessary financial resources to fulfill its obligations under this Agreement, and each has the necessary corporate approvals to execute this Agreement, and perform the services described herein.

OWNER:

Asheboro City Schools

(Name of Owner)

DESIGN-BUILDER:

J. Brady Contracting, Inc.

(Name of Design-Builder)

(Signature)

(Signature)

(Printed Name)

(Printed Name)

(Title)

(Title)

Date: _____

Date: _____

Exhibit A
Preliminary Services Scope of Work

Article 1

OWNER'S PROJECT CRITERIA

Owner seeks to improve indoor air quality across the school district through HVAC equipment repairs and replacements. These improvements will improve the ability of the district to properly condition, ventilate and dehumidify the indoor air in school buildings. Owner will prioritize aging equipment for replacement in order to reduce the average age of HVAC equipment across the district.

Article 2

SCOPE OF WORK

1. For the Included Buildings listed in this Exhibit, Design-Builder will:
 - a. Evaluate the condition of mechanical equipment via:
 - i. Site walkthroughs
 - ii. Visual inspections of equipment
 - iii. Reviews through the controls system as available
 - b. Develop a prioritized list of repair and replacement projects in order to improve indoor air quality and reduce the risk of the spread of COVID-19.
 - c. Develop budget costs by building for repairs and replacements to aid the evaluation of which improvement measures shall be included in the final Design-Build Scope of Work.
 - d. Develop scope of work narratives for repair and replacement Scopes of Work to be included in the Design-Build Scope of Work.
 - e. Establish a lump-sum cost for Schematic Design and Detailed Design for repair and replacements to be included in the Design-Build Scope of Work.
2. Work in this Exhibit is to be during normal business hours. Design-Builder reserves the right to adjust the schedule and cost should work included in this Exhibit be required to be completed after normal business hours.
 - a. Normal business hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

Article 3

OWNER INFORMATION

1. Owner will provide:
 - a. Any design documents, as-built drawings and existing asset data that is available.
 - b. Access to the buildings included in this Exhibit, with at prior notice of one calendar day to Owner's staff.
 - c. Access to the controls system via on-site or remote access.

- d. Historical maintenance data, work orders, and invoices relevant to the scope of work.

Article 4

INCLUDED BUILDINGS

1. Asheboro High School, 1221 S Park St, Asheboro, NC 27203
2. Balfour Elementary School, 2097 N Asheboro School Rd, Asheboro, NC 27203
3. Charles McCrary Elementary School, 400 Ross St, Asheboro, NC 27203
4. Donna Lee Loflin Elementary School, 405 S Park St, Asheboro, NC 27203
5. Early Childhood Development Center, 1738 N Fayetteville Street , Asheboro NC 27203
6. Guy B. Teachey Elementary School, 294 Newbern Ave, Asheboro, NC 27205
7. Lindley Park Elementary School, 312 Cliff Rd, Asheboro, NC 27203
8. North Asheboro Middle School, 1861 N Asheboro School Rd, Asheboro, NC 27203
9. South Asheboro Middle School, 523 W Walker Ave, Asheboro, NC 27203



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/21/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Scott Insurance 400 Bellemeade Street, Suite 201 Greensboro NC 27401	CONTACT NAME: Amy Summers PHONE (A/C, No, Ext): 336-510-0075 E-MAIL ADDRESS: asummers@scottins.com FAX (A/C, No):
INSURER(S) AFFORDING COVERAGE	
INSURED Brady Trane Service Inc, Brady Services Inc, Brady Sales & Services Inc, Brady Parts Inc, Brady Integrated Security Inc, J. Brady Contracting Inc., Icon Boiler, Inc PO Box 13587 Greensboro NC 27415	BRADY-7 INSURER A: Zurich American Insurance Company (A+) INSURER B: Houston Casualty Company (A++) INSURER C: Travelers Casualty and Surety Company (A++) INSURER D: Travelers Property Casualty Company of America (A+) INSURER E: CINCINNATI INS CO (A+) INSURER F:
	NAIC #
	16535
	42374
	19038
	25674
	10677

COVERAGES**CERTIFICATE NUMBER:** 714108308**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER:			GLO3433329	10/1/2021	10/1/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BAP3433330	10/1/2021	10/1/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Hired Physical Damage \$ 100/1,000
E D	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 0			EPP 0172859 EX-4S291802-21-NF	10/1/2021 10/1/2021	10/1/2022 10/1/2022	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 Excess over \$10M \$ 5,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WC3433328	10/1/2021	10/1/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B C E	Professional & Pollution Liab Cyber Liability Installation Filtr (Any One Loc)			HCC2067678 105480879 EPP 0172859	10/1/2021 10/1/2021 10/1/2021	10/1/2022 10/1/2022 10/1/2022	5,000,000 per occ/agg 5,000,000 per occ/agg 500,000 35,000 ded 50,000 ded

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Asheboro City Schools and Education
 1126 S. Park Ave.
 Asheboro NC 27203

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Exhibit C

SPECIAL PROVISIONS

The Articles of this Exhibit are in accordance with the requirements of 2 CFR Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.

The term "Contractor" shall be used interchangeably with "Consultant" or "Contractor" as referenced in the Agreement. The term "non-Federal entity" refers to the "Owner."

Article 1

TERMINATION OF AGREEMENT

- 1.1 If (a) the Owner abandons the Project, or (b) the Owner has failed to substantially perform in accordance with the provisions of this Agreement due to no fault of the Contractor and such non-performance continues without cure for a period of thirty (30) days after the Owner receives from the Contractor a written notice of such non-performance, the Contractor may, upon fifteen (15) days' additional written notice to the Owner, terminate this Agreement, without prejudice to any right or remedy otherwise available to the Owner, and recover from the Owner payment for all services authorized in writing by the Owner and completed before the date of the notice terminating this Agreement.
- 1.2 If the Contractor refuses or fails, except in cases for which extension of time is provided, to supply sufficient properly skilled staff or proper materials, or disregards laws, ordinances, rules, regulations or orders of any public authority jurisdiction, or otherwise violates or breaches any term or provision of this Agreement, then the Owner may, without prejudice to any right or remedy otherwise available to the Owner, and after giving the Contractor seven (7) days written notice, terminate this Agreement.
- 1.3 Upon termination of this Agreement by the Owner under paragraph 4.2 it shall be entitled to furnish or have furnished the Services to be performed hereunder by the Contractor by whatever method the Owner may deem expedient, including but not limited to contracting with another entity to complete the Work. Also, in such cases, the Contractor shall not be entitled to receive any further payment until completion of the Work; the Contractor shall not be entitled to compensation for any work it did not complete in accordance with its obligations under this Agreement; and the total compensation to the Contractor under this Agreement shall be the amount which is equitable under the circumstances. If the Owner and the Contractor are unable to agree on the amount to be paid under the foregoing sentence, the Owner shall fix an amount, if any, which it deems appropriate in consideration of all of the circumstances surrounding such termination, and shall make payment accordingly; the Contractor shall accept this amount as full and fair compensation under the circumstances.
- 1.4 The Owner may, upon thirty (30) days' written notice to the Contractor terminate this Agreement, in whole or in part, at any time for the convenience of the Owner, without prejudice to any right or remedy otherwise available to the Owner. Upon receipt of such notice, the Contractor shall immediately discontinue all services affected unless such notice directs otherwise. In the event of a termination for convenience of the Owner, the Contractor's sole and exclusive right and remedy is to be paid for all work performed through the date of termination. The Contractor shall not be entitled to be paid any amount as profit for unperformed services or consideration for the termination of convenience by the Owner.
- 1.5 The payment of any sums by the Owner under this Article 4 shall not constitute a waiver of any claims for damages by the Owner for any breach of the Agreement by the Contractor

Article 2

EQUAL EMPLOYMENT OPPORTUNITY

- 2.1. The Contractor will not discriminate against any employee or Owner for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The Contractor will take affirmative action to ensure that Owners are employed, and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following:
 - 2.1.1. Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and Owners for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.
- 2.2. The Contractor will, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, state that all qualified Owners will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.
- 2.3. The Contractor will not discharge or in any other manner discriminate against any employee or Owner for employment because such employee or Owner has inquired about, discussed, or disclosed the compensation of the employee or Owner or another employee or Owner. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or Owners as a part of such employee's essential job functions discloses the compensation of such other employees or Owners to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the Contractor's legal duty to furnish information.
- 2.4. The Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of the Contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and Owners for employment.
- 2.5. The Contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.
- 2.6. The Contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.
- 2.7. In the event of the Contractor's noncompliance with the nondiscrimination clauses of this contract or with any of the said rules, regulations, or orders, this contract may be canceled, terminated, or suspended in whole or in part and the Contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.
- 2.8. The Contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (8) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The Contractor will take such action with respect to any

subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance:

- 2.8.1. Provided, however, that in the event a Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, the Contractor may request the United States to enter into such litigation to protect the interests of the United States.
- 2.9. The Owner further agrees that it will be bound by the above equal opportunity clause with respect to its own employment practices when it participates in federally assisted construction work: Provided, that if the Owner so participating is a state or local government, the above equal opportunity clause is not applicable to any agency, instrumentality or subdivision of such government which does not participate in work on or under the contract.
- 2.10. The Owner agrees that it will assist and cooperate actively with the administering agency and the Secretary of Labor in obtaining the compliance of Contractors and subcontractors with the equal opportunity clause and the rules, regulations, and relevant orders of the Secretary of Labor, that it will furnish the administering agency and the Secretary of Labor such information as they may require for the supervision of such compliance, and that it will otherwise assist the administering agency in the discharge of the agency's primary responsibility for securing compliance.
- 2.11. The Owner further agrees that it will refrain from entering into any contract or contract modification subject to Executive Order 11246 of September 24, 1965, with a Contractor debarred from, or who has not demonstrated eligibility for, Government contracts and federally assisted construction contracts pursuant to the Executive Order and will carry out such sanctions and penalties for violation of the equal opportunity clause as may be imposed upon Contractors and subcontractors by the administering agency or the Secretary of Labor pursuant to Part II, Subpart D of the Executive Order.
 - 2.11.1. In addition, the Owner agrees that if it fails or refuses to comply with these undertakings, the administering agency may take any or all of the following actions: Cancel, terminate, or suspend in whole or in part this grant (contract, loan, insurance, guarantee); refrain from extending any further assistance to the Owner under the program with respect to which the failure or refund occurred until satisfactory assurance of future compliance has been received from such Owner; and refer the case to the Department of Justice for appropriate legal proceedings."

Article 3

DAVIS BACON ACT

- 3.1 Davis-Bacon Act as amended (40 U.S.C.3141–3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, Contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, Contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti- Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor

regulations (29 CFR Part 3, "Contractors and subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each Contractor or sub-recipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Article 4

CONTRACT WORK HOURS AND SAFETY STANDARDS ACT

- 4.1 Contract Work Hours and Safety Standards Act. Applicable to construction contracts exceeding \$2,000 and contracts exceeding \$2,500 that involve the employment of mechanics or laborers) The Contractor shall comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-330) as supplemented by Department of Labor regulations (29C.F.R. part 5). All laborers and mechanics employed by contractors or subcontractors shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours and Safety Standards Act, and the contractors and subcontractors shall comply with all regulations issued pursuant to that act and with other applicable Federal laws and regulations pertaining to labor standards.

Article 5

RIGHT TO INVENTIONS MADE

- 5.1. *Intentionally Omitted.* Contractor is not a small business according to 13 CFR 121.201, or a non-profit organization.

Article 6

CLEAN AIR ACT

- 6.1. Owner and Contractor agree to to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387).

Article 7

DEBARMENT AND SUSPENSION

- 7.1. Contractor certifies by entering into this Agreement that neither it nor its principals are debarred, suspended, proposed for debarment, declared ineligible, or otherwise excluded from participation in this Contract by any state or federal agency.

Article 8

BYRD ANTI-LOBBYING AMMENDMENT (31 USC 1352)

- 8.1. Contractors who apply or bid for an award of more than \$100,000 shall file the required certification. Each tier certifies to the tier above that it will not and has not used federally appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-federal funds that takes place in connection with obtaining any federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the federal awarding agency."

Article 9

PROCUREMENT OF RECOVERED MATERIALS

- 9.1. In the performance of this Agreement, Contractor shall make maximum use of products containing recovered materials that are EPA-designated items unless the product cannot be acquired – (i) Competitively within a timeframe providing for compliance with the contract performance schedule; (ii) meeting contract performance requirements; or (iii) at a reasonable price. Information about this requirement, along with the list of EPA-designated items, is available at EPA's Comprehensive Procurement Guidelines web site, <https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program>.

Article 10

PROHIBITION OF SURVEILLANCE

- 10.1. Owner, Contractor and its subcontractors and suppliers will comply with the provisions of 48 CFR 52.204-25 Prohibition of Contracting for Certain Telecommunications and Video Surveillance Services or Equipment.

Article 11

VALUE ENGINEERING

- 11.1 *Intentionally Omitted.* Not Applicable.

Article 12

DOMESTIC PREFERENCE FOR PROCUREMENTS

- 12.1 As appropriate, and to the extent consistent with law, the Contractor should, to the greatest extent practicable, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. This includes, but is not limited to iron, aluminum, steel, cement, and other manufactured products. For purposes of this clause:
- 12.1.1 Produced in the United States means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.
- 12.2.1 Manufactured products mean items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.”

Article 13

LUNDSFORD ACT/CRIMINAL BACKGROUND CHECKS

- 13.1 Consultant also acknowledges that G.S. § 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. Consultant shall conduct or arrange to have conducted, at its own expense, sexual offender registry checks on each of its owners, employees, agents and subcontractors ("contractual personnel") who will engage in any service on or delivery of goods to School System property or at a School System sponsored event, except checks shall not be required for individuals who are solely delivering or picking up equipment, materials, or supplies at: (1) the administrative office or loading dock of a school; (2) non-school sites; (3) schools closed for renovation; or (4) school construction sites. The checks shall include at a minimum checks of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry ("the Registries"). For Consultant's convenience only, all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at <http://www.nsopw.gov/>. Consultant shall provide certification on the Owner's Sexual Offender Registry Check Certification Form (Exhibit C) that the registry checks were conducted on each of its contractual personnel providing services or delivering goods under this Agreement prior to the commencement of such services or the delivery of such goods. Consultant shall conduct a current initial check of the registries (a check done more than 30 days prior to the date of this Agreement shall not satisfy this contractual obligation). In addition, Consultant agrees to conduct the registry checks and provide a supplemental certification form before any additional contractual personnel are used to deliver goods or provide services pursuant to this Agreement. Consultant further agrees to conduct annual registry checks of all contractual personnel and provide annual certifications at each anniversary date of this Agreement. Consultant shall not assign any individual to deliver goods or provide services pursuant to this Agreement if said individual appears on any of the listed registries. Consultant agrees that it will maintain all records and documents necessary to demonstrate that it has conducted a thorough check of the registries as to each contractual personnel, and agrees to provide such records and documents to the School System upon request. Consultant specifically acknowledges that the School System retains the right to audit these records to ensure compliance with this section at any time in the School System's sole discretion. Failure to comply with the terms of this provision shall be deemed a material breach of the Agreement. In addition, the School System may conduct additional criminal records checks at the School System's expense. If the School System exercises this right to conduct additional criminal records checks, Consultant agrees to provide within seven (7) days of request the full name, date of birth, state of residency for the past ten years, and any additional information requested by the School System for all contractual personnel who may deliver goods or perform services under this Agreement. Consultant further agrees that it has an ongoing obligation to provide the School System with the name of any new contractual personnel who may deliver goods or provide services under the Agreement. The School System reserves the right to prohibit any contractual personnel of Consultant from delivering goods or providing services under this Agreement if the School System determines, in its sole discretion, that such contractual personnel may pose a threat to the safety or well-being of students, school personnel or others.

