

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
June 5, 2025
7:30 p.m.

6:00 p.m. Policy Committee
6:45 p.m. Finance Committee
7:00 p.m. Points of Pride (Scrolling)

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance
- *D. Approval of Agenda

II. Special Recognitions

- A. Scholarship Recognitions – Dr. Ryan Moody, Principal, Asheboro High School
- B. Apprentice Recognitions - Ms. Sarah Beth Cox, Director of Career & Technical Education
- C. Community Partner Spotlight - Ms. Sarah Beth Cox, Director of Career & Technical Education
- D. Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development

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

IV. Public Comments

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

V. *Consent Agenda

- A. Approval of Minutes for March 13, 2025, Board of Education Meeting
- B. Policies for Approval:
 - 4003 Translating Policies for Students
 - 2230 Board Committees
- C. Personnel
- D. Technology Discards
- E. Overnight Field Trip – Asheboro High School Volleyball Camp – NCSU (July 2025)
- F. Overnight Field Trip – South Asheboro Middle School – Washington, DC Trip for 8th Grade (2025-2026)
- G. Overnight Field Trip – Asheboro High School AFJROTC to ECU – June 2025
- H. Approval of AIG Plan 2025-2028
- I. School-Based Mental Health Plan
- J. Randolph Community College Articulation Agreement with Asheboro City Schools 2025-2026
- K. Budget Amendment S-03
- L. Approval of Flexible Benefits Plan Administration Vendor

M. Approval of Banking Services Vendor

VI. Information, Reports, and Recommendations

A. Policies for Review – Ms. Gayle Higgs, Director of Support Services

- Policy 1310/4002 Parental Involvement
- Policy 4329/7311 Bullying and Harassing Behavior Prohibited
- Policy 2302 Remote Participation in Board Meetings
- Policy 2342 Voting Methods

B. Athletic Highlights 2024-2025 - Ms. Gayle Higgs, Director of Support Services

VII. *Action Items

- No Action Items.

VIII. Board Operations – Chairman Baxter Hammer

A. Calendar of Events

B. Asheboro City Board of Education Meeting Schedule 2025-2026

IX. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
June 5, 2025
7:30 p.m.

Addendum

6:00 p.m. Policy Committee
6:45 p.m. Finance Committee
7:00 p.m. Scrolling Points of Pride

- I. Opening**
- II. Special Recognitions**
- III. Superintendent's Report**
- IV. Public Comments**
- V. *Consent Agenda**
 - C. Personnel (addendum added)
 - N. Sodexo Contract Amendment 2025-2026
- VI. Information, Reports, and Recommendations**
- VII. *Action Items**
- VIII. Board Operations**
- IX. Adjournment**

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

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

Scholarship & College Highlights

AHS Class of 2025



ACS Education Foundation

\$36,000



Local Scholarships

\$68,000



College Highlights

1 NC State Goodnight Scholar: \$92,000

1 NC Teaching Fellow, Appalachian State: \$40,000

1 Questbridge National College Match

Scholarship, Davidson College: \$356,000

1 UNC Covenant Scholars: \$120,000



Total Scholarship/Award Dollars*

\$3,294,620

*Many students still receiving awards / decisions.

*Reported as of June 2, 2025



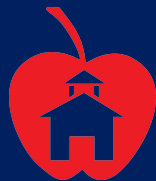


Apprenticeship Recognitions

Career & Technical Education

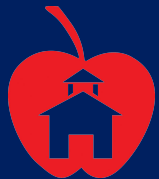
Sarah Beth Cox and Courtney McGowan

June 5, 2025



What Is an Apprenticeship?

An **apprenticeship** is a paid job that includes **on-the-job training** and **classroom instruction**, preparing students for high-demand careers while they earn a wage and gain experience.



Why Apprenticeships Matter for High School Students

- ✓ **Earn While You Learn** – Get paid while gaining real-world experience
- 🎓 **Jumpstart a Career** – Start building a professional skill set *before* graduation
- 🔧 **Learn by Doing** – Hands-on learning leads to deeper understanding and confidence
- 📈 **Career Advancement** – Pathway to full-time employment, certifications, or college
- 💰 **Low to No College Debt** – Apprenticeships often lead to high-paying jobs without the burden of student loans



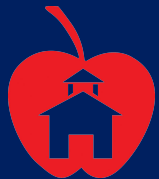
Why We Offer Multiple Apprenticeship Pathways

Meeting the Unique Needs of Every Student

At Asheboro City Schools, we believe **one size doesn't fit all** - especially when it comes to preparing students for their future careers.

Our Goal:

To ensure every student has access to a meaningful, personalized career development experience that leads to success in college, career, or both.



Why We Offer Multiple Apprenticeship Pathways

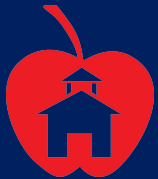
Our Commitment to Students:

Student-Centered Approach

We recognize that each student has unique interests, strengths, and goals. Offering a variety of apprenticeship programs allows us to match students with the best-fit opportunity.

Skilled Guidance

Our CTE team is equipped to walk students through the decision-making process—helping them evaluate program options and align them with long-term career and educational plans.



Why We Offer Multiple Apprenticeship Pathways

Our Commitment to Students:

Expanding Opportunity

Partnering with multiple apprenticeship providers means more choices, more industries, and more chances for success—from healthcare and advanced manufacturing to IT and skilled trades.

Real-World Readiness

Diverse apprenticeship options prepare students for real-world experiences and allow them to explore careers before committing to a postsecondary pathway.



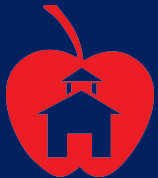
Asheboro City Schools 2025 Apprentices



Nicholas Bender
Post Consumer Brands



Brandon Camacho
Mohawk Industries



Asheboro City Schools 2025 Apprentices



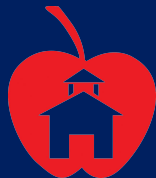
Diego Morales Fuentes

Oliver Rubber Company



Tyler Kassebaum

DARRAN



Asheboro City Schools 2025 Apprentices



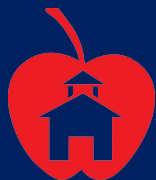
Adrian Avendano

Cascade Die Casting



Nicolas Otero

Toyota Battery

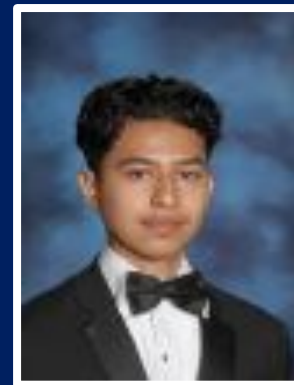


Asheboro City Schools 2025 Apprentices



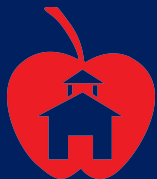
Duaa Zaheer

Toyota Battery



**Edgar
Cassarrubias**

Toyota Battery



Asheboro City Schools 2025 Apprentices



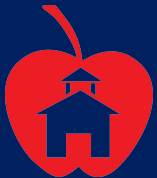
Daniel Cornett

Toyota Battery



Adam Curry

Toyota Battery



Asheboro City Schools 2025 Apprentices



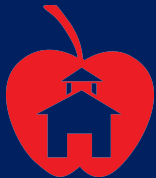
Hamza Khan

Toyota Battery



Aiden Wilson

Toyota Battery



Asheboro City Schools 2025 Apprentices



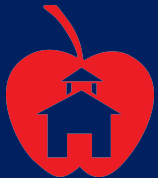
Anthony Onofre

Smurfit Westrock



Riley Smith

Thomas Built Buses



We are happy to answer any
questions at this time.



ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
May 8, 2025

Policy Committee Minutes

Committee Members Present:

Baxter Hammer, Chairman
Gidget Kidd, Policy Committee Chair
Adam Hurley

Ryan Patton, Vice Chairman
Melissa Calloway

Hailey Lee
Linda Cranford

Other Board Members Present:

Michael Smith
Phillip Cheek

Hilda DeCortez
Scott Eggleston, Attorney

Dr. Beth Knott

Staff Members Absent:

Dr. Aaron Woody
Anthony Woodyard

Carla Freemyer

Gayle Higgs

The meeting was called to order at 6:02 p.m. by Gidget Kidd, Policy Committee Chair. Gayle Higgs reviewed the following policies:

- **1310/4002 Parental Involvement**
 - Updates a reference to the bullying policy in subsection C.3.g.
 - Adds wording in reference to career development plans under 3.m of Additional Annual Notifications
 - Adds Title IX policies to subsection C.3.cc.
 - Updates the cross references
- **4329/7311 Bullying and Harassing Behavior Prohibited**
 - Triple codes the policy in Section 1000 – Governing Principles.
- **2302 Remote Participation in Board Meetings**
 - Clarifies that votes in a remote meeting during a state-declared emergency will be taken by roll call
 - Updates the footnotes
 - Addresses live streaming of Board meetings in accordance with state law
- **2320 Compliance with the Open Meetings Law**
 - Footnote 3 addresses the use of video or audio recordings as minutes
 - Remove sentence referenced in footnote 8
- **2342 Voting Methods**
 - Clarifies that for remote meetings held during a state-declared emergency, all votes will be taken by roll call
 - Updates the legal references
 - Updates the cross references

- **5071/7351 Electronically Stored Information Retention**

- As listed in the footnotes for this policy, the Government Records Schedule: Local Government Agencies issued by the N.C. Department of Natural and Cultural Resources can be found [here](#). Item 1.50 on page 24 of 130 (numbered page 15 in the bottom right corner), audio and video recordings of meetings may be destroyed after approval of official minutes. However, if the recording itself serves as the official minutes of the meeting, which is permitted by N.C. Gen. Stat. 143-318.10(e), the recording must be retained permanently.
- Legal references also note a specific retention schedule for school systems that cover student records.

After discussion, it was decided to record board meetings beginning in June instead of live streaming.

- Written minutes will remain the official permanent records.
- Live streaming will stop as of the May meeting.
- Starting in June, the Board of Education meetings will be recorded and posted after the conclusion of the meeting.
- Recordings of the board meeting will be available for the public to view until the next board meeting.
- Once official minutes are approved, the previous month's recording will be deleted.

The meeting was adjourned at 7:12 p.m. by Gidget Kidd, Policy Committee Chair.

Finance Committee

Committee Members Present:

Baxter Hammer, Chairman
Dr. Beth Knott, Finance Committee Chair

Ryan Patton, Vice Chairman
Michael Smith

Hilda DeCortez
Phillip Cheek

Other Board Members Present:

Adam Hurley
Hailey Lee

Gidget Kidd
Melissa Calloway

Linda Cranford

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey Ayers

Dr. Beth Knott, Finance Chair, opened the meeting at 7:14 p.m.

Ms. Spivey Ayers reviewed the two Request for Bid opportunities currently open: Employee Benefits and Banking Services. A recommendation will be brought to the Board at the June meeting.

Ms. Spivey Ayers reviewed the contract amendment that will be presented as an action item during the regular meeting tonight. Bobbitt Construction representatives will be at the meeting to provide an update on the South Asheboro Middle School renovation project.

Ms. Spivey Ayers discussed budget amendments S-02 and F-03 included in the consent agenda. S-02 includes additions for the safety grant awards as well as increases to the position allotments. F-03 includes the addition of Targeted School Improvement funds.

There being no further business, Dr. Beth Knott, Finance Chair, adjourned the meeting at 7:23 p.m.