Article 14

ASSESSMENT OF ENVIRONMENTAL IMPACT

- 14.1 Contractor shall assist Owner with Assessment of Environmental Impact as required by the National Environmental Policy Act of 1969 Section 102(2)(C), which includes a statement where actions significantly affecting the quality of the human environment, a detailed statement by the responsible official on:
- 14.1.1 The environmental impact of the proposed action,

- 14.1.2 Any adverse environmental effects which cannot be avoided should the proposal be implemented,
- 14.1.3 Alternatives to the proposed action.

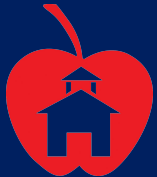
[END OF EXHIBIT]



ACS AIG Program Plan 2022-2025

AIG District Team

May 12, 2022



ACS Mission and 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.



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

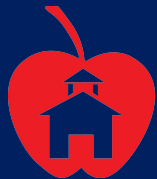
ACS AIG Staff

Deanna Wiles

Director of K-12 Education

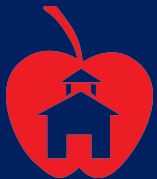
AIG Specialists

- Wendy Copelan--Talent Development Specialist
- Kristen McClosky-- Teachey, McCrary
- Tara Taylor-- Loflin, Lindley Park
- Melissa McKeown- SAMS, NAMS, Balfour
- Megan Smith-Lead Specialist, IF SAMS



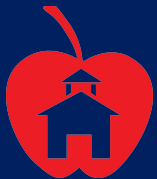
NC AIG Program Standards and Background

- **Current:** Article 9B, N.C.G.S. § 115C-150.5-.8, mandates identification and services for AIG students; local plans to be written; and provides a state definition.
- **AIG Program Standards:** Adopted by SBE, July 2009 and updated in December 2012, October 2015, June 2018, June 2021; Local AIG Programs and Plans centered around the state AIG Program Standards.
- **Practices:** Clarifies the standards, describes what an LEA should have in place, and guides districts to improve their AIG program.



NC Program Standards

- State framework
- Convey expectations for local AIG programs
- Articulates best practices
- Guides the development, revision, and monitoring of local AIG programs
- Vehicle for continuous program improvement and accountability



Local AIG Plan Process Overview

- Conducted a self-assessment of the 2019-2022 AIG plan with stakeholder survey data to review and improve for this three year plan cycle: 2022-2025
- Conducted various AIG Advisory Team meetings and surveys to gather additional input
- Submitted draft to BOE for approval in May; local school board-approved plans due to DPI by July 2022
- Final AIG Plan submitted electronically



AIG students in ACS 2022 (April Headcount)

Category	Number of Students
Elementary K-5 (5 schools)	39
Middle 6-8 (2 schools)	115
High School 9-12 (1 school)	171
Total AIG students	325

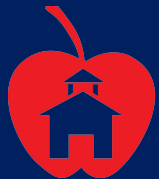
Percentage of Ethnicity Identified as AIG in ACS

Demographic Group	AIG %
White	14%
Hispanic	5%
Black	3%
Asian	22%
Multi/Other	7%

ACS AIG Plan 2022-2025

Standard 1: Student Identification

- Multiple criteria and entry points for AIG identification K-12
- AIG Plan outlines procedures that articulate district referral, screening, and identification processes



ACS AIG Plan 2022-2025

Grades K-3: Intellectually Gifted (IG)

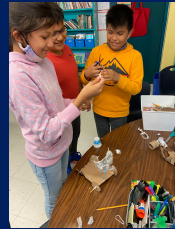
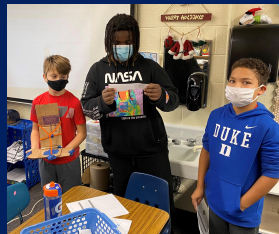
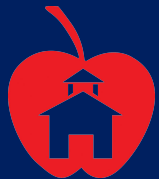
Pathway	Intelligence Test
<p>Intellectually Gifted</p> <p>Must meet ALL criteria</p> <p>Requires Individual Differentiated Education Plan (IDEP)</p>	<p>95th percentile or higher on Composite Score</p>

Pathways	Intelligence Test		Aptitude		Achievement – National Normed Test		Rating Scale		
One Intellectually Gifted (IG) Requires Individual Differentiated Education Plan (IDEP)	$\geq 95\%$ Composite								
Two Academically and Intellectually Gifted (AIG) Must have intelligence or aptitude and achievement in area under consideration	$\geq 90\%$ Composite	OR	$\geq 90\%$ Composite Or $\geq 90\%$ Partial Composite Reading = V + NV V or NV Math = Q + NV Q or NV	AND	$\geq 90\%$ Reading and/or Math				
Three Academically Gifted (AG, AR, AM) Multiple Indicators Must have one standardized test and Rating Scale OR Performance Task	$\geq 90\%$ Composite	OR	$\geq 90\%$ Composite Or $\geq 90\%$ Partial Composite Reading = V + NV V or NV Math = Q + NV Q or NV	OR	$\geq 90\%$ Reading and/or Math	AND	Rating Scale Score ≥ 60 on 3 of the 6 areas <ul style="list-style-type: none"> • Intellectual Ability • Academic Ability • Creativity • Artistic Talent • Leadership • Motivation Completed by classroom teacher and any other Grade 4-8 teacher.	OR	Performance Task A qualifying score on pre-established rubrics on district-developed Performance Tasks for reading and/or math.

ACS AIG Plan 2022-2025

Standard 2: Comprehensive Programming within a Total School Community

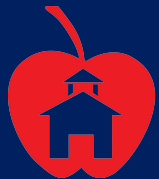
- Connects AIG services to the total school community through advanced opportunities, enrichment experiences, and social and emotional support
- Advanced learning opportunities K-12, including high school courses at middle school, Pre-Ap, AP/Honors level, dual enrollment, CDM



ACS AIG Plan 2022-2025

Standard 3: Differentiated Curriculum and Instruction

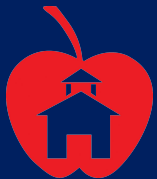
- Develop expectations in all classrooms for differentiation of core instruction for gifted learners
- AIG specialists collaborate with stakeholders, including classroom teachers, to implement strategies to extend, enrich, and accelerate AIG students
- Implement cluster grouping to support differentiation for AIG learners



ACS AIG Plan 2022-2025

Why Talent Development?

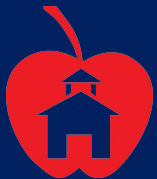
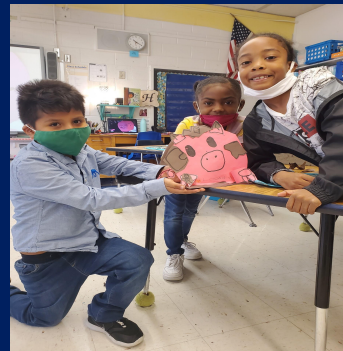
- It builds a pipeline for those in grades K-3 who have been traditionally underrepresented.
- Talent development **cultivates potential** as opposed to **measuring achievement**.
- Allows **access** to advanced content without jumping through multiple hoops.



ACS AIG Plan 2022-2025

Talent Development Progress

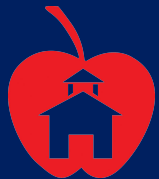
- A talent pool of approximately 150 first and second graders has been created
- These students will continue to work with the Talent Development Specialist in small groups



ACS AIG Plan 2022-2025

Talent Development Timeline for 2022-2023

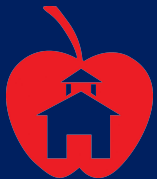
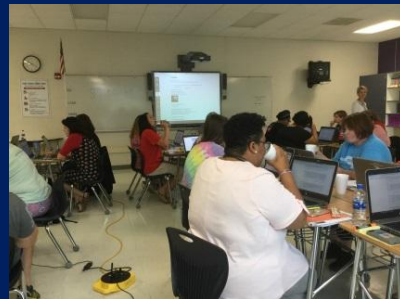
- The Talent Development Specialist will have scheduled opportunities for collaborative planning with classroom teachers to provide guidance with curriculum, instruction, differentiation, and support for gifted and advanced learners.
- The TDS will collaborate with school/district leadership to develop an overall mission and vision to best support each school's population.



ACS AIG Plan 2022-2025

Standard 4: Personnel and Professional Development

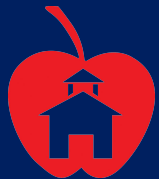
- Continue to provide professional development opportunities to all AIG personnel and non-personnel involved with meeting the needs of gifted learners; align with strategic plan and goals



ACS AIG Plan 2022-2025

Standard 5: Partnerships

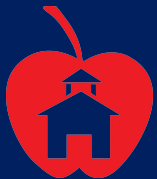
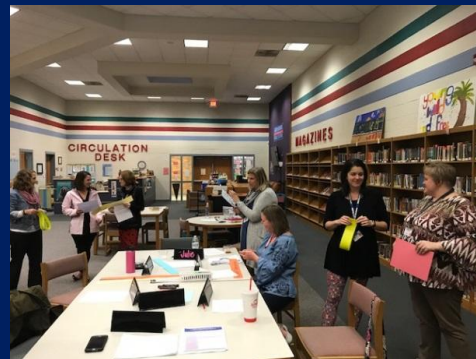
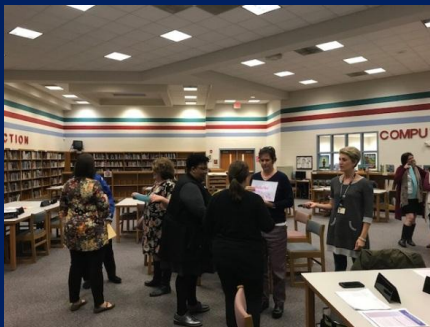
- Maintain partnerships with parents/families, community, institutes of higher education, and industry
- Continue ongoing communication with stakeholders through AIG Advisory Council, stakeholder surveys, approved social media outlets, and quarterly newsletters



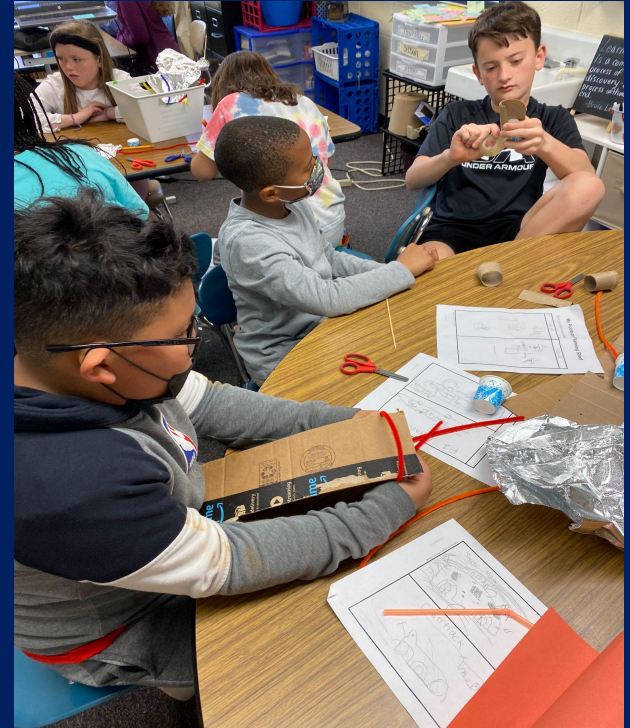
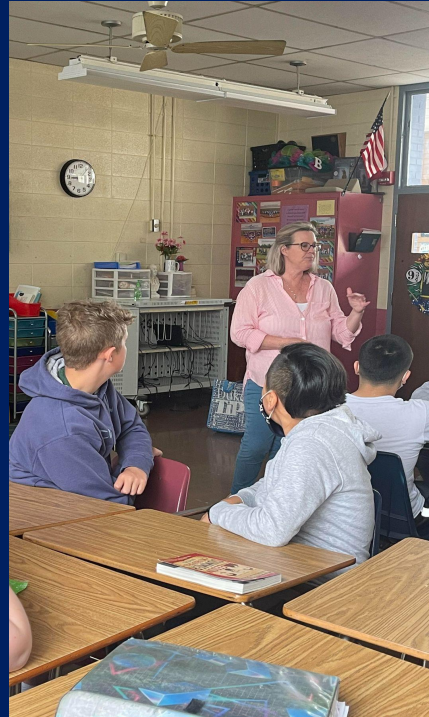
ACS AIG Plan 2022-2025

Standard 6: Program Accountability

- Monitor the implementation of the ACS AIG Plan with the total school community
- Analyze the effectiveness of current AIG services using multiple sources of data



Questions



Overview and Guidance

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Welcome

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2022-2025, as mandated by Article 98. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

Overview of Legislation

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 98, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 98 provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

NC State Board of Education Policy (ACIG-000)

As legislated in Article 98, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in June 2021 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

What is the purpose of this plan update?

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to

their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

Overall Writing Information

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2019-22 plan as a starting point for your 2022-2025 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 98, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.

When are the local AIG plans due?

The local AIG plans are due to the SBE/DPI by July 15, 2022 for review and feedback for all LEAs and those charter schools with an existing local AIG plan. All charter schools submitting a local AIG plan for the first time, will submit via the NC CCIP portal by October 15, 2022. As Article 98 legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

For questions, please contact:

Stephanie Cyrus	State Consultant, AIG & Advanced Programs	stephanie.cyrus@dpi. nc.gov
Beth Cross	State Consultant, AIG & Advanced Programs	beth.cross@dpi.nc.gov
Sneha Shah-Coltrane	Director of Gifted Education and Advanced Programs	sneha.shahcoltrane@dpi.nc.gov

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

AIG List of Standards & Practices

Organization of the AIG Program Standards

Each standard is formatted as follows:

Standard: The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 98.

Practices: The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear: equitable, and comprehensive and lead towards appropriate educational services.

PRACTICES

- a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.
- b) Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
- c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional.

- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional/earning experiences in various domains that are not dependent on the students' demographic background or economic means.

PRACTICES

- a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.
- b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- e) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit

by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

PRACTICES

a) Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

b) Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

c) Incorporates a variety of evidence-based resources that enhance student learning.

d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

g) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

PRACTICES

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

PRACTICES

a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional

b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff.

d) Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

PRACTICES

a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE

policy (N.C.G.S. § 115C-150.5-.8 [Article 98]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

- b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
- c) Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.
- d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
- e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.
- f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- j) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Overview: Mission/Vision Statement and Funding

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

*LEA Superintendent's Name:

Dr. Aaron Woody

*LEA AIG Contact Name:

Smith, Megan- mjsmith@asheboro.k12.nc.us

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 98 (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Asheboro City Schools local AIG plan is as follows:

*Mission and/or Vision Statement(s)

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 98 (N.C. G. S. 115C- 150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

Asheboro City Schools' Vision and Mission:

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.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic backgrounds; gifted students come in all shapes, sizes, and exhibit varying characteristics.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve in academic, intellectual, or creative endeavors.
- Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:

- It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.
- It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
- It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.
- Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.
- Continuous communication and collaboration among teachers, parents/guardians, administrators, and community members are essential to meet the needs of all students.
- This philosophy also requires a strong partnership between the school system and community.
- These services should be provided by well-qualified, knowledgeable staff.
- The district should provide resources and training to support growth and development regarding equity and excellence.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding		Local Funding		Grant Funding		Other Funding	
* \$	382,932.33	* \$	31,142.80	* \$	0.00	* \$	71,454.00

Standard 1: Student Identification

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are cleaequitable, and comprehensive and lead towards appropriate educational services.

* Practice A

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Asheboro City Schools' AIG plan outlines the steps for K-12 screening and referral process. The Needs Determination Teams for school and district meets regularly to discuss eligible referrals, monitor student data, and determine eligibility. Formal student screening is conducted annually to create a screening pool of students for possible identification. Student nominations, referrals, and evaluations are conducted throughout the school year. Each student in the screening pool is reviewed for nomination annually. Data from the student search is recorded by the AIG Specialists on the AIG Screening Pool Spreadsheets.

The annual formal screening process is as follows:

(K-3)

1. Current district diagnostic and assessment data is reviewed regularly by school personnel
2. Talent development efforts that may lead to a portfolio of evidence or work samples are collected as needed
3. Checklist for screening specific to K-2

(3-5)

1. Universal Screening: All third grade students are screened using a nationally normed measure of aptitude (CogAt or other nationally normed assessment)
2. Screening Pool: Students may be added to the school based screening pool using the following criteria:
 - a. 75th percentile or above on any section (Verbal, Quantitative, Nonverbal, Composite, or Partial Composite) of an eligible 3rd grade universal screening measure of aptitude (CogAT)
 - b. 85th percentile or above on 3rd grade BOG assessment
 - c. 85th percentile or above on a reading and/or math EOG
 - d. Referral for screening by the student, parent/guardian, teacher, AIG staff member
 - e. Transfer students who moves into the district after the 3rd grade universal screening for aptitude and do not have district accepted measure of aptitude and/or achievement from their previous school district
3. Small Group Screening: Students in the 3rd and 5th grade screening pool are administered a nationally normed achievement test (Iowa Test of Basic Skills or other nationally normed assessment) for reading and/or math to be administered by an AIG specialist. In addition, a second testing opportunity may occur during the 5th grade year for students who are currently identified as AIG and those who are part of the screening pool with a nationally normed aptitude and achievement measure.

(6-12)

1. Screening Pool: Upon review of EOC/EOG and other relevant data a screening pool may be created for grades 6-12.
2. Small Group Testing: Achievement and/or aptitude tests are administered as needed within the district window of testing.

Note: Screening pools in grades 6-12 may be used to help develop comprehensive learner profiles to make recommendations for AIG clustering, acceleration, high school level courses at the middle schools, and/or honors, AP, or other college level courses.

The K-12 Asheboro City Schools referral process for student nominations, referrals, and evaluations are conducted throughout the school year.

Referrals may include:

- Teacher, principal, or school counselor nomination based on at least one of these:
 - Checklists and observation forms
 - Student work samples and portfolios
 - Standardized test scores
 - EL students who advance at least 3 proficiency levels in one school year or less

OR

- Student and/or parent/guardian nomination based on at least one of these:
 - Parent/guardian checklist and/or rating scales
 - Testing by outside psychologist

When the Needs Determination Team (NOT) determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or group test(s) should be administered as screening measures for each student. Those recommended for additional testing by the NOT will be included during the annual testing window. Valid and appropriate modifications/accommodations for testing are also provided for AIG screening and formal assessments.

Student testing results are valid for two years after the date of testing and retesting will only be proposed outside of that two year window.

*If a student has a qualifying aptitude or achievement score but does not have a qualifying rating scale score, alternative screening assessments, such as district-developed Performance Tasks, may be used for identification

purposes. District Performance Tasks are administered as alternative assessments to demonstrate mastery through student work samples. A qualifying score is based on pre-established rubrics that guide the decision-making process. Tasks are scored at the district level by at least two AIG personnel from a school that is not the student's home school.

Note: In addition to the list above, students in grades other than 3rd and 5th grade may be included in the small group testing administration if they have received approval to test based on a parent/guardian, student, or teacher referral, are currently identified as AIG in reading, math, or both, and/or lack adequate screening data from enrollment in a previous school district.

In order to maintain consistent screening and referral processes, the AIG specialist:

- Implements district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Communicates and reviews the district flowchart that outlines the screening and referral process that may lead to identification to stakeholders.
- Collaborates with classroom teachers and instructional specialists on an ongoing basis in nominating students for gifted education program services.
- Conducts annual meetings to inform all parents/guardians and teachers of students' eligibility for program placement and services.
- Communicates with school personnel about the characteristics and needs of AIG students.
- Communicates about screening, nomination and services in English and other native languages, as needed.
- Uses assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interprets assessment data to plan appropriate curricular offerings based on individual profiles of the students.

***Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Asheboro City Schools includes multiple criteria for student identification including measures of aptitude, achievement, and alternative forms of assessment. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both nontraditional and traditional measures that are based on current theory and research. Identification procedures also include multiple entry points for identification. Asheboro City Schools has clearly defined identification criteria for Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), Academically Gifted (Reading and Math-AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM).

A visual representation of the multiple criteria for identification is available in attachments.

Pathway I. Intellectually Gifted

Pathway II. Aptitude AND Achievement

Pathway III. Aptitude or Achievement + GRS 3/6 OR a qualifying performance task score; one of the 3/6 areas on GRS must be academic or intellectual (AR, AM, AG)

Asheboro City Schools Pathways for AIG Eligibility are as follows:

Grade K-3: Students in Kindergarten through 3rd grade must meet criteria listed below to qualify as Intellectually Gifted (IG)

- 95th percentile or above on Intelligence Test Composite
- Students who qualify in K-3 will receive an individual differentiated education plan (IDEP) based on service areas.

Grades 4-8: Students in grades 4 through 8 may qualify for Academically and/or Intellectually Gifted Services based on a multiple criteria approach. Students may qualify for services in the following areas:

Pathway 1: Intellectually Gifted (IG)

95th percentile or above on an Intelligence Test Composite. Students who meet Pathway One will be identified as Intellectually Gifted (IG) and will require an Individual Differentiated Education Plan (IDEP).

Pathway 2: Academically and Intellectually Gifted (AIG)

Students must have intelligence OR aptitude AND achievement in the area under consideration. Students who meet Pathway Two will be identified as Academically and Intellectually Gifted (AIG). Students who qualify through Pathway Two will require a group Differentiated Education Plan (DEP).

- Aptitude: 90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on an Aptitude measure. Aptitude measures may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile. Reading partial composites or subtests=Verbal +Nonverbal; Verbal; Nonverbal Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

- Achievement: 90th percentile or greater on a Nationally Normed Achievement test in total reading and/or total math.

All students can be identified as AIG Reading, AIG Math, or AIG reading and math. These local designations will be documented on internal AIG rosters as PowerSchool does not allow for AIG to be separated into subject areas.

Pathway 3: Academically Gifted (AG Reading and Math)

Students who meet Pathway Three will be identified as Academically Gifted in Reading and Math (AG), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM).

Students must have intelligence OR aptitude OR achievement in the area under consideration. Students must have one standardized test AND rating scale OR qualifying performance task score to qualify with Pathway Three.

- 90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on Aptitude composite, partial composite or subtest Aptitude scores may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile. Reading partial composites or subtests=Verbal + Nonverbal; Verbal; Nonverbal Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

OR

90th percentile or greater on National Normed Achievement test in total reading and/or total math

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale. These areas include: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. The rating scale is completed by the classroom teacher and/or any other Grade 4-8 teacher. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics of district-developed Performance Assessments for reading and/or math. Assessments are scored at the district level by at least two AIG personnel from a school that is not the student's home school. (Performance tasks are given if a student has a qualifying aptitude and/or achievement score but does not score a 3/6 on the gifted rating scale.)

Academically Gifted in Reading and Math (AG)

- 90th percentile in Total Reading AND Total Math on an approved achievement test OR 90th percentile in Nonverbal/Composite on an approved aptitude test.

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale for reading and math. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics of district-developed Performance Assessments for reading and/or math. Assessments are scored at the district level by at least two AIG personnel from a school that is not the student's home school. (Performance tasks are given if a student has a qualifying aptitude and/or achievement score but does not score a 3/6 on the gifted rating scale.)

Academically Gifted in Reading (AR)

- 90th percentile in Total Reading in Achievement OR Aptitude (Verbal/Nonverbal)

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of the GRS for reading. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics on district-developed Performance Assessments for reading.

or Academically Gifted in Math (AM)

- 90th percentile in Total Math Or Aptitude (Quantitative/Nonverbal)

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale for math. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics on district-developed Performance Assessments for math.

Grades 9-12:

Students in grades 9 through 12 may qualify for Academically and/or Intellectually Gifted Services based on the same pathways in grades 4-8. Students in grades 9-12 may qualify for services in the following areas: Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), Academically Gifted (AG-Reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Standardized assessments for students to qualify for differentiated services in grades 9-12 may change based on age appropriate measures. Possible standardized age appropriate measures may: PSAT, SAT, ACT.



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Practice C

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Asheboro City Schools may use the following as components for multiple criteria to ensure AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to ACS demographics.

The nomination process provides a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Learners, students with disabilities, students who are economically disadvantaged, intellectually gifted and other underserved groups. AIG Specialists provide professional development to promote understanding of traditional and nontraditional characteristics to address misconceptions about under-represented groups. AIG Screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures. Students from traditionally under-represented populations may also qualify for alternative testing measures based on decisions from the school or district Needs Determination Team (NOT).

The overall district population (Winter 2021) currently consists of approximately: Hispanic 50%, White 28%, 15% Black, 1.2% Asian

In addition to standardized test data, the use of nontraditional methods such as performance tasks will be used for effective screening, nomination, and identification of underserved populations who may manifest giftedness in different ways. The following screening, referral, and identification procedures are intentionally implemented based on our demographics:

- Intentional Talent development opportunities are available in grades K-3 to develop potential, especially in underrepresented populations. Additionally, the Talent Development Specialist will collaborate with K-3 teachers to increase their capacity in recognizing talent in the primary grades by reframing their lens and shifting mindsets. Early access to advanced learning opportunities will allow students to showcase their talents in a non-threatening environment.
- System-wide screening in 3rd grade by administering nationally normed aptitude tests. ACS will administer the Cognitive Abilities Test (CogAT).
- Small-group screening by administering nationally normed achievement tests based on ACS screening procedures (IOWA Test of Basic Skills).
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness. Classroom teachers may collaborate with other stakeholders such as elective teachers, EC and EL support staff, and other school personnel who work with the student to develop a comprehensive student profile with the GRS.
- English Learners (EL) who advance at least three proficiency levels in one school year or less will be placed in a screening pool.
- Ongoing parent/guardian, teacher, and student nomination process for student identification for screening of all students in multiple grade levels based on recommendations from NOT. The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' stakeholders.
- Asheboro City Schools will use teacher recommendations, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination

Team for Academically and/or Intellectually Gifted (NDT-AIG) for review.

- Asheboro City Schools incorporates the use of nonverbal aptitude scores for screening and identification. In addition, a Non-Verbal battery score of greater than 90th percentile on the Cognitive Abilities Test (CogAT) can be used as a qualifying score to gain entrance to the AIG pool.
- Individual tests may be administered based on recommendation from District NOT. For example, Naglieri Nonverbal Ability Test may be used for students from under-represented populations. Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. These may be recommended based on the following:
 - The student may be twice-exceptional.
 - The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).
 - The existing group data on this student does not provide sufficient information to make the decision about the need for services.
- Students from underrepresented populations may need increased collaboration between the AIG Specialist and support teachers. This may include the EL teachers to collect data for students who grow three or more language levels in one academic school year, Exceptional Children teachers, collection of qualitative data from various checklists, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

*** PracticeD**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. The lead AIG specialist facilitates the monthly district AIG meeting to share and review AIG screening, referral, and identification processes. AIG specialists provide school-based professional development through staff meetings and/or grade levels meetings regarding the screening, referral and identification processes annually to ensure their consistent

messaging and implementation. There is a school and district level Needs Determination Team which serves to monitor and review the school/district decisions. (See Attachment: Student Search Process)

The School Needs Determination Team may be comprised of the following members:

One member of the NDT-AIG must be the AIG Specialist. The school level NOT should have no less than four people present. One member should be knowledgeable about the child and other members may include:

- Current classroom teacher or previous classroom teacher
- Principal or designee
- School counselor
- Regular education teachers representing next grade levels
- Support staff (EC, EL, etc.)

One member of the district NDT-AIG must be the AIG Coordinator/AIG Lead Specialist. Other members should be selected from the following and must include one member who is knowledgeable about the child. The District Needs Determination Team (NDT-AIG) is comprised of:

- AIG Coordinator/Lead Specialist
- AIG Specialists

The district NDT-AIG Team should have no less than four people present.

AIG Specialists are involved in all screening, referral and identification processes to ensure consistent implementation at all school sites. In this annual review process AIG Specialists may:

- Indicate the annual review date at the top of the new DEP or IDEP.
- Review the student's performance in both gifted and general education settings.

- Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
- Recommend services matched to the student's level of need.
- Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
 - Consider the same level in intensity of services.
 - Consider an increased level in intensity of services.
 - Consider a reduced level in intensity of services.
- School Level NOT members who are present will sign the DEP or IDEP.
- Send an invitation to notify parents/guardians of a conference to discuss their child's DEP or IDEP for the upcoming year.
- If a parent withdraws a student from the AIG program, an exit form must be completed.
- 4th grade to 8th grade- DNDT will sign after review. Members will sign/date to represent the team.
- Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.
- Review the Talent Development data to ensure that appropriate services are in place

The following tests/instruments may be accepted as part of gifted services eligibility decisions when reviewing records of transfer students. Intelligence/Aptitude Tests: Cognitive Abilities Test; Comprehensive Test of Non-Verbal Intelligence (CTONI); Weschler Scales (WISC-IV, WAIS-R); Weschler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-111); Naglieri Non-Verbal Ability Test (NNAT); Universal Non-Verbal Intelligence Test (UNIT) Achievement Tests: Iowa Test of Basic Skills (ITBS); Woodcock-Johnson Psychoeducational BatteryIII Test of Achievement-English and Spanish.

The list above reflects frequently used instruments, it is not exclusive. Additional tests may be used as long as there are norms and the test is being used for the purpose for which it was developed.

Unapproved Tests/Instruments: WRAT, PIAT, PPVT, Slossan, or any other tests developed for the purpose of screening are not designed and/or normed for the purpose of gifted service decisions.

***Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large

ACS AIG Specialists maintain a communication plan regarding AIG student screening, referral, and identification by developing procedures that are available in various formats. Procedures for screening, referral, and identification are communicated to parents/guardians, school personnel, and students through annual meetings and on the district website.

AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings and/or collaborative grade level meetings. This information is shared with parents/guardians/students at annual Differentiated Education Plan (DEP) meetings. These meetings may be held through virtual and/or face to face formats. Translators are available at these events and materials are translated into English and Spanish.

In addition, AIG information regarding these processes may be disseminated throughout the school year at events such as open houses, school level family engagement nights, and other district activities. AIG Specialists maintain and review annually with parents/guardians the documentation that explains the screening, referral and identification processes and service options for AIG students. Translators are available at these events and materials are translated into English and Spanish. These procedures are available through various formats including the district website, social media outlets and school communication platforms (such as ClassDojo).

AIG Specialists also create a quarterly newsletter to share with stakeholders. Various topics related to screening, referral, and identification are included. Newsletters are available in print and online formats and are translated into English and Spanish.

***Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Throughout the screening and referral processes, a cumulative AIG screening database is maintained by AIG Specialists for identified students in the screening pool. The ACS AIG screening database is an internal digital roster that is used as a school based screening pool documentation. The district internal database is maintained with an initial identification date, it is modified as needed based on end of year procedures. The Talent Development Specialist maintains documentation with a talent development checklist that may be used to support an AIG identification decision. Once identification occurs, AIG specialists maintain spreadsheets for identified students that are reviewed regularly. ACS is working toward utilizing features in Powerschool to document identification evidence for AIG students.

Students have an individual AIG folder that contains all AIG evidence that may have led to AIG identification. This may include: written referral requests, parent/guardian documents such as permission to test, AIG test results, initial placement consent, and/or withdrawal from services, rating scales, and copies of DEPs. Each folder is maintained by the school based AIG specialist and held at the school where the student is currently enrolled. Student folders of 9-12th graders are kept with lead specialist. This information is reviewed annually by the AIG specialists during the annual review process.