Board of Education

Board Members Present:

Baxter Hammer, Chairman
Melissa Calloway
Dr. Beth Knott
Gidget Kidd
Scott Eggleston, Attorney

Ryan Patton, Vice Chairman
Linda Cranford
Adam Hurley
Hailey Lee

Hilda DeCortez
Michael Smith
Phillip Cheek

Staff Members Present:

Dr. Aaron Woody
Chandra Manning
Gayle Higgs
Sarah Beth Cox
Dr. Ana Floyd
Angel Etheridge
Kristen McClosky
Tara Taylor Bennett

Carla Freemyer
Christina Kinley
Dr. Wendy Rich
Jody Cox
Deanna Wiles
Courtney McGowan
Tiffany Conville
Ashley Hutton

Anthony Woodyard
Sandra Spivey Ayers
Holly White
Barb Skelly
Scott Bainville
Elizabeth Pack
Kim Hoffman
Brittany Williams

Opening

Chairman Hammer called the meeting to order at 7:35 p.m. and welcomed all in attendance. Chairman Hammer opened the meeting with a moment of silence. Chairman Hammer and Ms. Holly White, Preschool Coordinator, Early Childhood Development Center (ECDC,) then led the Pledge of Allegiance.

Upon motion by Linda Cranford, and seconded by Phillip Cheek, the board unanimously approved the meeting agenda.

Special Recognitions

- A. Ms. Holly White, Pre-School Coordinator Early Childhood Development Center (ECDC), presented the School Spotlight. The presentation was titled *ECDC After School Program* and highlighted the various activities offered to the afterschool children each day. These included music and movement, snacks, literacy activities, and free play (building blocks, coloring, Legos, etc.). All activities are structured to encourage social interaction.
- B. Ms. Holly White, Pre-School Coordinator, Early Childhood Development Center (ECDC), recognized Ms. Amanda Ratliff Wall, who works with the Parents as Teachers program, as their community partner spotlight. The Parents as Teachers program teaches families the importance of early childhood development. Ms. Ratliff Wall supports ECDC families in many ways, including educational and economic needs.
- C. Ms. Deanna Wiles, Director of K-12 Curriculum & Instruction, recognized Ms. Tiffany Conville as Asheboro City Schools NCCTM Outstanding Mathematics Teacher of the Year. Ms. Conville leads with heart, energy, and a deep passion for students to have an understanding in math.
- D. Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE), recognized Ms. Kim Hoffman as Asheboro City Schools CTE Teacher of the Year. Under Ms. Hoffman's leadership, the students have reached new heights in the DECA program. Ms. Hoffman facilitates creative learning opportunities for students to prepare them for their future careers.
- E. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included:

Special Olympics

Track and Field Special Olympics were held on April 29. Ms. Asheboro City Schools won two "Best Banner" awards.

Cap and Gown Runway

Asheboro High School seniors took their final walk through the halls of every elementary and middle school in the district in full cap and gown style on April 24.

TEACH Cohort 2

A new cohort of Asheboro High School students interested in pursuing a career in education met with ACS staff along with faculty from UNC-Greensboro's Institute for Partnership in Education. This early orientation marked the beginning of their journey in ACS's TEACH program—Tomorrow's Educators Advancement to College.

Business University Business Video

Four Asheboro High School DECA students have been recognized internationally for their outstanding work in a Business U sponsored contest. The winning video was recently featured in Business University's *DECA At The Bell* newsletter and podcast, an international platform that spotlights excellence in business and DECA related topics.

State Math Fair Winners

Five Asheboro City Schools math projects were entered into the NCCTM Math Fair on April 26. McKenzie Crooks from Balfour won the 3rd/4th grade division. Estella McClosky and Mathias Higgs from Lindley Park won the 5th/6th grade division. This was their 3rd year as state winner. Alma Stanich from NAMS placed second in the 7th/8th grade division. This was Alma's second time as state runner up.

Future Ready Leadership Development Program

Assistant Principals Michelle Harger (NAMS) and Marian Hanner Gordon (AHS) for successfully completing the Future-Ready Leadership (FRL) development program. Over the course of six sessions, they engaged in high-impact learning experiences focused on leadership, curriculum, instructional effectiveness, school culture, and relationships.

RTM Conference Presentation

Dr. Wendy Rich, Anthony Woodyard, and Chandra Manning shared our innovation journey at the RTM Conference in Arlington, TX earlier this week. Their session, titled "*Achieving Collaboration Through a District Innovation Leadership Team*," highlighted how diverse perspectives have shaped a districtwide plan for innovative teaching and learning.

ACS NCCTM Outstanding Mathematics Teacher Award

Asheboro High School math teacher Tiffany Conville was selected for the North Carolina council of Teachers of Mathematics Outstanding Mathematics (NCCTM) Teacher Award.

ACS Outstanding Science Teacher Award

Brittany Cheek, a 5th grade teacher at Guy B. Teachey Elementary, recently received the District Outstanding Science Teacher Award.

May Appreciation Weeks

This month, we're proud to recognize and celebrate several key members of our school family: **Principal's Day** – Thank you to our dedicated school leaders who guide, support, and inspire every day. **Teacher Appreciation Week** – To our passionate, hardworking teachers: your commitment to educating, uplifting, and believing in every student makes a lasting impact. We appreciate you more than words can say! **School Nurse Day** – Our school nurses provide care, comfort, and calm when it's needed most. Thank you for keeping our students healthy and supported.

The Innovation Project 2025 Ignite Award

Dr. Aaron Woody was surprised with the presentation of TIP's 2025 Ignite Award. This prestigious award honors visionary leadership and a steadfast commitment to innovation in public education.

- F. Drone Soccer Teams – Mr. Anthony Woodyard, Chief Information Officer, recognized the Asheboro High School drone soccer teams, the Blackhawks and Fire & Ice. Mr. Woodyard shared the Asheboro High School drone soccer teams competed in the District IV Region IV Drone Soccer Championship where they took the first and second place. This qualified the teams to compete in the US Drone Soccer National Championship held on May 2 and 3 at the SkyDome in Rome, New York. Both teams performed very well, and the Blackhawks placed 6th nationally. Several students received individual awards.

Superintendent's Report

Principal and School Visits: Dr. Woody met with every principal in the last two weeks, and we will hold our last Administrative Leadership Team (ALT meeting) of the school year next week. Each school has detailed action steps

for student incentives, remediation and enrichment, planning for testing, community and family engagement events, pep rallies and retesting plans.

Budget Processes and Planning for 2025-26: We are in the planning season as budget discussions with the leadership in Asheboro City Schools. We continue to work with our school principals to identify areas of cost saving, while also discussing needs and strategies for not only maintaining our services but enhancing the programs and offerings in Asheboro City Schools. Ms. Sandra Spivey Ayers and I will be presenting to the County Commissioners on Thursday evening May 29 about our budget requests and update on the South Asheboro Middle School renovation project.

Teacher Appreciation Week Statement: This week, we pause to honor the heart of our schools—our teachers. During Teacher Appreciation Week, we extend our deepest gratitude to the educators who inspire minds, shape futures, and care deeply for every student who walks through their classroom doors. Teachers are more than instructors; they are mentors, encouragers, advocates, and guides. In Asheboro City Schools, we are proud to celebrate the dedication, creativity, and resilience of our teachers.

Important Events Coming Up:

Evening of Excellence: May 14 at 6:00 p.m. at AVS - Mrs. Etheridge has sent each of you an invitation as well as reaching out to our commissioners, the mayor, and city council. Our special guest speaker will be Dr. Diane Frost.

Graduation Planning: We will have specific updates and plans for you in the coming weeks. Our graduation will take place on Tuesday evening, June 10 at Lee J. Stone Stadium.

District and Board Retreat: Please mark your calendars for Thursday, July 10th as our retreat. We will be providing details to you soon. Our Principals, Assistant Principals and District Staff will be engaged in meetings, planning, and reflection activities on Tuesday, July 8 and Wednesday July 9 leading to our meeting together on July 10.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Michael Smith, and seconded by Dr. Beth Knott, the board unanimously approved the following items:

- A. Approval of Minutes for April 10, 2025, Board of Education Meeting
- B. Personnel (see list below)
- C. Overnight Field Trip – Asheboro High School Zoo FFA to Raleigh
- D. Overnight Field Trip – North Asheboro Middle School FFA to Raleigh
- E. Overnight Field Trip – South Asheboro Middle School FFA to Raleigh
- F. Overnight Field Trip - Asheboro High School – Varsity Cheerleading to Wake Forest University
- G. Overnight Field Trip – Asheboro High School – SparkNC Lab to UNC Wilmington
- H. Overnight Field Trip – North Asheboro Middle School – Washington, DC Trip for 8th Grade (2025-2026)
- I. Budget Amendment F-03
- J. Budget Amendment S-02
- K. Policies Recommended for Approval:
 - Policy 6220 Operation of School Nutrition Services

Asheboro City Schools
Personnel Transactions
May 8, 2025

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

LAST	FIRST	SCHOOL	SUBJECT
ALLRED	STACI	AHS	ENGLISH
ARROYO	EDWARD	AHS	MATHEMATICS
BROWN	CALVIN	AHS	PHYSICAL EDUCATION
CABLE	VINCENT	AHS	ENGLISH
CARROUTH	MEGAN	AHS	ENGLISH
COLLINS	ERIN	AHS	EXCEPTIONAL CHILDREN
DOWNEY	SARAH	AHS	CHORUS
HALL	JON-ERIC	AHS	MATHEMATICS
HANDY	GRANT	AHS	PHYSICAL EDUCATION
HUNT	GLEN	AHS	SCIENCE
LOECHLE-YUZZELLI	LIZBEL	AHS	FAMILY CONSUMER SCIENCE
LOPIENSKI	JOHN	AHS	ADVANCED MANUFACTURING
LUTHER	JOHN "WES"	AHS	PHYSICAL EDUCATION
PARRISH	JACOB	AHS	SOCIAL STUDIES
PIANSAY	IVYME	AHS	EXCEPTIONAL CHILDREN
RUDISALL	BRADLEY	AHS	EXCEPTIONAL CHILDREN
SNIDER	JOSHUA	AHS	AGRICULTURE
STEWART	KRISTA	AHS	THEATRE
TAYLOR	JEREMY	AHS	MATHEMATICS
TRINIDAD FLORES	NATHALY	AHS	AGRICULTURE
TUTTEROW	KRIS	AHS	COMPUTER SCIENCE/TECHNOLOGY
CALZADILLA	MORGAN "LEXI"	BAL	1ST GRADE
CEPEDA	AMANDA	BAL	EXCEPTIONAL CHILDREN
COBLE	AUSTIN	BAL	EXCEPTIONAL CHILDREN
DAVIS	JOSEE	BAL	3RD GRADE DUAL LANGUAGE
DIAZ NAVARRO	LIANNE	BAL	4TH GRADE DUAL LANGUAGE
GARNER	KERRY	BAL	INSTRUCTIONAL FACILITATOR
KIDD	MOLITA	BAL	4TH GRADE
FLOYD	ANA	CO	ELEMENTARY MATHEMATICS SPECIALIST
ROUSSEAU	MELISSA	CO	EC PROGRAM COORDINATOR
BROWN	TERESSA	CWM	EXCEPTIONAL CHILDREN
CHARLES	KELSEY	CWM	FOURTH GRADE
GLIDEWELL	AMANDA	CWM	MUSIC
GONZALES	SHANDRA	CWM	SECOND GRADE
GOSSETT	JORDYN	CWM	SPEECH LANGUAGE
LEACH	TRACI	CWM	ART
MILLER	LYDIA	CWM	FIRST GRADE