Once a student is identified for AIG services, a Differentiated Education Plan (DEP) or IDEP form is created based on area of identification. AIG identified students' records are maintained in Powerschool and in a district database to ensure appropriate AIG identification records. Parents/guardians are provided with all copies of documentation that are reviewed during initial placement for AIG services. These are updated each year during the annual review. DEP meetings are held annually for parents/guardians of AIG students at all schools K-8. At annual DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/guardians review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment modifications. All DEPs are held in a central server to maintain individual student's AIG electronic documentation. Copies of signed DEPs are kept in each student's AIG folder.

Rising 9th grade AIG students will develop a 4 year plan with the middle school AIG specialist and school counselor based on students' interests and academic strengths that capitalize on advancement opportunities for high school.

Those plans are monitored by high school counselors during registration each year. Parents/guardians are invited to participate in review of these plans.

Records of students who do not qualify are also housed at the school where initial testing was administered.

* Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 1:

To continue research on non-traditional measures for identification for AIG services. Asheboro City Schools currently utilizes measures of aptitude and achievement at multiple entry points. In order to develop an additional non-traditional measure, the AIG district team will continue to research various non-traditional processes for students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, or twice exceptional.

Planned Sources of Evidence

- | * DEP Meeting Agenda, Sign in sheets, presentations
- | * School/District Agenda, sign in sheets, presentations
- | * AIG specialist data spreadsheets (talent pool and identified)
- | * AIG student folders
- | * Standardized test data, system wide benchmark scores, gifted rating scales
- | * Student Work Samples
- | * Nomination Forms or other referral documentation
- | * DEP/IDEP

	Documents	
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<u>O AIG Standard 1 Additional Resources</u> <u>O AIG Standard 1 Additional Resources</u> <u>O AIG Standard 1 Additional Resources</u> <u>O AIG Standard 1 Additional Resources</u> <u>O AIG Standard 1 Additional Resources</u>

Standard 2: Comprehensive Programming within a Total School Community

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional/earning experiences in various domains that are not dependent on the students' demographic background or economic means.

***Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Asheboro City Schools provides comprehensive services and various differentiation models for K-12 for gifted learners based on student readiness, interest, and learning styles. These may include cluster group options, special extension classes, small learning communities, mentorships, and dual enrollment for all areas of identification. AIG Specialists in the district provide support for schools wide instructional staff to ensure comprehensive services for students to grow and cultivate student talent in K-12.

AIG services by grade span may include the following:

Grades K-3

- The Talent Development Specialist will become familiar with students in primary classrooms through lessons, observations and discussions with teachers.
- The Talent Development Specialist will generate a talent pool of students in K-3 to work with in small enrichment groups.

- The Talent Development Specialist will collaborate with classroom teachers to provide appropriate differentiation for gifted learners to increase teacher capacity through collaborative development of assignments by the Talent Development Specialist and regular education teachers.
- When students are identified for AIG services at the K-3 level, individual differentiated education plans (IDEP) are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist. This IDEP is created to individually meet the academic and intellectual needs of K-3 gifted learners. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications.
- Students in Asheboro City Schools also have the option to enroll in a Dual Language Immersion program at two elementary sites with an additional site planned for the 2022-2023 school year.

Grades 4-8 for AIG, AG, AR and AM

- Collaborative planning, coaching, and model instruction as needed between AIG Specialists and classroom teachers.
- projects and learning opportunities that offer choice and flexible pacing for gifted students
- after school clubs and other extracurricular opportunities for gifted learners
- collaboration with school counselors and mental wellness facilitators to meet students' social and emotional needs
- purposeful clustering and small group instruction specific to academic needs of gifted students
- push-in services in order to co-teach and support whole group classroom instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners
- optional enrollment in a Dual Language Immersion program at two elementary sites with an additional site planned for the 2022-2023 school year; the program is also planning to expand to 6th grade starting with the 2022-2023 school year

- Students identified as Intellectually Gifted (IG) have individual differentiated education plans (IDEP) that are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist. This IDEP is created to individually meet the academic and intellectual needs. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications based on individual student's needs.

Grades 9-12

- advanced course opportunities through NCVPS, community college, Honors and AP courses
- collaboration with school counselors and mental wellness facilitators to meet students' social and emotional needs
- various extra-curricular opportunities for gifted learners
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners and their unique academic needs
- Students identified as Intellectually Gifted (IG) have individual differentiated education plans (IDEP) that are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist during their four year plan. This IDEP is created to individually meet the academic and intellectual needs and is revisited annually with school counselors during the registration process. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications.

In addition, AIG specialists collaborate regularly during grade level or content level meetings with AIG cluster classroom teachers, school counselors, administrators, and other support staff k-12 to plan and deliver service options for AIG students. AIG documents including the DEP are housed in a central location at each school and available for school staff. Students are clustered in elementary and middle school in order for the AIG specialist to offer flexible grouping, co-teaching, small group instruction, and/ or small learning community opportunities to meet academic needs of AIG students.

*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

In order to meet the social and emotional needs of gifted learners, K-12 school counselors, district Mental Wellness Facilitators, and AIG specialists collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students. School counselors and AIG specialists meet as needed to provide direct and indirect support to discuss trends and issues associated with gifted learners in order to build a partnership in addressing social and emotional needs. 2021-2022 survey data indicates that 78o/o certified staff agree that collaboration occurs among stakeholders to address the social and emotional needs of AIG learners. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

AIG specialists collaborate with K-12 students, school counselors, teachers, support staff, administrators, and parents to understand and meet the social and emotional needs of AIG students. AIG specialists may develop and implement professional development for stakeholders. K-12 school counselors may provide counseling and guidance services specifically designed to address the specific needs of AIG students, and provide information and support to parents, teachers and administrators. DEP also allows for AIG specialist to make note of holistic needs of the student, both academic and SEL

All students K-12 participate in district wide SEL lessons through a paced curriculum. Lessons from those platforms may be assigned for specific needs as needed throughout the school year. In addition, The Asheboro City Schools' school counselors and AIG specialists may collaborate to provide additional support for individual students or groups of students. Gifted students are provided additional assistance, as needed, for coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. In addition, AIG specialists share information on the social and emotional needs of AIG students to parents. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. The

survey will include questions related to social and emotional issues in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

In addition to specific services, the district AIG DEP includes a notes section that may be used for SEL information and services as needed to ensure and seamless transfer of SEL services for individual services. Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

***Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

The Asheboro City Schools' Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs including the district's 2022-2026 Strategic Plan. The Strategic Plan encompasses the following goals:

- **Goal1 Focusing Direction: Asheboro City Schools will create a process of continuous improvement with clear, focused direction.**
- **Goal 2 Cultivating Collaborative Cultures: Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.**
- **Goal3 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.**

Asheboro City Schools is committed to ensuring the needs of gifted learners are addressed in practice and policy by:

- regular review of school and district wide policies to ensure the use of effective and current best practices and eliminate barriers to success to ensure equitable opportunities for all students

- making recommendations at the school and district level for new policy as needed; this may include additional course offerings and expanding academic and enrichment opportunities for all students

In addition, district level leadership or representation occurs during monthly AIG staff meetings and the lead AIG specialist serves on various district teams to represent AIG staff and students. The lead specialists helps to facilitate collaboration for integrated and connected services with district priorities through these teaming structures. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2022-2025 Strategic Plan and individual School Improvement Plans.

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We align the AIG program and services with each area of AIG identification, goals of the program, and resources of the LEA as a maintained practice. Students that are identified in reading are clustered for reading, according to district guidelines for elementary and middle school, and receive researched based curriculum resources such as Junior Great Books, small group novel studies, vocabulary development, and/ or problem based learning. In addition, students identified in math are clustered for math according to district guidelines for elementary and middle school and receive researched based curriculum resources such as math problems of the week, project based learning, and critical thinking skill activities. Layered curriculum and other flexible learning opportunities may be provided to offer students choice in the content and pace of their learning. Small-flexible grouping instruction is frequently utilized in both ELA and Math in order to more effectively meet the needs of these learners.

The AIG specialists collaborate and consult with the regular classroom teachers and other stakeholders to deliver services that are integrated with the instructional programs of the district. This collaboration allows each school to have access to all resources, programs, and services as outlined in our current plan. The Asheboro City Schools' AIG Plan is supported by, and connected to, numerous other system-wide initiatives and programs. The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Advanced Placement/Honors Courses
- PreAP coursework
- Accelerated Classes
- College and Career Readiness Opportunities

- Multiple Forms of Student Assessment
- Asheboro High School Small Learning Communities
- Career and Technical Education Offerings
- Cluster Grouping
- Collaborative Planning
- Project Based & Problem Solving Learning Opportunities

***Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

AIG specialists utilize intentional, flexible grouping based on student needs to provide support and create appropriate instructional and learning options for advanced learners. AIG specialists may also collaborate with key stakeholders at district and school sites to determine placement options for K-12 gifted learners. AIG students are grouped flexibly based on a variety of factors, such as readiness through student achievement and growth data, student interest, and learning profiles, school based data, teacher recommendation and SEL needs. In addition, students who are in the current talent development pool may also be considered for flexible groupings.

The following options are available for AIG students K-12:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

These are flexible groups that are created based on student readiness.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment- Instructional grouping can be flexible within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

AIG specialists collaborate regularly through MTSS meetings as needed, and grade level and content area planning to discuss AIG grouping practices and growth of AIG students. Topics covered during collaborative sessions at school and district level may include:

- Monitoring local and statewide assessment data

- Professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand data of AIG students, grouping practices for growth of students, instructional strategies for groups of advanced learners

Practice E

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for **AIG** students, regulations related to gifted education, and the local AIG program and plan.

AIG specialists strive to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, the local AIG program, and AIG plan through various methods and forums. This occurs during the annual Differentiated Education Plan (DEP) meeting for parents/guardians and annual review of AIG plan and services for staff members during a school staff meeting. Brochures, offered in English and Spanish, highlighting differentiated services and instructional strategies are distributed to AIG parents at the annual DEP meeting and posted on the district website.

AIG Specialists share a district wide presentation yearly at a school level staff meeting to inform school personnel about the differentiated service options, legislation and regulations for gifted education, the local AIG plan, and roles of the AIG specialist. School staff and parents serve on the AIG Advisory Board to provide feedback about services and instruction for AIG students.

AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other specialists regularly. AIG specialists participate in regular collaborative data discussions regarding AIG students academic, intellectual, and social/emotional needs.

***Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

There is a need for ongoing communication between stakeholders in key transition years, especially for 5th to 6th and 8th to 9th, to ensure an effective continuity of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional support to both the AIG students and the staff who serve the AIG students at the high school level, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

The AIG district team reviews DEPs for all AIG students annually in order to ensure the effective continuation of services. Elementary AIG specialists collaborate with Middle School Specialists to develop AIG clusters for ELA and Math to match individual students' needs. Middle school specialists collaborate with school counselors during registration in order to ensure AIG students are registering for high school classes that best fit their academic and social needs. Schedules of AIG students are monitored by the Lead AIG Specialist and school counselors to ensure students are engaged in rigorous and relevant courses.

Middle School AIG Specialists also collaborate with AP Lead Teacher to facilitate AP family nights and AP summer sessions to familiarize students with those courses.

AIG specialists monitor and communicate in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district specialists regularly, and confirming appropriate scheduling by reviewing AIG students' schedules. The District Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services in the AIG program. AIG specialists may provide various opportunities for stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly including invitations to group DEP meetings and access to DEP forms for all AIG students.

***Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social needs, children who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. The Asheboro City Schools' Strategic Plan, the State Board of Education's Acceleration Policies, and our district acceleration procedures are updated to articulate opportunities for various acceleration options.

AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Service delivery options may include:

Accelerated Content: Advanced Placement (AP), dual enrollment and CTE courses that earn high school and/or college level credit and/or certification may be offered so that able students can accelerate their program of study. Middle school students may also take the following high school courses: Spanish 1, World History, English 1, Math 1, and/or Earth/Environmental courses.

Compacted Content: Students that meet district level established criteria may be enrolled in courses that compact standards in order to meet their academic needs.

Early entrance to Kindergarten: ACS meets the NCDPI Guidelines for Early Entrance to Kindergarten and the school principal retains legal responsibility for this decision.

Credit by Demonstrated Mastery: ACS follows NCDPI policies and procedures for COM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "Credit by Demonstrated Mastery (COM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. COM was designed to respond to needs of students, families, AIG community, school personnel and leadership. COM specifically offers NC students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content."

- Students shall demonstrate mastery through a multi-phase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

While the COM process is open to all students, it is not designed for whole groups of students. Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students."

Dual Enrollment: Dual Enrollment is offered through the Career and College Promise program. This is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

Whole Grade Acceleration: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

For whole grade acceleration in ACS, students must meet all of the following criteria to be recommended for whole grade skipping.

- Teacher recommendation based on observation with documentation of very strong need for more intensive differentiation
- Demonstrated performance 3 or more years above grade level on a nationally normed test in reading and mathematics
- 95-99%ile composite score on an individual IQ test
- Student interest, commitment, and motivation based on portfolio review
- Academic, social and emotional readiness based on a score >46 points on the IOWA Acceleration Scale
- Extensive interview with parent and student
- School principals retain legal responsibility for this decision.

Subject Advancement/Acceleration: Based on student(s) needs which may be recognized in various ways, students may test out and bypass specific subjects or skill levels. Subject advancement/acceleration may be offered to students who demonstrate mastery of content aligned with specific course standards through state and nationally normed data, teacher recommendation, and/or students who demonstrate high interest, commitment, and motivation. In accordance with State Bill§ 115C-81.36. Advanced courses in mathematics: students who score a level five on EOG or EOC test for math will be enrolled in the advanced course for the next math course in which the student is enrolled. Parents may provide written consent for the student to be excluded or removed from the course.

The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (COM) may be included in this subject advancement.

***Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

AIG specialists continue to research, develop, advocate for, and implement various intentional identification methods, programming, and services in support of broadening access for traditionally under-represented AIG populations. Intentional programming options and efforts to cultivate talent and address the needs of under-represented populations may include:

K-8

- The Talent Development Specialist will build a pipeline in grades K-3 allowing students to show their potential in a non-threatening environment. All primary grade students will be given access to advanced curriculum to broaden equity and access across the district.
- The Talent Development Specialist conducts lessons in grades K-3 to generate a talent pool list. Portfolios will be developed for each student in the talent pool containing checklists and work samples. The Talent Development Specialist will collaborate with classroom teachers in developing lessons for talent pool students on each grade level.

- The Talent Development Specialist will deliver professional development on a school by school basis. The training will focus on overcoming implicit bias and casting a larger net when identifying students for talent pools.
- Talent development will occur 4-8 based on normed assessment data administered throughout the year such as NC check ins, grade level CFAs, iReady, MClass, or other district benchmark assessments. Groups may be flexible depending on results. Talent Development data will be reviewed annually to offer a continuum of services designed to cultivate talent and nurture all students. Data will be monitored by AIG specialist on an ongoing basis and through annual review process
- Professional development regarding under-represented populations for in AIG and strategies to work with those students
- Collaborative meetings with support staff (EC, EL, Title 1) to discuss service options and discuss referrals for differentiated services
- Enrichment opportunities provided by AIG specialist or classroom teacher
- 6-8: Advanced learning options such as advanced math groups, enrichment clubs, and books clubs may be utilized to enhance learning before, during and after the school day.

9-12

- Professional development regarding under-represented populations for in AIG and strategies to work with those students
- Collaborative meetings with support staff and school counselors to discuss service options and discuss referrals for differentiated services
- Mentorships, job shadowing, and apprenticeship for students to explore alternative learning pathways
- Enrichment opportunities such as school clubs, academic competitions, CTE student organizations
- PreAP courses available to students in various courses; these may include English 1 and 2, Biology, and Arts.

***Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Currently, Asheboro City Schools offers a variety of extra-curricular programs and events to enhance and further develop the needs, talents, and interests of AIG students during and outside of the traditional school day for elementary, middle and high school levels. Student participation is based on student interest, readiness, motivation, teacher recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year.

The following are examples of extra curriculum programming and options that may be available for students at each level:

Elementary School:

- Literature Circles
- Independent research projects
- Spelling Bee
- Third Grade Science Day
- Literature Seminars
- Family Engagement Nights
- STEAM competition
- After school clubs
- Battle of the Books
- Girls Excelling in Math and Science (GEMS)
- Dual Language Immersion Program

Middle School:

- Math Fair
- Science Fair
- Battle of the Books
- Dual Language Program
- Junior Great Books
- Student Government
- Science Olympiad
- Math Olympiad
- Beta Club
- Project Based Learning
- Socratic Seminars
- Spelling Bee
- Job Shadowing
- Yearbook Staff
- Extracurricular clubs
- STEAM competition

High School:

- National Honor Society
- Art Club
- Yearbook
- Park Street Players
- Youth Leadership Programs
- Academic Contests/Competitions
- International Club
- J-ROTC
- Fellowship of Christian Athletes
- Governor's School
- Governor's Page
- SAT Preparation
- Science Olympiad
- CTE Student Organizations
- Service Projects
- Key Club
- Spanish Club
- Mock Trial Team

- Student Council
- Internships
- Student LIFT
- Small learning communities such as Zoo School, Health Science Academy, Advanced Manufacturing, Apprenticeship Randolph

·Ideas for Strengthening the Standard

During the 2022/2025 cycle, Asheboro City Schools has the following goal related to Standard 2:

- To further develop extra-curricular programs to enhance both academic growth and encourage talent development in AIG students

Planned Sources of Evidence

- * Student enrollment lists: North Carolina Governor's School, AHS small learning communities, AP/Honors courses, etc.
- * Agendas and resources from professional development with school counselors, administrators and/or teachers
- * Rosters from clustered classes and/or flexible grouping
- * Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- * Sign in sheet from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors
- * Copies of Pacing/Curriculum Guides/Lesson plans
- * AIG data spreadsheets (identified and talent development)

* Collaborative planning minutes

* District wide communication: Monday Musings, district website, newsletters, district and school level phone messages

* AIG materials (quarterly newsletters, brochures, presentations, rosters, etc.)

* PowerSchool and district AIG database

* Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication

Type	Documents Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Standard 2 and 3 Programming Options

Standard 3: Differentiated Curriculum and Instruction

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

***Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, acceleration, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. These flexible options are available for gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In our 2021 stakeholder surveys, 90% of respondents agree that their school used challenging, rigorous, and relevant curriculum and instruction to accommodate for their AIG learners in Language Arts and Math, as well as other content areas when appropriate.

The following options may be used to adapt the NC SCOS for elementary and middle school students:

- co-teaching opportunities with the AIG specialist to provide support and direct instruction to enrich, extend or acceleration core content
- Collaborative planning with AIG specialists and other stakeholders in the AIG students' education
- K-8 flexible grouping and utilization of research based supplement resources

- utilization of blended environments (1-1 technology K-12) through Google classroom to provide accelerated pacing and differentiation to SCOS; these extensions may be developed by AIG specialists or other stakeholders based students' needs
- exposure to compacted curriculum
- middle school students are provided the opportunity to take High School courses in ELA, Math, Science, Social Studies, and Spanish

The following options may be used to adapt the NC SCOS for high school students:

- advanced coursework through Honors, Advanced Placement, and Career and College Promise
- acceleration opportunity through the Credit by Demonstrated Mastery process
- participation in a Pre-AP course (English, Biology, Arts) that include instructional practices and routines that help them develop critical thinking skills
- additional coursework through NCVPS

AIG specialists and classroom teachers collaborate during common planning sessions to adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration. AIG specialists may also work with instructional facilitators to provide coaching support and instruction resources for K-12 classroom teachers with a focus on enriching, extending, and/or accelerating the standards.

ACS AIG specialists seek to be well versed in the NCSCOS and meet regularly with classroom teachers in order to provide rigorous and meaningful differentiation opportunities for students.

Enrichment and extension activities for AIG learners may include:

- modifications for activities in the district pacing and curriculum maps to adjust for AIG learners
- project based learning opportunities (PBL) throughout the content areas

- standard based critical thinking activities including P.E.T.S and logic puzzles
- seminars/ literature circles
- enrichment activities provided for AIG/ talent pool students via a digital learning platform
- academic competitions

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When differentiated education is appropriately provided, children who are gifted or show potential, thrive in school.

AIG specialists and classroom teachers collaborate regularly to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels. Service options available include curriculum compacting, flexible grouping, whole grade and subject acceleration. These are utilized based on abilities, readiness, interest and learning profiles.

Diverse and effective instructional practices K-12 may include, but are not limited to:

- Additional coursework through NCVPS, AP, or CCP courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration

- Independent study
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material advanced coursework in middle school
- Curriculum compacting
- Professional Development opportunities for K-12 classroom teachers and school counselors for meeting the academic needs of gifted learners.
- Interest and multiple intelligence inventories
- Depth and Complexity lessons
- Jacob's Ladder Affective Lessons
- 1-1 technology

In ACS, data may be gathered about student' abilities, readiness, interests, and learning, profiles through the following options:

- District student interest surveys to help drive the addition of new courses or enrichment activities
- Career interest inventories at the secondary level that are utilized in planning for middle and high school courses.

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

Evidence-based resources are being utilized K-12 to enhance student learning for AIG students. Classroom teachers are provided professional development regarding implementation of resources.

AIG specialists implement current instructional practices to foster collaboration with classroom teachers to ensure differentiated needs are being met. AIG specialists review the service delivery options in the schools with a program review that consists of methods of differentiation. These may include:

- K-3 Primary Education Thinking Skills lessons (P.E.T.S)
- The Junior Great Books Program in grades K through 8 to cultivate potential through small group inquiry-based discussions around a complex text
- Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change
- District created curriculum maps based around evidence based resources that include appropriate extension and enrichment
- STEAM extension activities
- Depth and Complexity activities to enhance critical thinking abilities
- Layered Curriculum opportunities to foster independence and choice for gifted learners
- Middle school students may participate in high school courses in order to provide acceleration options for those students.
- High school online courses, Advanced Placement courses, and honors courses are acceleration options available. Parents/guardians may also wish to seek acceleration opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school settings.
- PreAP coursework for all secondary students in specific courses (English, Biology, Arts); utilizing Springboard curriculum for middle school ELA framework

Asheboro City Schools offers diverse competition opportunities to enhance student learning. These may include:

- Spelling bee for students in grades 3 through 8. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage.
- Elementary and middle school students have the opportunity to participate in academic competitions such as Science Olympiad and Math Olympiad. The purpose of these competitions is to secure America's global competitiveness and inspire excellence, confidence, and curiosity in U. S. middle school students through fun and challenging programs.
- Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics and science. Asheboro City Schools may offer district level opportunities such as Science Fair, STEAM (Science, Technology, Engineering, Art and Math) competitions, Digital Expo and Math Fair for gifted students to enrich and extend classroom learning.

***Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Asheboro City Schools fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership across all grade levels and content areas. Collaboration between the district AIG specialists and stakeholders for advanced learning options supports the intentional development of curriculum and experiences for all students in ACS.

The district provides curricular experiences for students with embedded critical thinking skills through continued collaboration between classroom teachers and AIG Specialists. Services and program options that target the development of future ready skills and real world experiences at an advanced level in the following capacities:

- Elementary specialists utilize the following strategies in order to develop future ready skills in students including Primary Education Thinking Skills program (P.E.T.S.), Project Based Learning (PBL) activities, Junior Great Books curriculum, critical and creative thinking exercises, Socratic seminars, Kaplan and Gould's Depth and Complexity thinking skills.
- Secondary specialists seek to develop future ready skills by offering Socratic seminars, exploratory courses, advanced programming options including subject advancement options, and PreAP/AP and/or other advanced

courses. Middle school specialists also collaborate with classroom teachers to provide curriculum and critical thinking skills support.

- District specialists also provide professional development to district staff in order to model for teachers and other stakeholders how to increase rigor in the regular classroom by incorporating opportunities for critical thinking in lesson plans.

Asheboro City Schools is dedicated to building opportunities for students to explore critical thinking, curiosity, collaborative dialogue, and leadership skills through the real-world context of various enrichment club options and summer learning opportunities. These skills can become a springboard for future pursuit of student interests, advanced courses, services learning options, and internships.

ACS works to cultivate future ready skills through collaboration with community partners, organizations and programs at the secondary level through use of the following options:

- Asheboro High School Zoo School
- Mentoring, job shadowing, internships, apprenticeships with local organizations
- Career and Technical Education (CTE) options for exploring future ready skills including The AHS Health Science Academy, Computer Science and Information Technology courses, Business, Finance, and Marketing courses, Trade, Technology, Engineering courses, and the opportunity for an honors level CTE internship for high school credit.
- Career and College Promise dual enrollment at AHS is supported by the available CTE and advanced course options at middle school.

The options listed above are designed to prepare students for advanced courses and encourage the development of student talents, interest, and student potential that may lead to student enrollment in advanced high school class and CTE academy options.

Asheboro City Schools is committed to fostering the development of future ready technological skills in students by providing each student with a technological device district wide in grades K-12. Students are encouraged to utilize technological devices, as well as web-based tools (such as the programs of Google suites), while participating in

various learning opportunities in order to further develop their critical thinking, communication, collaboration, creativity, curiosity, and leadership skills.

***Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

AIG specialists and classroom teachers collaborate to meet differentiated needs of their students. This collaboration is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

AIG specialists and classroom teachers meet regularly to discuss formative and summative data of AIG students. Stakeholders review individual AIG student progress incorporating multiple assessments (district benchmarks, NC Check-ins, lexile levels, EOG scores, EVAAS (Education Value-Added Assessment System) growth, guided reading levels for elementary students). These data discussions help guide reflection on current AIG grouping and instructional strategies and help facilitate flexible grouping that may be needed to enrich, extend, or accelerate.

AIG specialists maintain data spreadsheets monitoring currently identified AIG students' progress and regularly participate in school data discussions to differentiate for AIG learners. AIG specialists and classroom teachers collaborate on the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark and State Check-in assessments
- Lexile level/ SRI data

- Cognitive Abilities Test
- IOWA Test of Basic Skills
- mClass/Guided Reading level (elementary)
- iReady data (elementary and middle)
- STAR data (high school)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data
- At the middle school level, formative and summative data of AIG students is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these assessments may enroll in high school courses during middle school years.

***Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. Resources may include:

- Affective Jacob's Ladder texts that address social and emotional needs
- Growth Mindset/ community building activities

- Bibliotherapy lessons and/or units
- Text based resources and lessons that focus on specific affective needs of the gifted on topics such as perfectionism, underachievement, etc.
- District based SEL lessons from research based curriculum

Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. DEP allows for AIG specialists to make note of holistic needs of the student, both academic and SEL, so that specific needs may be shared with stakeholders. Asheboro City Schools offers staff development for regular education teachers and school counselors in meeting the social and emotional needs of gifted students and continues to develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.

Gifted students are provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support sessions, bibliotherapy using literature, joint AIG and school counselors meeting, and differentiated lessons to address social and emotional needs of the gifted, individual and parent/guardian supports.

By increasing collaboration with school counselors and AIG specialists, the continuum of service options will be extended through staff development delivered within individual schools. This collaboration occurs through regular meetings to discuss specific needs and issues related to gifted learners.

The continuum of service options can be extended to individualized affective learning and needs of gifted learners with continued collaboration between school counselors, district wellness facilitators, and AIG specialists. ACS also partners with outside agencies to facilitate additional SEL support that may be needed outside of the school environment.

Asheboro City Schools clusters AIG students to provide the opportunity to learn with others of similar interest, ability, and motivation. The AIG specialists collaborate with school counselors and district wellness specialists to provide appropriate support for AIG students. These guidance efforts may include: book club/study, small group or focuses whole group lessons.

***Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students. AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

In 2021-2022, the addition of K-3 Talent Development Program Specialist was added in ACS to assist in professional development and modeling lessons for intentional talent development at the elementary level. The Talent Development Specialist works to increase capacity in our K-3 teachers to help address the purposeful and intentional talent differentiation and to help cultivate talent in our youngest learners. AIG specialists and the talent development specialist serve as resources for primary teachers to identify needs and locate material to extend learning opportunities.

In addition to the Talent Development Specialist's work, other practices may include:

- Promoting learning with research based strategies for underserved students to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.
- Junior Great Books to cultivate potential through small group inquiry-based discussions.
- PETS (Primary Education Thinking Skills), a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades, to align to the higher levels of revised Bloom's Taxonomy.
- Science and Nature Day for all third grade students to explore science and nature activities led by volunteers and teachers; activities correlate with the North Carolina Essential Science Standards.

- PO on effectively teaching gifted students in order to increase the awareness of teachers to meet the needs of gifted learners and develop talent

***Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

In Asheboro City Schools all instructional personnel collaborate to develop differentiated curriculum and instruction to meet the needs of advanced learners_ 2021-2022 Survey data reveals that 84o/o of respondents feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students_

AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners_ This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students_ AIG specialists facilitate the decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program_

The AIG staff works with the district leadership to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff_ Intentional efforts are in place to increase collaboration between the AIG department and teachers in grades K-3_ The addition of a K-3 Talent Development Program Specialist has allowed for a focused effort at each elementary school through model lessons, collaborative grade level meetings and professional development The Talent Development Specialist will provide classroom teachers with curriculum examples of questions and strategies designed to engage and challenge gifted learners_

Ongoing collaboration time among AIG personnel and other stakeholders may include the following:

- planning advanced content

- problem-solving (use of advanced content)
- development of a repository of lessons teachers can implement in their classrooms
- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Collaborating with school counselors during middle and high school scheduling for coursework
- Participating in the gathering of information that can be used to evaluate the gifted education program.
- Providing a lending library for teachers with curriculum materials that help to extend the critical thinking of students and meet the academic needs of advanced learners in the classroom.
- creating compacted courses in secondary
- creating and offering honors and Advanced Placement courses
- monitoring the success of students in secondary via school counselors
- addition of differentiation options as part of the district pacing/curriculum guides to include relevant and appropriate units and lessons

This collaboration occurs between AIG specialists and stakeholders may occur during various formats including:

- Grade level collaborative planning meetings and vertical planning meetings
- MTSS meetings
- Monthly AIG Specialists meetings
- District led PO

***Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

We develop and document a student plan that articulates the differentiated curriculum and instruction services, curriculum, and learning environment modifications that match the identified needs of the K-12 AIG students through a Differentiated Education Plan (DEP). AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students. This document is reviewed annually with stakeholders through a group DEP meeting for families and grade level meetings with school staff to ensure effective programming, a continuum of services, and support school transitions. Individual meetings with parents/guardians may be utilized to help plan DEP upon request. Elementary and middle school specialists collaborate with students and other stakeholders (EL, EC, school counselors, parent/guardian) in order to create student schedules and/or four year plans. AIG Specialist may also be included in the IEP and/or EL meeting when considering the needs of a twice exceptional student.

AIG elementary specialists collaborate with school counselors and middle school specialists during the 5th to 6th transition to make recommendations regarding course placement and clustering. Those recommendations are noted on the student's DEP during the end of year annual review process. At the middle school level, AIG specialists collaborate with middle and high school counselors for rising 9th registration. Middle school specialists work collaboratively with school counselors and rising 9th grade AIG students to help plan a four year plan that will ensure appropriate services for high school. Specialists may also be available during transition/information meetings for middle and high school transition. These meetings may include topics such as: CTE pathway, AP courses, general middle/high school information, student school visits and special course offerings.