SCEARCE	E. BLAKLEY	CWM	FIFTH GRADE
TESTER	KATELYN	CWM	PHYSICAL EDUCATION
WELBORN	SCARLET	CWM	KINDERGARTEN
WILLIAMS	EMLIEGH	CWM	THIRD GRADE
WILLIAMS	SIOHBAN	CWM	SCHOOL COUNSELOR
ADAMS	ELIZABETH	DLL	KINDERGARTEN
FICQUETTE	KRISTINA	DLL	FOURTH GRADE
HALL	MAKALA	DLL	EXCEPTIONAL CHILDREN
MCKENZIE	NATALIE	DLL	FOURTH GRADE
MURPHY	ARLENA	DLL	SECOND GRADE
THOMAS	ROXANNE	DLL	SPEECH LANGUAGE
RAYA	BRISA	DLL	PHYSICAL EDUCATION
SHUSKEY	STEPHANIE	DLL	EXCEPTIONAL CHILDREN
FARR	EMILY	ECDC	PRE-KINDERGARTEN
FRAZIER	MISTY	GBT	EXCEPTIONAL CHILDREN
LITTELL	ANGELA	GBT	FIRST GRADE
NATIONS	SAMANTHA	GBT	FOURTH GRADE
OSPITIA CIFUENTES	LADY	GBT	FIRST GRADE DUAL LANGUAGE
PUGH	FELICIA	GBT	KINDERGARTEN
ROBBINS	KELLY	GBT	READING
SMITH	HEATHER	GBT	KINDERGARTEN
STANCIL	ASHLYN	GBT	SECOND GRADE
WHISMAN	TRISHA	GBT	FIFTH GRADE
BEYERSDORF	DEANNA	LP	SECOND GRADE
KNUCKLES	SAVANNAH	LP	KINDERGARTEN
LIVENGOOD	BRIANNA	LP	FIRST GRADE
QUINTERO ARDILA	IVAN	LP	FOURTH GRADE DUAL LANGUAGE
REYNOLDS	JAMIE	LP	SCHOOL COUNSELOR
SUMMEY	DENA	LP	KINDERGARTEN
BRITT	LARRY	NAMS	MATHEMATICS
CLAWSON	PAMELA	NAMS	EXCEPTIONAL CHILDREN
GARDNER	VICTORIA	NAMS	MATHEMATICS
HAIGLER	CHRYSTAL	NAMS	SCIENCE
HAM	OLIVER	NAMS	SOCIAL STUDIES
HORNBACK	STEPHANIE	NAMS	ENGLISH AS A SECOND LANGUAGE
MCKEOWN	CHARLES	NAMS	ENGLISH LANGUAGE ARTS
SATTERFIELD	MICHEAL	NAMS	CTE TECHNOLOGY
SCHERER	KATIE	NAMS	SCIENCE/SOCIAL STUDIES
WELLS	MARY "MOLLY"	NAMS	ENGLISH LANGUAGE ARTS
WILLIAMS	BRITTANY	NAMS	ACADEMICALLY GIFTED
BIRKHOLZ	PATRICK	SAMS	SOCIAL STUDIES
BRUMLEY	SHELIA	SAMS	EXCEPTIONAL CHILDREN

CASH-CUMMINGS	JENNIFER	SAMS	EXCEPTIONAL CHILDREN
HOWELL	JEFFREY	SAMS	SOCIAL STUDIES
LITTLE	TRACY	SAMS	ESL TEACHER
MCMANUS	JENNIFER	SAMS	MATHEMATICS
MYERS	REBECCA	SAMS	ENGLISH LANGUAGE ARTS
SEABREASE	ZACK	SAMS	SCIENCE/MATHEMATICS

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

LAST	FIRST	SCHOOL	SUBJECT
ARROYO	NICHOLAS	AHS	CTE BUSINESS
KEY	ALLYSON	AHS	SCHOOL COUNSELOR
LASSITER	REGINALD	AHS	HISTORY
MUSE	BRIAN	AHS	MATHEMATICS
SMITH	TUCKER	AHS	BAND
PRUITT	ERIN	BAL	KINDERGARTEN
TONKIN	SARAH	BAL	FIFTH GRADE
BERRY-WILSON	KALIE	CWM	MEDIA
JULIAN	AMANDA	CWM	EXCEPTIONAL CHILDREN
WARREN	SARA	CWM	EXCEPTIONAL CHILDREN
SEAGRAVES	TAYLOR	DLL	EXCEPTIONAL CHILDREN
WADDLE	AMY	ECDC	PRE-KINDERGARTEN
DEVILBISS	MIA	GBT	FIRST GRADE
FERGUSON	KRISTA	GBT	FOURTH GRADE
ICENHOUR	UDENIA	GBT	EXCEPTIONAL CHILDREN
PRINCE	LANE	GBT	SCHOOL COUNSELOR
BREWER	NICOLE	LP	FOURTH GRADE
BUTTS	MICHELLE	LP	FOURTH GRADE
JOHNSON	MICHAELA	LP	FIRST GRADE
BIAS	RAVEN	NAMS	ART
CHARLES	CHASITY	NAMS	SOCIAL STUDIES
CLAWSON	HARLIE	NAMS	ENGLISH LANGUAGE ARTS
COOPER	MICHELLE	NAMS	EXCEPTIONAL CHILDREN
FREEMAN	TIFFANY	NAMS	SCIENCE/SOCIAL STUDIES
SMITH	KELLY	NAMS	PHYSICAL EDUCATION
CLODFELTER	BRYAN	SAMS	BUSINESS EDUCATION
KENAN	KIMBERLY	SAMS	SPEECH LANGUAGE
LEONARD	JANEICE	SAMS	AGRICULTURE
POPE	DIARA	SAMS	EXCEPTIONAL CHILDREN
ROGERS	AIMEE	SAMS	HEALTH SCIENCE

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

LAST	FIRST	SCHOOL	SUBJECT
EDWARDS	MATTHEW	AHS	ENGLISH AS A SECOND LANGUAGE
GOARD	NICHOLAS	AHS	HISTORY
BOUCHER	HOLLY	BAL	MUSIC
MCLEOD	ELIZABETH	BAL	KINDERGARTEN
SAUNDERS	COREY	BAL	PHYSICAL EDUCATION
WATSON	TOSHIA	BAL	SECOND GRADE
BRADY	JULIE	CO	LEAD INNOVATION TEACHER
CASH	SUZANNE	CO	MENTAL WELNESS FACILITATOR
EVANS	ANN	CO	LEAD SECONDARY MATH TEACHER
HAMILTON	KATHLEEN	CO	EC PROGRAM FACILITATOR
JACKSON	BEVERLY	CWM	READING SPECIALIST
KENNEDY	DARIAN	DLL	KINDERGARTEN
SCHILL	NATALIE	DLL	MUSIC
JOYCE	KEICHELE	GBT	EXCEPTIONAL CHILDREN
NIXON	DENISE	GBT	FIFTH GRADE
TAYLOR	TARA	GBT	ACADEMICALLY GIFTED
CASBARRO	SAMANTHA	LP	KINDERGARTEN
O'NEAL	ANDREA	LP	SPEECH LANGUAGE
STEELE	FRANK	NAMS	EXCEPTIONAL CHILDREN
BENNETT	CODY	SAMS	MATHEMATICS
HONEYCUTT	ALEAH	SAMS	ENGLISH LANGUAGE ARTS/MATHEMATICS
RUIZ	ALONDRA	SAMS	MEDIA

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
FLETCHER	LEE	CO	TRANSPORTATION SUPERVISOR	4/25/2025
GRIESHABER	PAUL	CO	BUS DRIVER	4/11/2025
PARRISH	MELANIE	LP	MUSIC	5/31/2025
TUFT	CHRISTOPHER	CO	INTEGRATED STUDENT SUPPORT	4/30/2025

***E. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
BRIGGS	GERALD	CO	BUS DRIVER	5/27/2025

***F. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
CASH	DAVID "DR"	DLL	ASSISTANT PRINCIPAL	7/01/2025-6/30/2026
HANNER	MARIAN	AHS	ASSISTANT PRINCIPAL	8/01/2025-6/30/2029

Asheboro City Schools
Personnel Transactions - ADDENDUM
May 8, 2025

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
OWENS	IRENA	AHS	MATHEMATICS	6/12/2025
WRIGHT	CHARLES "DAVY"	LP	2ND GRADE	6/12/2025

***E. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
HINSHAW	EMMA	BAL	1ST GRADE	8/11/2025

G. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
JACOBO	VICTOR	AHS TO CO	LTIP/IA TO TRANSPORATION OPERATIONS	TBD
LITTLE	DELORES	CO	SUB BUS DRIVER TO BUS DRIVER	5/5/2025
WALLS	KIMBERLY	CWM TO SAMS	EXCEPTIONAL CHILDREN	8/14/2025

***H. ADMINISTRATOR APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
DIGGS	MELVIN	CO	DIRECTOR OF EXCEPTIONAL CHILDREN	07/01/2025-06/30/2027
HARGER	MICHELLE	CO	DIRECTOR OF SUPPORT SERVICES	07/01/2025-06/30/2029

***Action Items**

- A. South Asheboro Middle School Renovation Update and Approval of Contract Amendment - Ms. Sandra Spivey Ayers, Chief Financial Officer, introduced Mr. David Witzell from Bobbitt Construction, who shared an update on the renovations at South Asheboro Middle School. Ms. Spivey Ayers requested approval of the contract amendment. Upon motion by Linda Cranford and seconded by Hailey Lee, the request was unanimously approved by the board as presented.

Information, Reports, and Recommendations

- A. Ms. Gayle Higgs, Director of Support Services, shared the following Policies for Review:
- 4003 Translating Policies for Students
 - 2230 Board Committees
- B. AIG Plan 2025-2028 – Ms. Deanna Wiles, Director of K-12 Curriculum & Instruction, introduced Ms. Kristen McClosky, Lead AIG Specialist. Ms. McClosky introduced AIG Specialists Ms. Ashley Hutton, Ms. Tara Taylor Bennett, and Ms. Brittany Williams. Together with Ms. McClosky, they presented the AIG Plan 2025-2028. Ms. McClosky also shared the planning process, and explained how the plan follows legislation, and incorporates the six North Carolina program standards. The plan will be on the June board meeting agenda for approval and the plan will be submitted to the North Carolina Department of Instruction (DPI) in July.

***Action Items**

- A. Asheboro High School New Course Requests – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, and Dr. Ryan Moody, Principal, Asheboro High School, presented ten new courses

for approval for the 2025-2026 school year. Upon motion by Gidget Kidd and seconded by Phillip Cheek, the courses were unanimously approved by the board as presented.

- B.** CTE Local Application Plan – Ms. Sarah Beth Cox, Director of Career & Technical Education presented the CTE Local Application Plan and proposed budget for approval. The presentation included information about CTE funding, performance indicators, and goals for 2024-2026. Upon motion by Phillip Cheek and seconded by Dr. Beth Knott, the plan and budget were unanimously approved by the board as presented.

Board Operations

- A.** Chairman Hammer reviewed information regarding upcoming events.
- The next regularly scheduled board meeting will be on June 5, 2025, at 7:30 p.m. in the Professional Development Center, unless otherwise posted.

Adjournment

There being no further business and upon motion by Michael Smith, and seconded by Hailey Lee, the board unanimously approved to adjourn at 9:39 p.m.

Chairman

Secretary

Policies For Approval

Policy Code: 2230 Board Committees

A. Standing Committees

The board will organize standing committees for the purpose of conducting thorough deliberations and investigations of issues and informing and recommending action to the board as appropriate.