Asheboro City Schools needs continued development of a 9-12 DEP that AIG students can use through their high school years. Currently, a 9-12 DEP provides a general overview of differentiated services available at the high school level and is developed for AIG students that includes areas of identification, possible learning environment modification, content differentiation options, and possible enrichment. This DEP is kept on file in the students AIG folder and held in a central database for digital access.

Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 3:

- To develop a comprehensive four-year DEP for 9-12 AIG students to implement intentional and consistent programming options for high school gifted students. This plan will be developed through a collaborative effort between middle and high school counselors and AIG specialists to ensure consistent services from middle to high school.

Planned Sources of Evidence

- * DEP/IDEP
- * Collaborative Planning Minutes, Agenda, Materials
- * Student schedules and transcripts
- * AIG rosters
- * Course descriptions and other registration materials
- * Curriculum maps, unit and/or lesson plans
- * AIG monthly meeting materials
- * PO Materials (talent development and AIG specialists)
- * 3rd Grade Science resources

Documents

Type	Document Template	Document/Link
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Standard 4: Personnel and Professional Development

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

***Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local **AIG** program and plan.

All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between all district level and school level administrative leaders, the AIG specialists, and the Director AIG services/K-12 Director of Curriculum and Instruction.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists and one part time talent development specialist. These individuals serve the eight schools in the district. They collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

One of our licensed specialists serves as lead coordinator for the district and serves as a representative for the AIG department at district collaborative conversations, regional meetings, state level conferences, professional development opportunities, and other state initiatives to support gifted programs. Monitoring and evaluating of the local AIG program is done by building level and district administration.

In addition, the lead specialist:

- oversees AIG student records, screening, referral, and identification processes.
- facilitates monthly AIG meetings.

- facilitates district AIG professional development for district staff.
- maintains AIG records in Powerschool and the district's internal database; runs fall and spring headcounts

Together, the AIG district team (Director of AIG services/K-12 Director of Curriculum and Instruction, lead specialist, and school based AIG specialists) will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students
- Encourage qualified applicants who do not possess AIG licensure to pursue additional coursework through tuition reimbursement opportunities
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.
- Facilitate regular AIG district meetings to guide, plan, develop, and implement the district AIG plan.

***Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Current survey data showed that 930/o of teachers agree that our AIG specialists are engaged in tasks which directly address the needs of AIG learners. In the 2021-2022 survey data, teachers noted that collaboration included:

- AIG Specialists teaching model lessons in clustered classrooms, small group instructions for enrichment and/or acceleration
- providing curriculum materials

- assisting with differentiation through common planning
- conferencing with parents

As a result of this survey data, AIG specialists will continue to collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners through various models. Support provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group lessons.

AIG specialists collaborate with support services to monitor and address the social and emotional needs of gifted learners. Collaborative meetings with AIG specialists and school counselors are held on an as needed basis to discuss issues and trends associated with gifted learners, with special focus on transitions from 5th to 6th and 8th to 9th grade. This not only ensures that school counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helps ensure that a common mission and philosophy exists between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects

- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- Governor's School
- Summer Ventures
- Advanced coursework in middle school (high school courses)
- Academic competitions
- Credit by Demonstrated Mastery

■ Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

According to the current survey data of classroom teachers, instructional specialists, and administrators, the responses indicated a desire for MTSS and AIG focused professional development, differentiation strategies, and a specific focus on differentiation for the 6-12 grade span.

Professional development (PO) for personnel involved with AIG programs and services are reviewed and evaluated frequently with the district AIG team as well as the Director of AIG Services/Director of K-12 Education in order to effectively provide timely PO based on the current needs of the district.

The professional learning requirements and expectations for AIG Specialists are based on current needs of students, teachers, individual schools, and the needs of the district. Professional Development for AIG specialists may consist of an annual book study, annual peer observation and feedback cycle, monthly AIG team meetings, quarterly joint planning sessions for AIG specialists, planning and collaboration with classroom teachers, collaboration with school based Instructional Facilitators, and opportunities for professional development at regional and state workshops/conferences as necessary and appropriate.

The professional learning support and learning goals for each of the personnel stakeholder groups are reviewed and planned based on the current needs of the students, teachers, and district. According to needs expressed in the current survey data, the following options for professional development may include:

- MTSS and AIG PO at district coaching meetings
- Collaboration with district Instructional Facilitators
- AIG Specialist collaboration with classroom teachers, instructional specialists and service personnel during planning time, CASA meetings, and MTSS meetings

The district also recognizes a need for the continued growth of all personnel involved with AIG programming and services that involve the specific needs of AIG learners. The AIG district team has developed a Canvas course focused on providing the skills, knowledge, and understanding needed to meet the needs of AIG learners and prepare participants for add-on AIG licensure. This Canvas course is open to all classroom teachers (K-12), instructional specialists, student service personnel, and administrators. All personnel involved in AIG programming and services are encouraged to participate and take the PRAXIS to earn AIG add-on licensure. Asheboro City Schools also supports this initiative by offering reimbursement for a passing PRAXIS score.

***Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Asheboro City Schools' will continue to offer a local professional development course to help prepare teachers to work with AIG students who do not have an add-on license. This optional hybrid professional development course focuses on understanding gifted characteristics, research based differentiation methods and modules, and social/emotional the needs of gifted learners, and gifted resources. At the completion of the course, participants have the option to take the

Praxis exam in order to add AIG licensure to their current teaching certificate. In addition, the AIG district team has created a series of self-paced mini courses for those teachers who wish to independently pursue AIG licensure through the praxis route.

Completion of the professional development training in gifted education or AIG licensure is a district goal for all teachers serving AIG clusters.

It is important to select key personnel to work with gifted education students. We understand that gifted learners need services by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. District administration meets annually before the start of each school year with school administrators to ensure AIG cluster guidelines are being implemented at each elementary and middle school. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population. The district human resource office maintains a list of district staff who currently hold an AIG licensure and this information is available to school administrators.

Asheboro City Schools' continued goal is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education and/or Praxis requirements.

Practice E

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

During the recruitment and initial hiring process, principals are encouraged to embed questions into their selection process to identify candidates who demonstrate the level of rigor we expect at all levels and specific questions related to gifted learners. Sample questions may include: What characteristics do you seek to develop talents in students?, How do parents/guardians partner with schools for talent development?, How might you collaborate with others to serve gifted learners in your classrooms?

In addition, principals and district administration are strategic when making hiring recommendations based on the needs of the school. The district also provides Tuition Reimbursement Program for staff who apply and are approved and reimburses staff for Praxis exams to add to or expand an existing license. District recruitment of diverse teaching staff may include the following strategies:

- Virtual job fairs at various locations including HBCU Legacy Bowl Career Fair for highly-qualified HBCU students from across the country, attendees included: Tuskegee University, Howard University, North Carolina Central University, and Florida A&M University; Marymount University Hispanic Serving Institution; UNC-Pembroke (Historically American Indian University); #TeachingInColor Virtual Summit
- Participation in various recruitment webinar such as "Supporting Hispanic Serving Institutions" webinar through the Hunt Institute
- District presentations to local IHE such as NC A&T State University

Practice F

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

As part of the 20222-2026 ACS Strategic Plan, the district has identified a goal to "improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming." One objective within the district strategic plan goal is to to continue to provide professional growth opportunities for staff that focuses on expanding academic and enrichment opportunities for all students. ACS AIG department provides locally developed professional development that focus on differentiation, effective strategies for rigorous instruction, and talent development as well as other topics that may be requested by individual school or district leadership. The AIG team utilizes research based resources, including those provided by NCDPI such as the Call to Action and Guidebook, to provide focus on critical actions for equity and excellence in gifted education. In addition, the AIG team integrates these with other equity and excellence initiatives in our district. The ACS AIG will collaborate with individual school sites and district leadership in order to develop and implement professional development to both meet this strategic plan goal and address equity and excellence for all in Asheboro City Schools.

During the 2021-2022 school year, Asheboro City Schools has created a position within the AIG department focusing on K-3 talent development. Part of this position is dedicated to providing talent development experiences for all

students as well as professional development as requested by school and district leadership. While newly created, this position is focused on modeling best practices for the diverse needs of advanced learners and empowering teachers to identify talent and potential in all learners.

To encourage additional licensure and professional learning related to gifted learners, ACS currently has tuition reimbursement opportunities for teachers who apply and are approved for those that wish to pursue coursework related to AIG licensure or professional learning. ACS also currently offers reimbursement for staff who want to add or expand a current license. The AIG department also has created a Canvas course to help prepare teachers for the add-on AIG licensure Praxis. These opportunities combined will work together to support the district's goal of providing professional development focused on expanding opportunities and enrichment for all students.

Practice G

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Professional Development Goals for ACS AIG Program:

- Goal1: Facilitate professional learning opportunities in a variety of settings and modes across the total school community to focus on changing mindsets, policies, and practices.
- Goal 2: Integrate professional learning with the district's overall program to ensure needs of the gifted are addressed
- Goal 3: To increase partnership with Exceptional Children, EL, and Title 1 specialists to cultivate and recognize potential in students and to determine effective programming for students which may include service options outside of traditional services

AIG district team partners with the district professional development team to offer PO related gifted learners at the district and school based level through various modes. These PDs sessions may be offered during school based staff meetings, early release days, mini-conference professional development days, or regular grade level/content meetings. PO resources include: Booster Shots from DPI, research based instructional materials, AIG professional

development, equity and excellence briefs, and/or other DPI materials. Specific focus is given during these PO sessions to focus on changing mindsets, policies, and practices.

During the grade level/content meetings, AIG specialists have the opportunity to work directly with classroom teachers and instructional specialists to plan, implement, and discuss best practices and refine professional learning related to gifted learners. Elementary schools have bi-monthly grade level planning and data meetings in which the AIG specialists participate regularly. Middle and high schools have weekly content/grade level meetings, district vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate. In addition, AIG specialists work with school based instructional facilitators to integrate best practices for gifted learners during grade level/content planning.

AIG specialists may also co-teach regularly in AIG cluster classrooms at the elementary and middle school level to model strategies for working with gifted learners and provide feedback to cluster teachers on instructional strategies. This also provides an opportunity for exemplar lessons that include strategies from district and school based professional development. In addition, AIG specialists participate in data meetings to discuss AIG students and reflect on professional learning opportunities.

AIG specialists for the district also meet together monthly to plan, implement, and refine applications of professional development learning and to monitor AIG plan. The AIG team maintains a shared Google Drive to digitally share grade level appropriate resources and professional development materials. The lead AIG specialist also houses the district AIG library for print materials and books that are available to use at any school for book studies, professional development, or AIG exemplar lessons.

The Talent Development Specialist will deliver focused training outlining a shift in mindset. Teachers will learn how to navigate around and erode barriers created through implicit biases preventing our underserved populations from being identified. They will be given checklists of characteristics to look for in underserved populations. Additionally, teachers will be given strategies for determining learner readiness for challenges encompassing academics and social emotional needs.

Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 3:

- To utilize AIG specialists as instructional coaches to help support AIG learners in the regular classroom.

Planned Sources of Evidence
* AIG staff meeting materials
* PO rosters and materials/presentations
* PO logs for AIG specialists
* List of AIG licensed staff
* Google Drive with materials
* AIG district library

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

***Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

AIG specialists and school level personnel, in collaboration with the Director of AIG Services/Director of K-12 Curriculum, may partner with parents/guardians to help develop services and programs for gifted learners through the following:

- Annual AIG informational meetings for school staff, parents/guardians, and others to inform stakeholders and provide opportunities for parent/guardian feedback regarding programming. These sessions may be provided through a virtual or face to face format. Feedback may also be gathered during district and/or school based surveys. All written materials are translated.
- In addition to the DEP or IDEP annual meeting, student/parent/guardian/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.
- Current AIG plan is available on the district website for parent/guardian access. Additional AIG informational materials, such as AIG school brochures, students' Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), are available for parents upon request.

- Individual schools may also facilitate parent/guardian question and answer sessions related to acceleration, extension and enrichment opportunities available during the school year. Past topics have included: AP night for high school students, career and college exploration, enrichment opportunities transition meetings for rising 6th and 9th graders, college tours, summer opportunities, AIG services at the elementary level, etc.
- AIG specialists collaborate with school counselors to provide opportunities for SEL focused sessions and address individual student SEL needs.

***Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Asheboro City Schools believes our partnerships with parents/guardians and community stakeholders are an essential component of student success. ACS will enhance support for AIG programs and services by maintaining and creating new partnerships with these stakeholders.

Asheboro City Schools networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

- Creating communication vehicles that explain the programming services available to AIG students (as stated above).
- Locating a variety of resources to share with parents/guardians to support their gifted children at home. These resources are shared through quarterly newsletter and face to face/virtual sessions.
- Developing activities to encourage parental and community involvement in the education of the gifted.
- Participating in professional organizations related to gifted and talented education to inform the school district of best practices.
- Invitations to community partners to attend AIG Student Showcases that focus on highlighting student achievements.

- Board spotlights for students to share with the local board of education and staff various achievements.
- Communication regarding local workshops and opportunities sponsored by other organizations related to gifted issues (ie, Randolph County Public Library, Randolph Community College, and other local HEs). This may include lunch and learn sessions for parents or school based informational sessions at family engagement nights at each school site.

Our community stakeholders play an important role in our efforts to provide effective educational experiences for enrichment, extension and acceleration for all students. Partnerships with school and other local civic organizations may include:

- Donation of appropriate materials and other types of support to elementary and middle schools
- Support of school activities
- Academic Excellence Awards
- Student enrichment trips or day activities

The following events are district-wide initiatives that may involve parents/guardians and community leaders in the support of gifted education:

- Faith-based school volunteers that help mentor and provide resources for students.
- Community based mentors
- Academics competition judges like Math Fair or Science Fairs
- AHS Small Learning Communities (Zoo School, Health Science Academy)
- 3rd grade science day field trip in conjunction with the NC Zoo
 - Career Day community volunteers
 - Asheboro/Randolph Chamber of Commerce Student LIFT program

- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- North Carolina Zoological Park
- Communities in Schools
- Student Internships/Apprenticeships
- Institutions of Higher Education
- Asheboro Public Library
- STEAM Competition
- After school enrichment opportunities with community partners

Practice C

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Asheboro City Schools develops an advisory team to review, develop, implement, monitor, and revise the local AIG program and plan. Additionally, the team reviews the strengths and seeks continuous improvement in all areas. This process involves school system staff, parents/guardians, students, administrative staff, and members of the community. The current team updated and revised the 2019-2022 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services. Due to district COVID protocols, various teams of stakeholders met throughout 2021-2022 in both virtual and face to face sessions. These teams included intentional efforts for a variety of stakeholders that are representative of the district's demographics..

Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Teams for 2021-2022 included the following teams:

AIG District Level Advisory Team: Lead AIG Specialist, School level AIG Specialists

Administrative Advisory Team: Assistant Superintendent of Curriculum and Instruction, Director of K-12 Education, Director of Equity and Inclusion, BT Coordinator/Curriculum Specialist, School Principals, Lead AIG Specialist, and School AIG Specialists, Accountability and Student Information Coordinator

School Based Advisory Team: School level AIG Specialists, Classroom Teachers K-5 and 6-8, Instructional Facilitators, Instructional Support personnel, Career Development Coordinator. Both survey and face to face sessions were utilized for school based advisory teams. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Parent/Guardian Advisory Team: Due to current COVID protocols, parent/guardian advisory input was gathered via digital surveys. Both multiple choice and short response formats were used to collect feedback. NC DPI survey resources were also used to create questions. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Student Advisory Team: Due to current COVID protocols, student input was gathered via digital surveys and informal small group sessions. Both multiple choice and short response formats were used to collect feedback in the survey. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Moving forward advisory teams will meet in person in order to to develop, implement, monitor, and revise the local AIG program and plan.

Practice D

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services

- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Asheboro City Schools informs all students, parents/guardians, and community related to the current plan, program services, and other policies regarding opportunities available to AIG students on an on-going basis and in their native language. Currently, the district employs interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. All communication is translated into Spanish.