Standing committees of the board are: Finance, Policy, and Legislative.

The chairperson of each standing committee and the members of that committee will be named by the chairperson of the board on an annual basis. The assignment of individual board members to these committees will be published each year.

The committee chairperson will preside at all committee meetings and be responsible for reporting to the board on the activities of the committee. The committee chairperson will call meetings and establish an agenda for each committee meeting that includes any item suggested by the superintendent, committee member or board member.

The board chairperson will be an ex-officio member of each committee. The superintendent or designee shall assist the chairperson of each standing committee in the preparation of the agenda and in ensuring that information is available to the committee during its deliberation of issues.

A standing committee may only make recommendations to the board and has no authority to act on behalf of the board unless specifically authorized by law, board policy or the board.

B. Ad Hoc Committees

As time and situations demand, ad hoc committees may be appointed by the chairperson with the approval of the board. Ad hoc committees have no final authority and are subordinate and advisory to the board.

C. Open Meetings Law

All committees of the board are public bodies within the meaning of the North Carolina Open Meetings Law and are subject to all requirements of that law pertaining to notice, closed sessions, minutes, voting and penalties (see policy 2320, Compliance with the Open Meetings Law).

Legal References: [G.S. 115C-36](#); [143-318.9](#) *et seq.*

Cross References: Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321)

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

Revised: December 9, 2021

Asheboro City Schools

Policy Code: 4003 Translating Policies for Students and Parents

The board recognizes that there are many students and parents in the school system whose primary language is not English. The board further recognizes the importance of communicating the policies of the school system to all students and parents. As funds permit, to the extent practicable, and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents whose primary language is not English. During non-instructional times, Asheboro City Schools interpreters may assist schools in providing such translations. The superintendent may explore additional options for providing translations or interpretations of student and parent policies.

Legal References: Elementary and Secondary Education Act, [20 U.S.C. 6318](#); [G.S. 115C-36](#), [-47](#)

Cross References: Parental Involvement (policy 1310/4002)

Adopted: December 8, 2016

Asheboro City Schools

**Asheboro City Schools
Personnel Transactions
June 5, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT
Gaither	Henry	AHS	JROTC
Johnson	Kristi	CO	EC Program Facilitator

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adams	Elizabeth	DLL	Kindergarten	6/12/2025
Elliott	Margaret	BAL	English as a Second Language (ML)	6/12/2025
King	Briana	SAMS	Math/Science	6/30/2025
Moore	Kayla	AHS	Instructional Assistant/EC	5/23/2025
Poole	Tina	GBT	Data Manager/Treasurer	7/31/2025
Satterfield	Micheal	NAMS	Technology/CTE	6/12/2025
Shackleford	Carly	LP	3rd Grade	6/12/2025
Snider	Joshua	AHS	Agriculture	6/26/2025

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adam	Rebeca	CWM	English as a Second Language (ML)	8/14/2025
Adams	Tammy	NAMS	English Language Arts	8/14/2025
Barclift	Tenisha	CO	Substitute Bus Driver	6/2/2025
Beavers	Margaret	LP	4th Grade	8/11/2025
Brinkley	Jenna	LP	5th Grade	8/11/2025
Parsons	Abbey	SAMS	8th Grade ELA/Social Studies	8/14/2025

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adkins	Brandi	GBT to NAMS	English Language Arts/Social Studies	8/14/2025
Clodfelter	Bryan	SAMS to NAMS	Technology/CTE	8/14/2025
Longerbeam	Janet	NAMS to LP	Band to Music	8/14/2025
McBride	Julia	NAMS to DLL/SAMS	English as a Second Language (ML)	8/14/2025
Pirilot	Jami	LP to NAMS	3rd Grade to English as a Second Language (ML)	8/14/2025
Walsh	Leslie	BAL	2nd Grade to English as a Second Language (ML)	8/14/2025

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
June 5, 2025**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Adam, Rebeca	Pontifical Catholic University of Chile B: Elementary Education	ESL, K-12 Elementary K-6 Spanish, K-12

Ms. Adam is recommended to teach English as a Second Language (ML) at Charles W. McCrary Elementary School for the 2025-2026 school year. Ms. Adam is a veteran educator who currently teaches English as a Second Language at North Forsyth High School. Prior to that, she taught in the Spanish Immersion program at Jones Elementary and at South Graham Elementary. Ms. Adam is known as a collaborative teacher who values communication with families, and looks for proactive strategies to keep students engaged. We are pleased to welcome Ms. Adam to Asheboro City Schools. Welcome Ms. Adam!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Adams, Tammy	Pfeiffer University B: Elementary Education Gardner Webb University M: School Administration	Elementary K-6 School Administration

Ms. Tammy Adams is recommended to teach sixth grade English Language Arts at North Asheboro Middle School for the 2025-2026 school year. Ms. Adams is an experienced educator who most recently served as the Dean of Intervention at the National Heritage Academies. Prior to that she was in Guildford County Schools where she served as a Curriculum Facilitator, reading specialist and English Language Arts teacher. Ms. Adams completed her school administrator internship at Washington Montessori Elementary School in Greensboro. Please welcome Ms. Adams to Asheboro City Schools. Welcome Ms. Adams!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Beavers, Margaret "Maggie"	High Point University B: Elementary Education	Elementary K-6

Ms. Maggie Beavers is recommended to teach fourth grade at Lindley Park Elementary School for the 2025-2026 school year. Ms. Beavers completed her student teaching this spring at Archdale Elementary School in the fourth grade. She is described as having a passion for teaching and a strong eagerness to learn. She consistently sought feedback and used it to refine her teaching practices. She takes the time to understand those around her, listens intently and builds trust and meaningful connections. Ms. Beavers is excited to begin her teaching career at Lindley Park and we look forward to supporting her. Welcome Ms. Beavers!

NAME

Brinkley, Jenna

COLLEGE/DEGREEAppalachian State University
B: Elementary Education**LICENSURE**

Elementary K-6

Ms. Jenna Brinkley is recommended to teach fifth grade at Lindley Park Elementary School for the 2025-2026 school year. Ms. Brinkley completed her student teaching in fifth grade at Moravian Falls Elementary School in Wilkesboro. Her cooperating teacher shared Ms. Brinkley is conscientious, plans engaging lessons, and has a true desire to be an excellent teacher. She has a strong work ethic and a desire to see her students excel. Ms. Brinkley is a proud Blue Comet and is excited to begin her teaching career in Asheboro City Schools. Welcome Ms. Brinkley!

NAME

Parsons, Abbey

COLLEGE/DEGREEUNC-Greensboro
B: Middle Grades Education**LICENSURE**ELA 6-9
Social Studies 6-9

Ms. Abbey Parsons is recommended to teach eighth grade English Language Arts and Social Studies at South Asheboro Middle School for the 2025-2026 school year. Ms. Parsons has taught these subjects for the past six years at Southeast Guilford Middle School. Prior to that, she taught at Randleman Middle and Archdale-Trinity Middle School. Ms. Parsons is described as a strong teacher who builds good relationships with students and families, and truly loves teaching. We are please to welcome another proud Blue Comet to Asheboro City Schools. Welcome Ms. Parsons!

Asheboro City Schools
Personnel Transactions - ADDENDUM
June 5, 2025

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Durgo	Rebekah	GBT	1st Grade	6/30/2025
Gallimore	Bryan	NAMS	Physical Education	6/30/2025
McKenzie	Natalie	DLL	4th Grade	6/12/2025
Roberts	Brittany	AHS	Assistant Principal	7/31/2025

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Agudelo	Kiara	NAMS	Instructional Assistant	8/14/2025
Hankins	Kari	LP	Physical Education	8/14/2025
Hughes	Heather	BAL	2nd Grade	8/11/2025
Powell	Garrison	AHS	Exceptional Children	8/14/2025
Stover	Rebekah	BAL	2nd Grade	8/14/2025
Tolbert	Madison	BAL	5th Grade	8/11/2025
Williams	Shayla	GBT	Instructional Assistant/Behavior	8/14/2025

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Butts	Michele	LP to BAL	4th Grade	8/14/2025
Stewart	Denia	DLL to SAMS	5th Grade to 6th Grade Math/Science	8/14/2025

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
June 5, 2025**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hankins, Kari	UNC-Greensboro B: Health and Physical Education	Physical Education K-12

Ms. Kari Hankins is recommended to teach Physical Education (PE) at Lindley Park Elementary School for the 2025-2026 school year. Ms. Hankins currently teaches health and physical education at Northern Guilford High School, where she also serves as the Varsity Volleyball Coach. Ms. Hankins completed her student teaching at Alamance Elementary where she discovered her passion for engaging young learners. She enjoys helping students develop fundamental motor skills, learn cooperation, and build confidence through movement. We are pleased to welcome Ms. Hankins to Asheboro City Schools. Welcome Ms. Hankins!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hughes, Heather	UNC-Greensboro B: Elementary Education	Elementary K-6

Ms. Heather Hughes is recommended to teach second grade at Balfour Elementary School for the 2025-2026 school year. Ms. Hughes is a recent graduate from UNCG and completed her student teaching in second grade at John Lawrence Elementary School. Ms. Hughes is described as being highly organized, well prepared, and responsive to feedback. Prior to student teaching Ms. Hughes has served as a substitute and tutor in Guilford County Schools. We are pleased to welcome Ms. Hughes to Asheboro City Schools and look forward to supporting her as she begins her career. Welcome Ms. Hughes!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Powell, Garrison	NC State University B: Sports Management	Exceptional Children K-12

Mr. Garrison Powell is recommended to teach Exceptional Children at Asheboro High School for the 2025-2026 school year. Mr. Powell comes to us from Jordan Mathews High School where he taught Exceptional Children. He brings experience developing and implementing Individual Education Plans, along with delivering engaging and differentiated instruction. While at NC State University, Mr. Powell was a recruiting intern for the football program where he organized information for over 300 recruits. Mr. Powell builds good relationships with students and families and strives to have an inclusive classroom. Please welcome Mr. Powell to Asheboro City Schools. Welcome Mr. Powell!

NAME

Stover, Rebekah

COLLEGE/DEGREEUNC – Greensboro
B: Elementary Education**LICENSURE**

Elementary K-6

Ms. Rebekah Stover is recommended to teach second grade at Balfour Elementary School for the 2025-2026 school year. Ms. Stover is a veteran primary grades teacher coming to Asheboro from Gaston County Schools. She has experience in grades K-2 and is LETRS certified. She is known for being organized, supportive and a good communicator. Ms. Stover has a positive attitude and brings enthusiasm for teaching into her classroom daily. She recently relocated to Asheboro with her family and is looking forward to joining Asheboro City Schools. Welcome Ms. Stover!

NAME

Tolbert, Madison

COLLEGE/DEGREEUNC-Greensboro
B: Elementary Education**LICENSURE**

Elementary K-6

Ms. Madison Tolbert is recommended to teach fifth grade at Balfour Elementary School for the 2025-2026 school year. Ms. Tolbert is a recent UNCG graduate who completed her student teaching at John Lawrence Elementary School in the second grade. Ms. Tolbert is committed to fostering a nurturing and inclusive classroom environment that encourages curiosity and lifelong learning. She believes student engagement is important, along with building relationships to create a positive educational experience. We are pleased to have Ms. Tolbert begin her teaching career in Asheboro City Schools. Welcome Ms. Tolbert!