AIG Specialists and school level personnel, in collaboration with the Director of AIG Services, conduct informational meetings for school staff, parents/guardians and the local community. During the parent/guardian meetings, the student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be reviewed with parents/guardians for feedback and an overview of the current AIG Plan will be provided. These school based sessions also inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG Specialists will be a part of these parent/teacher conferences as their schedule allows. The AIG specialist may also attend curriculum nights and/or open house nights at their assigned schools in order to communicate how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. Translators are available for all of these events.

AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and are also available in print formats upon requests at each school. At the elementary and middle school level, AIG Specialists create a quarterly AIG newsletter, both English and Spanish, that is distributed along with student report cards. Past topics for newsletters have included: AIG student celebration, talent development spotlight, summer enrichment opportunities, tips for working with gifted students at home, and district AIG events. The district AIG team also utilizes social media to share celebrations and information related to the AIG program.

At the high school level, student enrichment opportunities are shared on an ongoing basis with students and parents/guardians through learning platforms, weekly newsletters, and/or phone messages. These 9-12 updates also include scholarship opportunities and/or community events that may be of interest to AIG learners.

The Public Information Officer and district and school leadership will provide ongoing information regarding advanced learning and gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

The district AIG team will continue to develop ways to make information about the local AIG program, the local AIG plan and other policies concerning gifted education more easily accessible to all stakeholders through the district website and other forms of electronic communication. Resources will be posted on the district website where appropriate and translated as possible. We will continue to explore the use of a webpage specific to the needs of AIG students and their parents, and communicating information about how Asheboro City Schools addresses the social/emotional and educational needs of these students.

Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 5:

ACS district goal is to increase the diversity and number of community partnerships and parent outreach in order to strengthen the program for the benefit of our students.

Planned Sources of Evidence

- * Advisory Team Agendas and minutes
- * AIG brochures
- * Monday Musing electronic newsletter
- * AIG District newsletters
- * Surveys and Survey results
- * Volunteer logs
- * Presentation materials from events, websites, etc.

Documents

Document Template

Document/Link

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy N.C.G.S. § 115C-150.5-.8 [Article 98]), which has been approved by the local board of education and sent to SBE/DPI or review and comment

Asheboro City Schools submitted a 2019-2022 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in winter of 2019 indicated the local AIG plan submission was complete with many overall commendations and applauded ACS efforts in developing a local AIG plan that is comprehensive and aligns with NC AIG Program Standards. In addition an addendum was added to the 2019-2022 plan in spring of 2021 to respond to the district's needs during COVID. This addendum was approved by BOE spring 2021 and approved by NCDPI in June 2021.

The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 98, the Academically and/or Intellectually Gifted Students Amendment, an advisory team was formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2019-2022 AIG Plan which contained guidelines to identify potentially gifted students through an equity and excellence lens and establish procedures for providing appropriate educational services. A self assessment was completed in the fall of 2021 with feedback from various stakeholders surveys (parents, students, certified staff) and DPI from the 2019-2022 plan to help drive the development Asheboro City Schools used the DPI revision timeline to make changes and communicate updates regarding the plan revision process.

The result is an updated 2022-2025 Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Director of AIG services/K-12 Director of Curriculum and Instruction and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

The 2022-2025 AIG Plan was submitted to the Asheboro City Schools Board of Education at their May 2022 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website. AIG specialists share the current AIG Plan and AIG related data with staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting.

***Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan ensures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Formal and informal data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Director of AIG Services/K-12 Director of Curriculum and Instruction.

Progress of the implementation of the local AIG program is reported on a regular basis to local stakeholders including: the AIG advisory group, district leadership, and the local Board of Education. The AIG specialists meet with teachers bi-monthly to collaboratively plan with their cluster teachers and/or grade level teams at their assigned school sites. Monthly AIG Team meetings with the AIG specialists and Director AIG services/K-12 Director of Curriculum and Instruction are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Director of AIG Services and AIG

lead specialist collect sources of evidence in a shared AIG Google Drive. The AIG Lead/Director coordinates with other departments to monitor implementation of the plan.

The Director of AIG Services and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct annual meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

***Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The Director of AIG Services and district finance officer monitor expenditures of the AIG program through a budget spreadsheet. The director understands that gifted education funding should be part of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. The department prioritizes people, resources and professional development, based on program needs, to ensure students will benefit when planning purchases and other expenditures. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. Additional funding is also provided through the district Curriculum and Instruction department for materials and professional development for AIG specialists. Using federal monies designated through the ESSER funds, a Talent Development Specialist position will be implemented in order to meet the needs of K-2 learners for 2021-2024.

In North Carolina, the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

***Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for **AIG** students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

AIG specialists maintain data spreadsheets analyzing students' achievement and growth through each school year and their overall school years. Data collected by specialists may include: lexile, district benchmarks, EOG scores and EVAAS growth data for AIG students. This data is reviewed regularly to recognize patterns and trends to help monitor AIG students' needs.

AIG specialists participate in data discussions at each elementary and/ or middle school to analyze student growth with an intentional focus on underserved populations. Data from district and school based SEL needs may be reviewed during these discussions. In addition, AIG lead and middle school specialists collaborate with AP coordinator at high school to gather and analyze AP data including AP scores, enrollment statistics, and other academic data.

Asheboro City Schools' district team uses disaggregated data to analyze the annual drop out data each school year to determine the percentage of AIG students who drop out. High school dropout data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of AIG student growth from one year to the next. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student performance EOG data will be analyzed annually by AIG specialists and district stakeholders.

***Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

As evidenced by current AIG demographics, there is a need to incorporate specific strategies related to equity with the AIG program. The AIG district team will implement the following strategies to focus maintaining and analyzing data sources to ensure on equity and excellence within the referral, identification, services and retention of AIG students:

- The AIG district team generates reports from PowerSchool and district data to analyze data based on AIG demographic breakdown. The reports are maintained in the district AIG server.
- AIG specialists maintain school based spreadsheets to maintain and analyze current AIG students. This data may include school based assessment, EOG/EOC, district benchmark, universal screeners and/or other school based measures. In addition, talent pool students' data are also reviewed annually to make recommendations related to referral, screening, and/or possible identification. Students can qualify for AIG services with a nonverbal score on the CoGat (Cognitive Abilities Test) as a cultural neutral assessment of general ability at the elementary and middle school levels
- Additionally, EOG/EOC data is reviewed annually by AIG specialists in order to recommend appropriate modifications based on needs and area of identification during annual review.
- Intentional monitoring of talent development services occurs with the talent development specialist to maintain and analyze student performance to cultivate a pipeline in grades K-3 where all students can show their potential. All primary grade students will be given access to advanced opportunities removing barriers of cultural perceptions.
- The AIG specialists monitor local AIG data regarding the percentage of students in the AIG program by gender and race following fall and spring headcount to examine trends in identification and retention of AIG students.
- AIG specialists continue to increase collaboration with **ELL** and EC departments, as well as MTSS teams, to ensure adequate monitoring of sub-groups and their participation in AIG programs.

- Data related to course enrollment, such as enrollment in advanced courses at middle school, honors/AP level courses, transfer or other community college courses are reviewed by counselors, AIG specialists, and other district level personnel to ensure equitable opportunities for advanced coursework.

– 1 [Click here to remove the table and use only the narrative field.](#)

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5o/o	<5o/o	---	---	---	14.00o/o
Male	---	---	6.68o/o	---	---	---	14.29o/o
Total	22.22o/o	<5o/o	<5o/o	---	6.75o/o	---	14.14o/o

Percent of Total AIG Students Identified as Dual Exceptionality

1---

*Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. In addition, the AIG department and Human Resources maintain records of teachers who have completed local PO related to gifted learners. This local PO may include AP/Pre-AP training, local coursework, school based PO, and/or other outside PD. Each year the Director of AIG Services receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department.

School AIG specialists meet annually with school administration to help review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year. In addition, AIG specialists also work with administrators to help advise appropriate placement based for AIG learners and develop PO that aligns with individual school needs related to AIG.

Practice G

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

The district has an advisory team that consists of community members, parents/guardians, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of diverse stakeholders from each school within the district. In the 2021-2022 school year, ACS utilized multiple ways of gathering input related to revisions for the 2022-2025 AIG plan. These formats include surveys related to high priority areas, focus groups, quick asks during other established meetings all throughout the year, ensuring all stakeholders have opportunities to provide feedback. Surveys and topics for focus groups were based around areas for high priority in the self-assessment tool and those areas which were indicated as partially or not evident on the DPI feedback.

In addition, annual stakeholder feedback may be solicited through the following formats:

- parent/guardian survey at the annual parent meeting (digital and print formats are available in both English and Spanish)
- feedback from classroom teachers with the AIG cluster of students and administrators at grade- level planning meetings.

This data is analyzed by AIG specialists for continuous improvement and reviewed by this team to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools. Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

The regular feedback is gathered through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing reflection of the strategies and instructional approaches used by teachers with gifted students.

***Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, AIG Advisory feedback, survey responses, and other data sources are used in the revision process for continuous program improvement.

The Asheboro City Schools 2022-2025 AIG Plan was developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our district organizes the evaluation of the AIG program using formal and informal evaluation techniques including systematic gathering, analyzing, and reports of formative and summative data. This data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness. AIG district team works along with the advisory team and district administration to complete self assessment to ensure the local program is aligned with our current district's vision, mission, policies, practices and procedures. The team utilizes current collaborative structures (advisory, grade level, content level meeting) to also help gather a comprehensive evaluation of the local AIG program.

***Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

The results of the AIG program evaluation are contained within the current AIG Plan. The district AIG Plan is posted on the Asheboro City Schools AIG web page, translations available upon request. The program evaluation results are

also shared with stakeholders at the AIG Advisory Team meetings, school board meetings, and various other district level meetings. Confidentiality of stakeholders and student data are maintained according to FERPA guidelines.

AIG specialists share the current AIG Plan and AIG related data with staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting.

***Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The AIG plan is written and approved by the local school board and DPI. There is a clear process in place for informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Informed consent for assessment leading to identification occurs when students are tested outside the whole grade screening opportunity in third grade. Parents/guardians sign a permission to test letter. Copies are kept in the student's AIG file.

Consent for identification and placement occur during initial AIG identification in Asheboro City Schools with a permission to receive AIG services from parents/guardians. Copies are kept in the student's AIG file.

Reassessment occurs for those recommended by the NOT or as parent/teacher request will be offered during the annual testing window. Student test scores are valid for two years after the date of testing. Retesting will occur outside of the two year window. An individual permission to test is collected by parents or guardians for students that are recommended for reassessment. Copies are kept in the student's AIG file.

Transfer students from other North Carolina districts with current AIG services will maintain those services for that school year. Eligibility to remain in the program may be verified by PowerSchool or other official AIG documentation from transferring school districts. Eligibility of transfer students from other states will be verified with documentation from the transferring school district. Parents/Guardians are noticed of transfer procedures once eligibility is confirmed through the district transfer letter. Copies are kept in the student's AIG folder. AIG services for all transfer students

will be reviewed at the end of the school year during the annual review process.

The AIG 2022-2025 Plan contains **due process procedures** regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings and are available in English and Spanish.

Due process procedures regarding the identification and service decisions are in place and posted on the district website in English and in Spanish. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office and/or Board of Education. Asheboro City Schools' due process procedures for Academically and/or Intellectually Gifted identification services decisions are as follows:

If the student was **NOMINATED** by parents, but not **IDENTIFIED** as needing differentiated services by the NDT-AIG inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services
2. Copy of Due Process Procedures Brochure

If the student was **IDENTIFIED** and the NDT-AIG recommends a **DIFFERENTIATED EDUCATION PLAN**, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NOT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NOT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Director AIG services/K-12 Director of Curriculum and Instruction.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent of Curriculum and Instruction of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City School Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

Step 1: Appeal to school level Needs Determination Team (NOT)- AIG through AIG specialist

- A. Parent/guardian may make a request in writing for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.
- B. NOT-AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
- C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II- PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

STEP II:- Principal Conference- (If principal was part of NDT-AIG, proceed to STEP III.)

A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.

B. Principal reviews the recommendation with the NDT-AIG chairperson.

C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III -DIRECTOR OF AIG SERVICES/K-12 DIRECTOR OF CURRICULUM AND INSTRUCTION

STEP III- Appeal to Director of AIG Services/K-12 Director of Curriculum and Instruction

A. Parent/guardian may appeal principal's decision in writing to the Director of AIG Services/K-12 Director of Curriculum and Instruction Services within five (5) school days of receiving the response from the school principal.

B. Director of AIG Services/K-12 Director of Curriculum and Instruction Services reviews the grievance within five (5) school days of receipt of appeal.

C. Director AIG Services responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV- APPEAL TO Assistant Superintendent of Curriculum and Instruction or Superintendent.

STEP IV- Appeal to Assistant Superintendent of Curriculum and Instruction or Superintendent

A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.

B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.

C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V- APPEAL TO THE BOARD OF EDUCATION

STEP V -Appeal to Asheboro City Schools Board of Education

A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV

B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI -State Level Grievance Procedure

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

[±] Click here to remove the table and use only the narrative field.

It Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 6:

- To continue data driven decisions at the local level and incorporate a variety of survey opportunities AIG Advisory Teams

Planned Sources of Evidence

* 2019-2022 and 2022-2025 AIG Plan

* Board of Education minutes/presentations

* ACS District website

* AIG Specialists schedules

* Data spreadsheets

*Year at Glance document

* Budget spreadsheet for AIG expenses

* Exit interviewvs from high school students

* AIG district database/Powerschool rosters

* Self assessment document

* Due process brochures

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<u>O AIG Standard 6 Additional Resources</u> <u>O AIG Standard 6 Additional Resources</u>

Local Board of Education Approval

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Approved by local Board of Education on:

Documents

Type

Local Board of Education Approval Signatures
[Upload at least 1 document(s)]

Document Template

Local Board of Education Approval Template

Document/Link

AIG Related Documents

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	O AIG Standard 1 Additional Resources AIG Standard 1 Additional _ Resources O AIG Standard 1 Additional Resources O AIG Standard 1 Additional Resources AIG Standard 1 Additional _ Resources
AIG Standard 2 Additional Resources	N/A	(r) Standard 2 and 3

Programming Options

AIG Standard 3 Additional Resources N/A

AIG Standard 4 Additional Resources N/A

AIG Standard 5 Additional Resources N/A

AIG Standard 6 Additional Resources N/A

AIG Standard 6 Additional Resources

AIG Standard 6 Additional Resources

Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

Phrase	Definition
ACS	Asheboro City Schools
AIG	Academically and Intellectually Gifted
AP	Advanced Placement
BOG	Beginning of Grade test
CCP	College and Career Promise
CDM	Credit by Demonstrated Mastery
CFA	Common Formative Assessment
CogAt	Cognitive Abilities Test
CTE	Career Technical Education
CTONI	Comprehensive Test of Nonverbal Intelligence
DEP	Differentiated Education Plan
EC	Exceptional Children
EL	English Learners
EOC	End of Course test
EOG	End of Grade test

EVAAS	Education Value-Added Assessment System
GRS	Gifted Rating Scale
IDEP	Individual Differentiated Education Plan
IG	Intellectually Gifted
LIFT	Leadership Information for Tomorrow, a program offered to students in Randolph County through the Chamber of Commerce.
MTSS	Muti-Tiered System of Support
NCVPS	North Carolina Virtual Public School
NOT	Needs Determination Team
NNAT	Naglieri Nonverbal Ability Test
PBL	Project or Problem Based Learning
PO	Professional Development
PETS	Primary Education Thinking Skills
RIAS	Reynolds Intellectual Abilities Scale
SCOS	Standard Course of Study
SEL	Social and Emotional Learning
STEAM	Science Technology Engineering Art and Math
UNIT	Universal Nonverbal Intelligence Test
WISC-IV	Weschler Intelligence Scale for Children

!±] [The Local AIG Plan glossary is provided in an uploaded document.

The official spokespersons of the school system will be the chairperson of the board or designee and the superintendent and designees. Any person speaking in an official capacity shall conduct his or her assignment from the standpoint of the best interests of the board, the school system, and the community, not as a representative of his or her own personal ideas or feelings. In addition, the superintendent and other school employees who are called on to speak in their official capacities as employees of the school system shall communicate the position of the school board when asked to comment on legislative, policy, or political issues.

Legal References: G.S. 115C-36, -276

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 2010), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on July 12, 2012

Updated: December 8, 2016

In order to conduct official business at a regular or special meeting, a quorum of the board must be present.

A quorum is defined as a majority of the members of the board. If a quorum is not present at any meeting, the chairperson will postpone the meeting until such time as a quorum can be present, provided adequate notice is given pursuant to the Open Meetings Law. Proxy voting will not be recognized by the board.

Legal References: G.S. 143-318.12; *Iredell County Bd. of Educ. v. Dickson*, 235 N.C. 359 (1952), *Edwards v. Yancey County Bd. of Educ.*, 235 N.C. 345 (1952)

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

Updated: February 11, 2016

To create and maintain a safe, orderly and inviting learning environment, students must have the skills to resolve conflicts in non-violent ways.

All schools are encouraged to include a conflict resolution plan in the school improvement plan as provided in board policy 3430, School Improvement Plans.

The curriculum committee shall explore opportunities to integrate conflict resolution skills into the standard course of study and other curricula.

Legal References: G.S. 115C-47, -81.60, -105.27, -105-32

Cross References: School Improvement Plan (policy 3430), Alternative Learning Programs (policy 3470/4305)

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

Revised: September 11, 2014

RELATIONSHIP WITH OTHER GOVERNMENTAL AGENCIES

Policy Code: **5100**

Productive working relationships with other governmental agencies are critical to the school district's efforts to provide safe, orderly and inviting learning environments in which students can succeed in the educational program. These relationships are also necessary to coordinate services so various governmental agencies can strive to meet the needs of students in an efficient and effective manner.

School administrators are expected to develop and maintain productive working relationships with other governmental agencies. Any contracts or specific agreements regarding working relationships with other governmental agencies must be approved by the board.

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

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

Revised: September 10, 2015

The board strives for a productive working relationship with the board of county commissioners so that sufficient funding is provided to meet the educational goals that the board has established for the school system. The board will seek opportunities to inform the county commissioners about the needs of the school system through a 10-year capital outlay plans, the annual budget, and other documents and reports the board deems necessary. The board welcomes periodic joint meetings between the boards as a means of strengthening the relationship with the board of county commissioners, clarifying expectations regarding the budget process, and educating the commissioners on the needs of the school system.

The superintendent shall develop a productive working relationship with the county manager. The superintendent is encouraged to initiate periodic meetings with key administrative personnel of the school system and county government.

Legal References: G.S. 115C-36, -47, -426, -427

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

Revised: September 10, 2015

The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education's Healthy Active Children Policy, SHLT-000, as further described in Section F, below. The superintendent may designate a school system official to carry out this responsibility ("lead wellness official").

The superintendent or designee shall make the most current version of this policy available to members of the school community and the public by posting it on the school system website and/or by distributing it annually through other means reasonably intended to reach the school community and public. In addition, the superintendent or designee shall provide a copy of this policy to the North Carolina Department of Public Instruction (NCDPI) when requested to do so.

A. SCHOOL HEALTH ADVISORY COUNCIL

The board will maintain a school health advisory council to help plan, update, implement, promote and monitor this policy as well as to address other health and nutrition issues within the school system. The council serves as an advisory committee regarding student health issues and works in conjunction with the lead wellness official charged with oversight of this policy and the school system's efforts to promote student and employee health and wellness in compliance with state and federal requirements. The council is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also may make policy recommendations to the board related to this policy and other policies concerning student wellness and in conjunction with the lead wellness official, shall periodically and suggest revisions to this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Sections E and G, below.

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to

the board about the following areas or concerns: (1) physical activity, (2) health education, (3) employee wellness, (4) health services, (5) social and emotional climate, (6) nutrition environment and services, (7) counseling, psychological, and social services, (8) physical environment, (9) family engagement, and (10) community involvement.

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

B. NUTRITION PROMOTION AND NUTITION EDUCATION

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The general goals of nutrition promotion and nutrition education are (1) to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage and support healthy eating by students.

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

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

In conjunction with the school health advisory council, the board establishes the following additional specific evidence-based goals and strategies for nutrition promotion and education. The board will periodically measure and report progress toward meeting these goals.

Goals will consist of:

1. Child Nutrition will follow all North Carolina and federal nutritional guidelines.
2. Nutrition education will align with national dietary guidelines and adhere to the

North Carolina Healthful Living Standard Course of Study to support a healthful lifestyle and improved quality of life for all students.

3. During the 2022-2023 school year, students will learn about the MyPlate nutritional guidelines and link healthy eating options through monthly meal choices offered through Sodexo School Nutrition Services.

C. NUTRITION STANDARDS AND GUIDELINES FOR ALL FOOD AND BEVERAGES AVAILABLE AT SCHOOL

Consistent with policy 6200, Goals of School Nutrition Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits. All foods and beverages sold at school must meet the nutrition standards established in policy 6230, School Meal and Competitive Foods Standards, including the following:

1. School Lunch, Breakfast and Snack Programs

Foods provided through the National School Lunch or School Breakfast, or After School Snack Programs must comply with federal and state nutrition standards. The director of child nutrition shall ensure that school system guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

2. Competitive Foods

All foods sold on school campuses in areas that are accessible to students during the school day (defined as the period from midnight through 30 minutes after the dismissal bell rings) in competition with the National School Lunch or School Breakfast Programs ("competitive foods") must comply with the federal Smart Snacks in Schools standards. Competitive foods include food, snacks and beverages from a la carte menus, vending machines and outside suppliers, as well as foods or beverages sold in school stores and at fund-raisers. Vending machine sales also must comply with the requirements of G.S. 115C-264.2 and *Eat Smart: North Carolina's Recommended Standards for All Foods Available in Schools*.

3. Other Foods Available on the School Campus During the School Day and After the School Day

Fundraising activities that involve the sale of foods and/or beverages to students during the school day (from midnight until 30 minutes after the dismissal bell rings) must comply with the Smart Snack Rules and may not be conducted until after the end of the last lunch period. See policy 6230, School Meal and Competitive Foods Standards.

The board encourages alternative fundraising activities such as non-food items or physical activity.

4. Food and Beverage Marketing

Food and beverage marketing on school campuses during the school day must meet federal and state standards. In accordance with these standards, only foods and beverages that meet the Smart Snack standards (as described in subsection C.2, above) may be marketed or advertised on school campuses during the school day.

D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

1. Goals of the Physical Education Program

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as obesity, cardiovascular disease and Type II diabetes, students enrolled in kindergarten through eighth grade must have the opportunity to participate in physical activity as part of the system's physical education curriculum.

2. The Physical Education Course

The physical education course should be designed to foster support and guidance for being physically active, help students know and understand the value of being physically fit, and teach students the types of activities that contribute to total fitness. The course is to be taught in an environment where students can learn, practice and receive assessment on developmentally appropriate skills and knowledge as defined in the North Carolina Healthful Living Standard Course of Study. Students should be engaged in moderate to vigorous physical activity for fifty percent or more of class time. Class for physical education should be equivalent in size to those of other academic classes.

3. Physical Activity Requirements and Goals

School personnel should strive to provide opportunities for age and developmentally appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that,

when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

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

E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS

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

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

F. IMPLEMENTATION AND REVIEW OF POLICY

1. Oversight and Monitoring of Implementation and Progress

The lead wellness official, in conjunction with the school health advisory council, shall oversee the implementation of this policy and monitor system schools, programs and curricula to ensure compliance with and to assess progress under this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the lead wellness official regarding compliance and measurements of progress in his or her school. Staff members responsible for programs related to student wellness also shall report to the lead wellness official regarding the status of such programs.

2. Review of Policy

The lead wellness official shall work with members of the school health advisory council to periodically review and update of this policy based on the triennial assessment of the school system's compliance with the policy (see subsection F.4 below), progress toward meeting the policy goals, and other relevant factors. The lead wellness official shall document the review process and participants, and the method used to notify the school health advisory council and/or other stakeholders of their ability to participate.

3. Annual Reporting

The lead wellness official shall prepare annual written reports to the superintendent and NCDPI/State Board of Education that provide all information required by the superintendent and/or the state pertaining to the school system's efforts to comply with this policy and SBE Policy SHLT-000.

4. Triennial Assessment

Beginning with school year 2017-2018, and at least once every three years thereafter, the superintendent or designee shall report to the board and public on the system's compliance with laws and policies related to student wellness, the implementation of this policy, and progress toward meeting the goals of the policy. At a minimum, the superintendent or designee shall monitor the following:

- a. the extent to which the individual schools are in compliance with this policy;
- b. the extent to which the board's wellness policy compares to model local school wellness policies and meets state and federal requirements; and
- c. a description of the progress made in attaining the goals of this policy.

G. PUBLIC NOTIFICATION

1. The school system will publish contact information for the lead wellness official on the school system website.
2. The lead wellness official shall assist the school health advisory council with annually informing and updating the public about this policy and its implementation and State Board Policy SHLT-000.
3. The superintendent or designee shall make public the results of the triennial assessment described in subsection F.4 of this policy.

4. All information required to be reported under this section and any additional information required by the state to be reported publicly shall be widely disseminated to students, parents and the community in an accessible and easily understood manner, which may include by posting on the school system website.

H. RECORDKEEPING

The superintendent or designee shall maintain records to document compliance with this policy and all federal and state requirements. These records, at a minimum, must include:

1. a written copy of this policy and any updates;
2. The most recent triennial assessment for each school.
3. documentation demonstrating:
 - a. the efforts to review and update this policy, as described in subsection F.2 of this policy;
 - b. how this policy and information about the most recent triennial assessments have been made available to the public, as described in Section G;
 - c. compliance with the annual reporting requirements of subsection F.3; and
 - d. other efforts to involve the school health advisory council and/or other community members in the implementation of or assessment of compliance with this policy.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, 210.12, and 210.31; G.S. 115C-264.2, -264.3; 16 N.C.A.C. 6H.0104; State Board of Education Policies SHLT-000, CHNU-002; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230)

Issued: August 10, 2006

Updated: June 30, 2009, April 10, 2014, January 21, 2016, September 14, 2017, February 14, 2019, November 4, 2021

CARE AND MAINTENANCE OF GROUNDS AND OUTDOOR EQUIPMENT

Policy Code: **9210**

The board strives to make the physical grounds at each school campus a part of a safe, orderly and inviting educational environment. To further this goal, the principal will seek opportunities to involve employees, parents and students at that school in the decisions related to the school grounds and shall make reasonable efforts to maintain the grounds and outdoor equipment in a manner consistent with board goals.

The board recognizes that chromated copper arsenate-treated wood ("arsenate-treated wood") has been found to pose health hazards to students and has been removed from the marketplace for residential uses. Thus, the board prohibits the purchase or acceptance of arsenate-treated wood for future use on school grounds. To the extent possible, the principal or designee shall ensure that existing arsenate-treated wood in playground equipment is sealed.

The principal shall inspect playgrounds and outdoor equipment for health and safety hazards on a regular basis and as required by law and post warnings of any hazards as necessary to alert the public, staff and students of those hazards. The principal shall notify the superintendent, or designee, immediately of repairs needed to meet safety standards.

Legal References: G.S. 115C-12(34)(a), -36, -47, -524

Cross References: Student Safety (policy 1510/4200/7270)

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

Updated: July 10, 2014

Calendar of Upcoming Events

May 12, 2022

Day	Date	Time	Event	Location
Friday	May 13	All Day	Fourth & Fifth Grades Field Day - McCrary	McCrary Elementary
Friday	May 13	All Day	K-2 Grades Field Day Loflin	Donna Lee Loflin Elementary
Friday	May 13	All Day	3-5 Field Day Teachey	Guy B. Teachey Elementary
Friday	May 13	1:15 p.m.	CARE Graduation McCrary	McCrary Elementary
Friday	May 13	4:00-7:00 p.m.	Spring Fling Teachey	Guy B. Teachey Elementary
Tuesday	May 17	7:00 p.m.	Chorus Concert NAMS	North Asheboro Middle School Theater
Thursday	May 19	4:30-6:30 p.m.	Family Night & Cookout Lindley	Lindley Park Elementary
Thursday	May 19	7:30 p.m.	AHS Jazz Band Concert	AHS Walker Commons
Friday	May 20	5:00-7:00 p.m.	Spring Fling Balfour	Balfour Elementary
Monday	May 23	6:00-8:00 p.m.	AHS Student Council Lemonade Lawn	AHS Practice Field
Monday	May 23	7:00 p.m.	Band Concert South Asheboro Middle School	South Asheboro Middle School Gym
Tuesday	May 24	8:30 a.m.	Spring Concert NAMS	North Asheboro Middle School Theater
Tuesday	May 24	1:30 p.m.	CARE Graduation Donna Lee Loflin	Donna Lee Loflin Elementary
Tuesday	May 24	6:30 p.m.	Athletic Awards South Asheboro Middle School	South Asheboro Middle School Gym
Wednesday	May 25	7:00 p.m.	Academic Awards Night AHS	South Asheboro Middle School Theater
Thursday	May 26	5:30-7:30 p.m.	McCrary Family Heritage Night	Charles McCrary Elementary
Thursday	May 26	7:00 p.m.	AHS Chorus Spring Concert	TBD
Friday	May 27	All Day	Balfour Field Day	Balfour Elementary
Friday Canceled	May 27	12:30 p.m.	AHS Aloha Day	Asheboro High School

Day	Date	Time	Event	Location
Monday	May 30	All Day	Holiday	N/A
Thursday	June 2	*7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Friday	June 3	All Day	K-2 Field Day Teachey	Guy B. Teachey Elementary
Friday	June 3	9:00-10:00 a.m. 10:30-11:30 a.m.	First & Second Grades Awards Third & Fourth Grades Awards	McCrary Elementary
Friday	June 3	12:30 p.m.	Kindergarten Awards	Lindley Park
Friday	June 3	3:00-4:45 p.m.	McCrary Fifth Grade Dance	McCrary Elementary
Friday	June 3	6:00-8:00 p.m.	Eighth Grade Spring Formal Dance – NAMS	North Asheboro Middle School
Monday	June 6	6:00 p.m.	Randolph County Commissioners Meeting	Randolph County Old Courthouse
Tuesday	June 7	10:30 a.m. 1:00 p.m.	Third Grade Awards First Grade Awards	Lindley Park
Wednesday	June 8	9:00-10:30 a.m.	Kindergarten Awards Day - McCrary	McCrary Elementary
Wednesday	June 8	12:00-2:15 p.m.	Fifth Grade Awards Day McCrary	McCrary Elementary
Wednesday	June 8	8:30 a.m. 10:00 a.m. 12:30 p.m.	Kindergarten Awards First & Second Grade Awards Third & Fourth Grade Awards Loflin	Donna Lee Loflin Elementary
Wednesday	June 8	10:30 a.m.- 1:00 p.m.	Fifth Grade Awards Day & Picnic Balfour	Balfour Elementary
Wednesday	June 8	9:00 a.m. 1:00 p.m.	Second Grade Awards Fourth Grade Awards	Lindley Park
Thursday	June 9	8:30 a.m.	Fifth Grade Awards Day Loflin	Donna Lee Loflin Elementary
Thursday	June 9	8:30 a.m.	Sixth & Seventh Grade Awards Day South Asheboro Middle School	VIRTUAL-social media/Blackboard
Thursday	June 9	9:00 a.m.	Fifth Grade Awards Day Teachey	Guy B. Teachey Elementary

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