Technology Discards June 2024 - April 2025

[illegible]

Technology Discards October 2022 - May 2024

Pickup Date	1. General description of the property sold or exchanged	2. Name of the person(s) to whom the property was sold or with whom it was exchanged	3. Amount of money or other consideration received for each sale or exchange.
10/12/2022	Laptop Battery, Data Tapes, and Scrap Metal (211 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$2,180.94
10/19/2022	Switches and Hubs, Computer Mix Wire, AC Adaptors, Docking Station, Large and Small Projectors, and Scrap Metal (742 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$80.77
11/03/2022	Camera, Grade B Board, Batteries, UTC, Laptop Batteries, Data Tapes, Equipment with Non-Removable Batteries, and Scrap Metal (356 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$1,853.16
11/22/2022	Digital Cable Boxes, Remote Controls, Media Drives, Cameras, Grade C Board, Data Tapes, and Scrap Metal (1,262 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$1,632.97
12/05/2022	Switches and Hubs, Computer Mix Wire, AC Adaptors, Docking Station, Large and Small Projectors, Remote Controls, and Scrap Metal (1,426 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$43.56
5/10/2023	Televisions	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$373.47 ¹
5/10/2023	Switches and Hubs, Computer Mix Wire, Printers, AC Adaptors, Small Home Electronica, Docking Stations, Surge Protectors, Large and Small Projectors, Remote Controls, Media Drives, Aluminum, and Scrap Metal (1,298 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	-\$39.13 ²
7/19/2023	Televisions, LCD Monitors, PC's, Keyboards, Mice, Cellphones, Laptops, Servers, Tablets, Switches and Hubs, Computer Mix Wire, Hard Drives, Air Cards, AC Adaptors, Small Home Electronics, Surge Protectors, Remote Controls, Cameras, Lead Acid Batteries, Data Tapes, Equipment with Non-Removable Batteries, and Scrap Metal (423 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$1,731.87
9/19/2023	Televisions	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$285.31 ³
9/19/2023	LCD Monitors and Scrap Metal (629 lbs. of scrap metal)	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	-\$6.29 ⁴
9/19/2023	LCD Monitors (broken and not broken), PC's, Keyboards, Mice, Laptops, Servers, Tablets, Switches and Hubs, Computer Mix Wire, Printers, Air Cards, AC Adaptors, Small Home Electronics, Docking Station, Telephone, Remote Controls, Media Drives, Cameras, Laptop Batteries, Data Tapes, and Equipment with Non-Removable Batteries	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$1,836.77
12/13/2023	LCD Monitors, Laptops, Switches and Hubs, and AC Adaptors	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$883.73
12/13/2023	PCs, LCD Monitors, Keyboards, Laptops, Switches and Hubs, Computer Mix Wire, Printers, AC Adaptors, and Equipment with Non-Removable Batteries	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$935.22
12/13/2023	LCD Monitors (broken), Laptops, Switches and Hubs, Computer Mix Wire, Hard Drives, AC Adaptors, Telephone, Docking Station, Media Drives, Camera, Grade C Board, Lead Acid Batteries, and Data Tapes	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$379.43
2/16/2024	CRT Televisions	PowerHouse Recycling Inc. 220 Ryan Patrick Drive Saliisbury, NC 28148	\$512.40 ⁵
¹	*ACS balance due, per 21100 invoice, after credit		
²	*Credit applied towards 21100 invoice		
³	*ACS balance due, per 21914 invoice, after credit		
⁴	*Credit applied towards 21914 invoice		
⁵	*ACS balance due, per 23318 invoice		

Asheboro City Schools Field Trip/Transportation Request

Submission ID: da67f648-f23e-47b5-a3ac-22563cdbf793

Status: Submitted

General Details

Submission ID: da67f648-f23e-47b5-a3ac-22563cdbf793

Asheboro High School

Wes

Berrier

wberrier@asheboro.k12.nc.us

Fields

☒ Overnight Trip

Group Making Request: *

AHS Volleyball

School: *

AHS

Destination: *

NC State University - Raleigh, NC

Date of Trip: *

 July 22, 2025

Number of Students Involved: *

30

Percent of Total Group: *

100

Reasons for Students Not Attending: *

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

Transportation Method: Check box

- ☒ Activity Bus
- ☐ Charter Bus
- ☐ Private Automobile

Other: Provide details

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

 ****The Travel Company must use an approved ACS Charter Bus Company**

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

1-Activity Bus

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

0

Departure Time: *

6 am 7/22

Return Time: *

5 pm 7/24

Round Trip Miles (estimated) *

142

Estimated Cost to the Student: *

\$ 390

Purpose of the Field Trip: *

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

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

*Kelly Smith, *Nick Neighbors, *Wade Osidine

Sponsor (Group Responsible for Paying for the Trip) *

AHS Volleyball

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

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

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

Special Comments/Response:

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available

Also keep the following regulations governing field trips in mind:

1. All overnight field trips must have prior written approval of the Superintendent.
2. All overnight and out-of-state field trips must have prior written approval of the Board of Education.
3. Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Approval History

- Submission Date: 5/9/2025, 12:22 PM
1. Submitter: Wes Berrier
- Submitter Email: wberrier@asheboro.k12.nc.us

Approved5/12/2025

2. Signer Name: Ryan Moody
- Signer Email: rmoody@asheboro.k12.nc.us
- Signer Type: Principal

Approved5/12/2025

3. Signer Name: Aaron Woody
- Signer Email: awoody@asheboro.k12.nc.us
- Signer Type: Superintendent

Pending

4. Signer Type: Transportation Supervisor

Asheboro City Schools Field Trip/Transportation Request

Submission ID: f028c83e-0d70-4bcc-952d-clbbc96c6572

Status: Submitted

General Details

Submission ID: f028c83e-0d70-4bcc-952d-clbbc96c6572

South Asheboro Middle School

Freddy

Bello Medina

fbellomedina@asheboro.k12.nc.us

Fields

☒ Overnight Trip

Group Making Request: *

8th SAMS

School: *

SAMS

Destination: *

Washington DC

Date of Trip: *

 February 10, 2026

Number of Students Involved: *

100

Percent of Total Group: *

58%

Reasons for Students Not Attending: *

Did not sign up / did not pay for the trip

Transportation Method: Check box



- ☐ Activity Bus
- ☒ Charter Bus
- ☐ Private Automobile

Other: Provide details

Date of Trip: 10th-12th of 2026

Charter Bus Service, state name of vendor here:

Holiday Tours / Group Travel LLC

If using Travel Company, state name of Vendor here:

Group Travel LLC

 ****The Travel Company must use an approved ACS Charter Bus Company**

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

0

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

0

Departure Time: *

6:00am

Return Time: *

9:30pm

Round Trip Miles (estimated) *

668

Estimated Cost to the Student: *

\$ 545

Purpose of the Field Trip: *

Student will visit our Nation's Capital, Monuments, Museums

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

SAMS Staff Including 8th grade teachers, other certified staff, and 1 administrator

Sponsor (Group Responsible for Paying for the Trip) *

SAMS 8th Grade Students

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

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

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

Special Comments/Response:

Date Trip: 10th–12th of 2026 / Quote and itinerary will be sent via email

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available.

Also keep the following regulations governing field trips in mind:

1. All overnight field trips must have prior written approval of the Superintendent.
2. All overnight and out-of-state field trips must have prior written approval of the Board of Education.
3. Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Approval History

Submission Date: 5/13/2025, 1:43 PM

1. Submitter: Freddy Bello Medina
Submitter Email: fbellomedina@asheboro.k12.nc.us

Approved

5/13/2025

2. Signer Name: Chris Burian
Signer Email: cburian@asheboro.k12.nc.us
Signer Type: Principal

Approved

5/13/2025

3. Signer Name: Aaron Woody
Signer Email: awoody@asheboro.k12.nc.us

Signer Type: **Superintendent**

Pending

4.

Signer Type: **Transportation Supervisor**

Asheboro City Schools Field Trip/Transportation Request



Submission ID: 6fb69d7a-fe31-4fc8-8d60-f596acdc12fe

Status: Submitted

General Details

Submission ID: 6fb69d7a-fe31-4fc8-8d60-f596acdc12fe

Asheboro High School

Hal

York

cyork@asheboro.k12.nc.us

Fields

☒ Overnight Trip

Group Making Request: *

AFJROTC

School: *

Asheboro High

Destination: *

ECU

Date of Trip: *

 June 15, 2025

Number of Students Involved: *

14

Percent of Total Group: *

20

Reasons for Students Not Attending: *

NA

Transportation Method: Check box



☒ Activity Bus

☐ Charter Bus

☐ Private Automobile

Other: Provide details

bus 8401

Charter Bus Service, state name of vendor here:

NA

If using Travel Company, state name of Vendor here:

NA

 ****The Travel Company must use an approved ACS Charter Bus Company**

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

1

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

0

Departure Time: *

0800

Return Time: *

1700

Round Trip Miles (estimated) *

306

Estimated Cost to the Student: *

\$ 0

Purpose of the Field Trip: *

Summer camp

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

MSgt York/Col Gaither

Sponsor (Group Responsible for Paying for the Trip) *

AFJROTC

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

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

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

Special Comments/Response:

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available.

Also keep the following regulations governing field trips in mind:

1. All overnight field trips must have prior written approval of the Superintendent.
2. All overnight and out-of-state field trips must have prior written approval of the Board of Education.
3. Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Approval History

Submission Date: 5/20/2025, 11:51 AM

1. Submitter: Hal York
Submitter Email: cyork@asheboro.k12.nc.us

Approved

5/22/2025

2. Signer Name: Ryan Moody
Signer Email: rmoody@asheboro.k12.nc.us
Signer Type: Principal

Approved

5/22/2025

3. Signer Name: Aaron Woody
Signer Email: awoody@asheboro.k12.nc.us

Signer Type: **Superintendent**

Pending

4.

Signer Type: **Transportation Supervisor**

Overview and Guidance

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 2025-2028, as mandated by Article 9B. 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 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B 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 9B, 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 July 2024 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 2022-2025 plan as a starting point for your 2025-2028 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 9B, 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.

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, 2025**, for review and feedback for all LEAs and interested charter schools. As Article 9B 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, CDM, & Advanced Math)	stephanie.cyrus@dpi.nc.gov
Crissy Brown	State Consultant (AIG, CCP, & Honors)	crissy.brown@dpi.nc.gov
Beth Cross	Assistant Director (AIG & AP/IB/CIE)	beth.cross@dpi.nc.gov
Sneha Shah-Coltrane	Senior Director, Academic Policy and Advanced Learning	sneha.shahcoltrane@dpi.nc.gov

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 9B.

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, including universal screening, for every student to show their strengths and talents.
- b) Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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, multilingual 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.
- g) 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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

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 learning 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 AIG students, across all grade levels, K-12, 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 AIG students, across all grade levels, K-12, 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) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.
- i) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.
- j) Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.
- b) Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.
- c) Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.
- d) Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.
- e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.
- f) Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

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, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.
- 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 and procedures relating to advanced learning and gifted education
 - Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other 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 9B}), based on a comprehensive program evaluation. This Local AIG Plan 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 ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.
- h) Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- i) 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.

Mission/Vision Statement and Funding

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Aaron Woody

* LEA AIG Contact Name:

McClosky, Kristen - kmcclosky@asheboro.k12.nc.us ▼

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related to NC's AIG legislation, Article 9B (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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

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.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 303,045.13	* \$ 26,303.69	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, 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, including universal screening, 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 (NDT) for schools and the district meets regularly to discuss eligible referrals, monitor student data, determine eligibility for testing and identification, and monitor the consistent implementation between all school sites in Asheboro City Schools (ACS). Formal student screening is conducted annually to create a screening pool of students for possible identification. Student nominations and referrals are conducted throughout the school year and are placed in the district screening pool. Each student in the screening pool is reviewed annually. Data from the student search is recorded by the AIG Specialists on the AIG Screening Pool Spreadsheets.

Referral:

The K-12 Asheboro City Schools referral process for student nominations, referrals, and evaluations are conducted throughout the school year and records are maintained on school based screening pool spreadsheets. Information about the referral process is communicated to stakeholders (parents/guardians, students, teachers, administration, and other school staff) before the annual district testing window opens. AIG Specialists intentionally meet with classroom teachers, ESL teachers, EC teachers, and other academic support personnel prior to the annual testing window in order to share referral information, answer questions, and begin to gather data for student referrals.

Referrals K-12 may include:

Nomination by teacher, principal, school counselor, other school staff member, or community stakeholders with academic knowledge of students based on at least one of these:

- Observation forms
- Student work samples and portfolios
- Standardized test scores
- ML students who advance at least 3 proficiency levels in one school year or less
- Screening Checklist - Traits, Indicators, and Considerations of Giftedness

OR

Student self nomination and/or parent/guardian nomination based on at least one of these:

- Parent/guardian checklist and/or rating scales

- Testing by outside psychologist

Referrals are documented and data is maintained on school screening pool spreadsheets. These spreadsheets are transferred at transition points between elementary, middle, and high school by AIG Specialists.

Screening:

Grades K-3

1. Current district diagnostic and assessment data is reviewed regularly by school personnel
2. Talent development/nurturing efforts that may lead to a portfolio of evidence or work samples are collected as needed
3. Screening Checklist Form - Traits, Indicators, and Considerations of Giftedness

Grades 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:
 1. 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)
 2. 85th percentile or above on 3rd grade BOG assessment
 3. 85th percentile or above on a reading and/or math EOG
 4. Referral for screening by the student, parent/guardian, teacher, principal, AIG specialist, or other school support staff member
 5. Screening Checklist Form - Traits, Indicators, and Considerations of Giftedness
 6. Transfer students who moves into the district after the 3rd grade universal screening 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 screening of aptitude testing may occur during the 5th grade year for students who are currently identified as AIG and those who are part of the screening pool.

Grades 6-12

1. Screening Pool: Annual review of screening pool data including EOC/EOG scores and other relevant assessments, interviews, observation data, or rating scales/checklists. Student data is updated annually on district screening pool documents for students already in the screening pool. Students may be added to the screening pool based on the following data:
 1. Referral for screening by the student, parent/guardian, principal, teacher, AIG specialist, or other school support staff member
 2. Screening Checklist Form- Traits, Indicators, and Considerations of Giftedness

3. Level 5 score on EOG/EOC assessment

2. Small Group Testing: Achievement and/or aptitude tests are administered as needed within the annual district testing window based on current screening pool data.

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.

When the Needs Determination Team (NDT) determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team (NDT) will specify which individual or group test(s) should be administered as screening measures for each student. Those recommended for additional testing by the NDT 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.

AIG Specialists may also administer alternative screening measures, such as rating scales, screening checklist specific to traits and indicators of talent development, screening checklist specific to environmental considerations, and district-developed performance tasks. 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. Data collected from alternative screening measures may be used for identification purposes.

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.
- Communicate and review the district flowchart that outlines the screening and referral process that may lead to identification to stakeholders.
- Collaborate 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 Spanish.
- 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, K-12, 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 and offer multiple opportunities to showcase students strengths. No one criteria used for any pathway leading to identification can exclude a student from AIG identification.

Criteria for AIG identification 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 the attachments.

In the 2025-2028 AIG Plan, the multiple pathways for AIG identification have been updated in order to use quantitative data, qualitative data, student achievement, and student potential to achieve collaboratively. The multiple pathways for AIG identification criteria also allows the use of a Nonverbal aptitude subtest score to be used as criteria leading to identification.

Asheboro City Schools Pathways for AIG Eligibility are as follows:

Grade K-3: Pathways for AIG Identification:

K-3 students may qualify for identification in the following area based on the listed criteria.

Pathway 1: Identification area based on results of testing

95th percentile or above on Intelligence Test Composite

OR

95th percentile or above composite on test of aptitude and achievement

Students who qualify in K-3 will receive a K-3 Individual Differentiated Education Plan (IDEP) based on service areas.

Grades 4-12 Pathways for AIG Identification:

Students may qualify for identification in the following areas based on the listed criteria:

Pathway 1: Intellectually Gifted (IG)

Students identified as IG must meet one of the following criteria

- 95th percentile or above on an Intelligence Test Composite.

OR

- 95th percentile or above composite on nationally normed test of aptitude without a qualify achievement score

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 identified as AIG must meet the following criteria:

- 90th percentile or above intelligence test composite, aptitude composite, aptitude verbal or quantitative subtest percentile (V or Q), or aptitude verbal or quantitative partial composites (VQ, QN)

AND

- 90th percentile or above on a nationally normed measure of achievement in reading and/or math, or level 5 on reading and/or math EOG/EOC

Students must have a qualifying score of aptitude and achievement in the same subject area to qualify in that subject. Students who meet Pathway Two will be identified as AIG reading, AIG math, or AIG reading and math. These local designations will be documented on internal AIG roster spreadsheets and entered in Infinite Campus as AIG.

Pathway 3: Academically Gifted (AG, AR, AM)

Students identified as AG, AR, or AM must meet the following criteria:

- 85th percentile or above intelligence test composite, aptitude composite, aptitude verbal or quantitative subtest percentile (V or Q), or aptitude verbal or quantitative partial composites (VQ, VN, QN)

OR

- 85th percentile or above on a nationally normed measure of achievement in reading and/or math, or level 5 on reading and/or math EOG/EOC

AND one of the following:

- Score > 60 in 3 of 6 areas of the Gifted Rating Scale
- Qualifying score on pre-established rubrics of district-developed performance tasks for reading and/or math
- 90th percentile or above on nonverbal (NV) subtest from nationally normed test of aptitude.

Students must have one score of aptitude or achievement and one of the additional measures in the same subject area to qualify in that subject. Students who meet criteria for Pathway Three will be identified as AR reading, AM math, or AG reading and math. Student identifications will be documented on internal AIG roster spreadsheets and entered in Infinite Campus.

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 also include: PSAT, SAT, ACT.

  Click here to remove the table and use only the narrative field.

*** 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, multilingual learners, highly gifted, and twice-exceptional.

The overall district populations in Asheboro City Schools currently consists of approximately: Hispanic 52%, White 26%, 15% Black, 1% Asian, and 6% multiracial. 22% of students in ACS are currently identified as Multilingual Learners (ML).

Based on this data, Asheboro City Schools' underrepresented populations include black and Hispanic students. In response to the total district populations and district AIG populations, the ACS AIG Team will incorporate the use of a new tool to assist with referrals and screening. This tool is the Screening Checklist - Traits, Indicators, and Considerations of Giftedness. This form is modeled after research based indicators of student talents and advanced learning traits and documents environmental factors that may unintentionally mask talents, potential, and advanced learning needs. The AIG Team collaborated with EC and ESL specialists as well as social workers and district mental health specialists when creating this form to ensure clear and purposeful indicators of strengths in students from all populations as well as to build partnerships with these teams. The screening form may be used as a referral to add students to the AIG Screening Pool, recommending students for talent development services, or be used as a portion of a referral portfolio. Data for students in the AIG Screening Pool is evaluated annually by the AIG Team.

In addition to updated screening and identification efforts, 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 for all students including minority students, multilingual learners, students with disabilities, students who are economically disadvantaged, intellectually gifted students, and other underrepresented groups.
- AIG Specialists provide professional development to promote understanding of traditional and nontraditional characteristics to address misconceptions about the traits and characteristics of giftedness and under-represented groups.
- AIG screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures including quantitative and qualitative data.
- Students may use established testing accommodations that are approved by each test during screening based on EC, ESL, or 504 status.
- Students may have access to testing directions in the student's native language during universal screening and small group testing when approved and appropriate.
- Additional alternative testing measures decisions are based on decisions from the school or district Needs Determination Team (NDT) and the students EC teacher, ESL teacher, school counselor, or school testing administrator.

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

- Intentional talent development efforts including the use of Screening Checklist Form - Traits, Indicators, and Considerations of Giftedness. Classroom teachers may use this form to analyze student talents and potentials and as evidence for AIG referral for screening.
- System-wide universal 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 ESL support staff, and other school personnel who work with the student to develop a comprehensive student profile.

- Multilingual Learners (ML) who advance at least three proficiency levels in one school year will be placed in the AIG screening pool.
- Ongoing parent/guardian, teacher, school staff member, and student self-nomination process for screening of all students. A formal student screening will be conducted annually. This will include a review of test data using reports compiled by Asheboro City Schools AIG Team.
- Work samples, portfolios, and other research-based checklists and rating scales may be used to add students to the AIG screening pool. Student work and rating scales 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.
- The ACS Screening Checklist Form- Traits, Indicators, and Considerations of Giftedness may be used to examine factors that may unintentionally mask giftedness. The School/District NDT may use the data collected by this form to add a student to the AIG Screening Pool.
- Individual tests may be administered based on recommendation from District NDT. For example, the Naglieri Nonverbal Ability Test. 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:
 1. The student may be twice-exceptional
 2. 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) on a 504 plan
 3. The existing screening 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 ESL teachers collecting data for students who grow three or more language levels in one academic school year, Exceptional Children teachers progressing monitoring and shared screening data, collection of qualitative data from various checklists, AIG nomination/identification procedures, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	7.46%	---	14.47%
Male	---	---	5.77%	---	9.02%	---	17.05%
Total	---	<5%	<5%	---	8.20%	---	15.79%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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. The AIG Team employs uniform district created presentations, documents, and referral forms at these meetings to ensure consistent messaging and implementation. There is a school and district level Needs Determination Team (NDT) which serves to monitor and review the school/district decisions. Needs Determination Teams use the same district created referral, screening, and testing forms and procedures to ensure consistency.

Referral, screening, and identification data is housed in the district AIG shared drive and reviewed at monthly AIG Team meetings according to the AIG Specialist Year at a Glance document. This document outlines what steps in the district referral, screening, and identification procedures should be reviewed each month. Student identification spreadsheets, screening pool spreadsheets, and referral documents are housed in the district AIG shared drive and reviewed on an ongoing basis.

In order to monitor district guidelines for screening, referral, and identification, the following steps are implemented by the AIG Team:

- Annual review of AIG Specialist Year at a Glance document
- Beginning of year (BOY) and end of year (EOY) review/audit of student identification spreadsheet, screening pool spreadsheet, and referral documents. Each school's student identification spreadsheet tab is individually audited by an AIG Specialist that does not serve that school at EOY.
- Annual review of referral, screening, and identification procedures, forms, flowcharts, and website documents prior to the district established testing window. All procedures, forms, flowcharts, and documents are checked for accuracy and edited with most current contact information.
- The Student Identification Spreadsheet is monitored monthly by the AIG Team. All student identification information is monitored for appropriate identification and services by the AIG Team during the identification timeframe.
- All AIG Specialists monitor and audit student identification spreadsheets during DPI fall and spring headcount.
- Student AIG folders are maintained by each AIG Specialist at the schools they serve. Student folders are audited at transition points between grade spans.

Student Differentiated Education Plans (DEPs) are reviewed annually by the AIG Team. 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 NDT 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
- District NDT 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 for each school's talent development needs.

*** Practice E**

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

Asheboro City Schools 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, students, and the community at large through annual meetings, AIG Team created website, and on the district website.

AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings, collaborative grade level meetings, school/district leadership teams, and/or department meetings. This information is shared with parents/guardians/students at annual Differentiated Education Plan (DEP) meetings, the AIG Team created website, and the district website. DEP 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. AIG information regarding these processes may also be disseminated throughout the school year at events such as open houses, school level family engagement nights, AIG Advisory Team meetings, and other district activities.

The district website and AIG Google site called the AIG Hub also houses information regarding referral, screening, and identification processes and forms associated with each step. AIG Specialists maintain and review with parents/guardians the documentation that explains the screening, referral, and identification processes and service options for AIG students annually. 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 the district/school communication platform (School Status).

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 the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Throughout the referral, screening, and identification processes, a cumulative AIG screening database is maintained by AIG Specialists for students in the screening pool. The AIG screening database is an internal digital roster that is used as a school based screening pool documentation and includes all data and evidence gathered in order to support identification decisions for students. The district internal database is maintained for each school by an AIG Specialist and is updated as needed throughout the school year and during end of year procedures.

Once identification occurs, AIG specialists maintain spreadsheets and paper copies for identified students that are reviewed regularly. The AIG Team is working toward utilizing features in the NC-Student Information System to efficiently document identification evidence and services for AIG students.

Identified AIG students have an individual AIG folder that contains all evidence that may have led to AIG identification. This may include: written referral requests, parent/guardian documents such as permission to test or parent surveys, multiple criteria evidence or forms that lead to AIG identification, 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 for 9-12th grades are kept with AIG Lead Specialist. This information is reviewed annually by the AIG Specialists during the annual review process and students folders are audited at grade span transition points.

When a student is identified for AIG services, a Differentiated Education Plan (DEP) or IDEP form is created based on the area of identification. AIG identified student records are maintained in NC-SIS, the district database, and individual student AIG folders to ensure appropriate AIG identification records.

Parents/guardians are provided with all copies of documentation that are reviewed during initial placement for AIG services and at requested parent/guardian conferences. The AIG Consent for Placement Form is sent home to parents/guardians upon initial AIG identification. The form includes documented evidence gathered during referral, screening, and testing to support the AIG identification decision for the student. The form is sent home for parent/guardian approval and documented with signatures. The AIG Consent for Placement Form also includes a section for parent/guardian feedback, questions, and/or to request a conference with the AIG Specialist.

After the AIG Consent for Placement Form is approved and signed by parents/guardians an annual DEP or IDEP is created for each student. These documents are updated each year during 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 their AIG student's DEP which includes all evidence gathered to support AIG identification and services for each individual student. This information is reviewed with the AIG specialist and parents/guardians 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. Parents/Guardians receive updated copies of DEPs annually. 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 and parents/guardians are invited to participate in review of these plans.

Records of students who do not qualify (DNQ) for AIG identification are also shared with parents/guardians through an AIG screening results form and housed digitally at the school where initial testing was administered. Students who do not qualify for AIG identification are maintained on the district screening pool database and data is updated regularly.

*** Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

AIG Specialists develop and document a student plan that articulates the differentiated curriculum and instruction services and learning environment modifications that match the identified needs of the K-12 AIG students through a Differentiated Education Plan (DEP) or IDEP. AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students. EC, ESL, school counselors, social workers, classroom teachers, and other support staff may collaborate on an individual student's DEP/IDEP if the student receives services from one or more departments to ensure all of the needs of the individual student are met.

Upon a student's initial AIG Identification, parents/guardians receive an initial placement letter informing them of student screening/testing results, qualifying multiple criteria leading to AIG identification, AIG identification area, and service options matching the AIG identification area. Parents/Guardians are informed that their student will have a DEP/IDEP created by the AIG Specialists and any support service staff applicable and are invited to request a conference, leave questions/comments, and leave feedback and/or recommendations for service options on an included form.

The following data is documented on a student's DEP or IDEP:

- Grade level and demographic information
- AIG Identification area
- Qualifying criteria used to meet the specific identification area including AIG testing scores, EOG scores, universal screeners, and multiple criteria data points for AIG identification.
- Current AIG service options for each student based on identification area and advanced learning needs of the student
- Notes or considerations from AIG Specialists, Parents/Guardians, teachers, or administration
- Student developed goals for the school year

DEP/IDEP documents are reviewed and edited annually by the AIG Team. Changes to student information, identification area, screening/testing data, qualifying multiple criteria leading to AIG identification, and AIG service options are edited and updated annually as needed. DEP/IDEP documents are 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 DEPs using feedback and questions. Elementary and middle school specialists collaborate with students and other stakeholders (ESL, EC, school counselors, parent/guardian) in order to create student schedules and/or four year plans. AIG Specialists also include student input into annual DEPs 4-8 and high school DEPs 9-12. Student created goals for each year 4-8 and a four year goal for 9-12 are created in collaboration between students and AIG specialists using the student's DEP. AIG Specialists may also be included in the IEP, 504, and/or ML meeting when considering the needs of a twice exceptional student.

Elementary AIG Specialists collaborate with school counselors and middle school specialists during the 5th to 6th grade transition to make recommendations regarding course placement, clustering, and specific services. Those recommendations are noted on the student's DEP during the end of year annual review process. Parents/Guardians may request conferences to discuss service options in middle school and AIG Specialists participate in middle school transition nights for rising 6th grade students.

At the middle school level, AIG specialists collaborate with middle and high school counselors for rising 9th grade registration. Middle school specialists work collaboratively with school counselors and rising 9th grade AIG students to help create a four year plan that will ensure appropriate services for high school. AIG Specialists may also be available during transition/information meetings for middle and high school transitions. These meetings may include topics such as: CTE pathways, AP courses, CCP options, general middle/high school information, student school visits, and special course offerings. This information is documented on the students 9-12 DEP.

* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard

During the 2025-2028 cycle, Asheboro City Schools has the following goal related to Standard 1:

- Communicate identification pathway updates to all stakeholders in multiple formats
- Continue to research best practices for screening, referral, and identification processes for all students
- Communicate and collaborate with other AIG teams across the state to gain insight and perspectives on processes in identification

Planned Sources of Evidence

* AIG Team shared drive documents/spreadsheets

* AIG parent/guardian communication forms

* District and AIG Team website

* Student AIG folders

Type	Documents	
	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 learning 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 AIG students, across all grade levels, K-12, 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 K-12 for gifted learners based on student readiness, interest, advanced learning needs, and learning styles. These may include purposeful grouping options, special enrichment/extension classes, small learning communities, mentorships, and dual enrollment for all areas of identification. AIG Specialists in the district provide support for school 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

Students identified for AIG services in grades K-3 have a K-3 Individual Differentiated Education Plan (K-3 IDEP) developed with the parents/guardians, classroom teacher, AIG specialist, and any applicable instructional specialists upon student identification. The K-3 IDEP is created to document how the AIG specialist, classroom teacher, and any applicable instructional support staff will collaboratively meet the academic and intellectual needs of K-3 gifted learners based on the criteria and data used to determine AIG identification. School based AIG Specialists are responsible for implementing and delivering direct services outlined in the IDEP. K-3 programming, services, and collaboration may include:

- extension, enrichment, or acceleration of current grade level standards
- special programming or extra curricular opportunities
- purposeful classroom placement
- Content, process, product, and learning environment modification to be provided for the student by the AIG Specialists, classroom teacher, and/or other specialist/support staff
- other classroom modifications as needed based on a student's total learning profile, exceptionalities, and advanced learning needs

Students identified as AIG in grades K-3 will receive direct support services from the school based AIG Specialist. Each K-3 AIG student's service plan will include:

- Amount of time and number of days direct services will be delivered per week by the AIG Specialist
- Subject area, social/emotional learning focus, higher order thinking skills, and/or depth and complexity skills to be incorporated during service times with the AIG Specialist

- Grouping method to be used in the regular classroom and the AIG Specialist during service times
- Consultative, co teaching, or collaborative planning services and descriptions

Students in Asheboro City Schools also have the option to enroll in a Dual Language Immersion program at three of five elementary sites across the district. The Dual Language Immersion program provides a level of complexity for all enrolled students as they learn core content in English one day and Spanish the next.

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

Students identified as AIG, AG, AR, and AM have specific services matching their identification area and advanced learning needs outlined in their DEP. Each student DEP is created and updated annually in collaboration with the AIG specialist, classroom teacher, parents/guardians, and any applicable instruction support specialists. The DEP outlines services each student receives based on their area of identification and specific criteria and data used to determine AIG identification. AIG students in grades 4-8 receive direct and indirect services from a school based AIG specialist as well as collaborative support from a variety of school personnel. School personnel collaborating for services for AIG students may vary based on a student's AIG identification, interests, extracurricular activities, advanced learning needs, and specific services outlined in each student's DEP.

Services for students in grades 4-8 may include:

- Learning environment modifications such as small group direct instruction provided by the school based AIG specialist, and purposeful cluster grouping in subject area matching AIG identification
- Content modifications such as curriculum compacting, alternative assignments, tiered assignments, individual projects and learning opportunities, flexible pacing, and acceleration options
- Collaborative services between the AIG specialist and classroom teachers such as collaborative planning, coaching, co-teaching or push in-services, and model instruction
- Enrichment opportunities such as after school clubs, extracurricular opportunities, and other program opportunities developed between the AIG specialist and Asheboro City School partnerships
- Collaborative services between the AIG specialist and school counselors and/or ACS mental wellness facilitators to meet student social and emotional needs
- Indirect services including professional development opportunities to increase classroom teacher and all school personnel awareness of the unique needs of gifted learners
- Optional enrollment in a Dual Language Immersion program at three elementary sites and one middle school site

Grades 4-8 - IG

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 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, and direct services provided by the AIG specialist. Direct services subject area and amount of service time per week are individually planned and documented in the IDEP for each IG student.

Grades 9-12- AIG, AG, AR, AM, IG

Identified students in grades 9-12 have a 4 year 9-12 DEP. This DEP is created collaboratively between the student, the AIG specialists, classroom teachers, parent/guardians, and any applicable instructional support staff. This plan will document the student's Career Development Plan (CDP), advance course, CTE, CCP, or high school pathway interests, and document the middle school to high school transition conference held between the student and the AIG specialist as well as the student created 4 year goal(s).

Services for students in grades 9-12 may include:

- Advanced course opportunities through NCVPS, CCP/community college courses, dual enrollment, Honors level, and AP courses
- Credit by Demonstrated Mastery (CDM)
- Small learning communities such as the Zoo School, CTE pathways, and/or SparkNC Lab individual units of study
- Collaboration with school counselors and district mental wellness facilitators to meet students' social and emotional needs
- Extracurricular opportunities for gifted learners provided by the school, Asheboro City Schools' (ACS) Innovation Center, or ACS partnerships
- Indirect services including professional development opportunities provided by the district or AIG specialists to increase classroom teacher awareness of the needs of gifted learners and their unique academic needs

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 are provided to teachers working with AIG students. 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.

  Click here to remove the table and use only the narrative field.

* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, 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/guardians and/or individual students or groups of students. School counselors and AIG specialists meet as needed to provide direct and indirect support, discuss trends and issues associated with gifted learners, and build a partnership in addressing social and emotional needs. AIG specialists, school counselors, and district mental wellness facilitators may work collaboratively with stakeholders and school social workers as needed to develop specific support services for students in need of SEL support. AIG specialists may also develop and implement professional development for stakeholders based on data or trends of student needs identified in district survey data administered through a district SEL monitoring system (Panorama). An AIG student's DEP also allows for AIG specialists to record holistic needs and services for the student, both academic and SEL.

For grades K-12 Asheboro City Schools (ACS) engages in multiple services options to ensure social and emotional needs are addressed and met at each grade span. ACS uses established meetings at all grade spans to share information about SEL goals, trends, service options, collaborative efforts, and service delivery models with school personnel. These established meetings and teams may include administrative leadership team, curriculum and instruction

teams, MTSS teams, department meetings, grade level/content team meetings, and other school based teams. AIG Specialists actively collaborate during meetings when discussing AIG student needs, services, and support options.

In addition, AIG specialists share information on the social and emotional needs of AIG students with parents. AIG Team quarterly newsletter often include SEL articles, topics, and include annual survey requests. The AIG Team will continue to survey both students and parents annually. These stakeholder surveys will include questions related to social and emotional needs in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics. The Asheboro City Schools' AIG specialists, in collaboration with other parent sponsored initiatives, will use survey data to provide programming on the needs of gifted children for AIG families. AIG specialists will also use survey data to work collaboratively with ACS Welcome Center staff. The team at the Welcome Center provides timely resources and parent sessions that respond to the needs of students and families in Asheboro City Schools. Welcome Center staff also work with families to direct them to needed services and community resources.

Elementary students 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 as needs arise during SEL lessons or other classroom focused SEL time such as morning meetings or restorative circles. For example, gifted students may be provided additional assistance from the AIG specialist and/or school counselor, mental wellness facilitators, or school social workers as needed, for coping with topics such as heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning.

In middle school and high school, ACS currently has a working memorandum of understanding with Kintegra Health that places a full time school based therapist at all three ACS secondary schools. Allowing students to be able to access behavioral health care at school puts them in a better position to learn. Care is provided in a location that is safe and convenient. Onsite health care professionals collaborate with schools to address the broad range of concerns and adverse experiences that affect students' healthy mental development.

Kintegra works in conjunction with Asheboro City Schools counselors, social workers and mental wellness facilitators to provide an integrated model of care that emphasizes the importance of collaboration and partnership. Referrals may be made by all school personnel, including AIG specialists and other school staff serving AIG students, and are then submitted to the school based Kintegra therapist for parent/guardian contact and scheduling. Services are provided by Licensed Therapists, such as LCSW(A)s, LCMHC(A)s, LMFT(A)s.

Each K-5 school site in ACS has a memorandum of agreement with local mental health private providers (as needed) for students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. Students in K-12 can receive mental health services from approved outside providers during the school day in a private space. This allows students to continue mental health services with minimal disruption and allow for collaboration between staff and therapists/counselors, and families when applicable and appropriate.

Students in grade 4-12 also all participate in biannual Panorama surveys. Panorama is the district SEL prevention monitoring system. Panorama uses research based survey instruments to gather data on student academic and SEL well being. This data is collected at every school in order to gather a clear picture of school wide and individual student needs. School counselors and district mental wellness facilitators collaborate using the Panorama data with school staff including classroom teachers, administrators, and AIG specialists. Panorama data can also be used during the MTSS process, referrals, and when planning for the individual SEL needs of AIG students.

Asheboro City Schools also has established partnerships with service providers when more intense services are required. A day treatment program through Youth Haven Services has an established location on an ACS campus where students can receive intensive mental health support and academic content while remaining enrolled in ACS. Juvenile Day Reporting Center (JDRC) also partners with ACS to provide a variety of services and support for at-risk youth. AIG students in need of intensive support services such as these would receive additional direct and indirect support from their AIG specialist to ensure AIG services continue and additional SEL services are documented on the student's DEP.

* 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' (ACS) Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous system-wide initiatives, programs, and policies including the district's 2022-2026 Strategic Plan.

The Strategic Plan encompasses the following goals:

Goal 1 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.

Goal 3 Deepening Learning: Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.

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

- Regular review of school, district, and Board of Education policies related to AIG to ensure the use of effective and current best practices, and advocate for opportunities for all students
- Making recommendations at the school and district level for new policy as needed; this may include additional course offerings, policies regarding classroom placements and referrals, and expanding academic and enrichment opportunities for all students
- Collaboration between the AIG Team, district leadership, department teams, and school leadership to ensure awareness, compliance, and completion of policies, practices, and programming such as credit by demonstrated mastery (CDM), advanced math course (AMC) legislation, acceleration and early entrance to kindergarten, and College and Career Promise (CCP)

In addition, district level leadership representation occurs during AIG staff meetings. The ACS AIG Team is composed of school based AIG Specialists, including a lead AIG specialist, and the Director of K-12 Curriculum and Instruction. The AIG team serves under the direction of the Director of K-12 Curriculum and Instruction and their role on the AIG Team ensures AIG representation on district level leadership teams to continue efforts of the AIG Team and connect resources, programs, and services across the district. The Lead AIG specialist also serves on various district teams to represent AIG staff and students. The Lead Specialist helps to facilitate collaboration for integrated and connected services with district priorities through these teaming structures. AIG services in reading and math align with the district's goals and resources as outlined in the Asheboro City Schools 2022-2026 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. The AIG Team will 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 integrated with critical thinking skills, Socratic math, project based learning, and problem based learning. AIG specialists plan collaboratively with AIG classroom teachers to ensure alignment of AIG ELA/Math services with current classroom curriculum use. 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 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
- Purposeful 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 levels 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 (around 4 to 8 elementary or around 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives 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. 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, advanced concepts in math and English language arts, 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 school based MTSS meetings, grade level and content area planning, and school leadership teams as needed to discuss AIG grouping practices and growth of AIG students. Collaboration between AIG Specialists and school based teams for the intentional flexible grouping practices of AIG students may include:

- Collecting, analyzing, and monitoring local and statewide assessment data
- Flexible grouping options for AIG students and/or advanced course placement recommendations made by the AIG Specialist
- Monitoring of grouping options for AIG students throughout the school year and at transition points
- AIG Specialist support for developing, implementing, and monitoring flexible grouping practices
- 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, policies and procedures related to gifted education, the local AIG program, and the district AIG plan through various methods and forums. This occurs during annual review of AIG plan and services for staff members during school staff meetings. AIG related documents for families and staff are also shared at this time including brochures and AIG handbooks which highlight differentiated services and instructional strategies that are part of the ACS AIG program and plan. These are also distributed during school family nights, are located in the Asheboro City Schools Welcome Center, posted on the district website, and listed as resources on the AIG Team created website.

School based AIG Specialists share a district-created 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, roles of the AIG specialist, and local services options for AIG programming.

AIG Specialists may also share information regarding AIG programming and differentiated services with teachers, school administration, and support staff through:

- Grade level/content area team meetings
- School leadership team meetings
- Collaborative planning
- Beginning of the year and middle of the year AIG roster and PD meetings for cluster teachers
- AIG Team created website
- AIG brochures, AIG plan administrative summary, and AIG handbook
- District professional development days
- School site specific professional development opportunities

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 procedures, 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 with special focus on grade span transition year.

*** Practice F**

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

The Asheboro City Schools AIG Team prioritizes ongoing communication between stakeholders to ensure the continuation of services for AIG students. This is a focus especially during transition years from 5th to 6th grade and 8th to 9th grade to ensure an effective continuity of K-12 AIG services. Due to the need to provide additional support to both the AIG students, parents/guardians, and the staff who serve AIG students at transition points, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents/guardians, individual students, or groups of students.

The AIG Team reviews Differentiated Education Plans (DEPs) for all AIG students annually at the beginning of year and end of year in order to ensure the effective continuation of services for AIG identified and talent development students. Students who have moved between schools within the district or moved into the district are monitored by the Lead AIG Specialist to ensure procedures for transfer of AIG student records are followed consistently. AIG Specialists receiving new AIG students from within the district receive the students DEP, identification criteria, and any other pertinent information from the students former AIG Specialist directly. The AIG Specialists will collaborate to ensure student information is received, student information and data is moved to the appropriate school's internal AIG database, and AIG services are continued. AIG students moving into Asheboro City Schools from another LEA receive similar continuation of services pending AIG data is received from the previous school. AIG Specialists work in collaboration with school data managers and the AIG Specialists in surrounding LEAs to ensure a timely continuation of AIG services.

Elementary AIG specialists collaborate with Middle School AIG Specialists to develop AIG clusters for ELA and Math to match individual student advanced learning needs. Clustering collaboration also ensures a seamless transfer of AIG student records, DEPs, and collaborative conversations about individual student service needs in middle school. Elementary and Middle school AIG Specialists also collaborate to meet with AIG students in 5th grade at each school site for middle school transition meetings. During these meetings, the middle school AIG Specialists share information about AIG services in middle school with rising 6th grade students, assist students with middle school class registration, and answer questions from students about AIG programs and service options in the middle school setting.

Middle school AIG Specialists collaborate with school counselors at the middle school and high school during registration for rising 9th grade students in order to ensure AIG students are registering for high school classes that best fit their academic and social/emotional learning needs. Middle School AIG Specialists meet individually with every rising 9th grade AIG student during high school registration to answer questions, assist with course selection, update Career Development Plans (CDP), and begin to create the student's 9-12 high school DEP. Schedules of AIG students are monitored by the Lead AIG Specialist and school counselors to ensure students are engaged in rigorous and relevant courses.

Elementary, middle school, and high school sites participate in open house and family night events for students rising to the next grade span. These events are hosted at the student's school for the following year. During these events, students and their families can tour the building, meet teachers, talk with school counselors, and learn about course options including advanced course opportunities available. The AIG Team may participate in these events to meet with families at their next school site and share information about how programs and services will look in the next grade span.

AIG specialists monitor students moving to the next grade level within the current grade span in ways that may include revisiting the Differentiated Education Plan, updating identification criteria after universal and small group screening, communicating with other district specialists regularly, and confirming appropriate scheduling by reviewing AIG students' schedules.

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, AIG Specialist participation in elementary, middle, and high school family transition events, and internal access for all AIG Specialists of student DEPs and AIG spreadsheets.

AIG Specialists ensure communication with classroom teachers and instructional support staff when AIG students transition from one grade level to another, one school to another, or between key transition points through:

- Providing the classroom teacher and applicable instructional support staff with an updated classroom AIG student roster, student DEP, identification criteria, and outlined service and grouping options
- Beginning of the year and middle of the year AIG roster verifications for classroom teachers and support staff serving AIG students
- Collaborative planning, co-teaching, and/or coaching

*** 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 and policies 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 instruction and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Asheboro City Schools has clear policies and procedures for acceleration opportunities in place to ensure all students have access to the content differentiation that will best meet their advanced learning needs. Decisions about potential acceleration opportunities are made in collaboration with the student, parents/guardians, and appropriate school and/or district leadership and supported by Asheboro City Schools Board of Education Policy 3420. Acceleration opportunities in Asheboro City Schools may include:

Compacted Curriculum:

Students in middle school math courses use district created compacted math pacing. Compacted math pacing allows students to move to aligned math standards from the next grade level after demonstrating mastery of current standards. Compacted curriculum allows middle school students to prepare for high school level accelerated math courses in middle school and/or gain exposure to accelerated math content. Compacted curriculum plans may also be used as an individual service for students when needed as part of a student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).

Credit by Demonstrated Mastery:

ACS follows NCDPI policies and procedures for CDM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "Credit by Demonstrated Mastery (CDM) 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. CDM was designed to respond to needs of students, families, AIG community, school personnel, and leadership. CDM 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.

The CDM steps and procedures, school site contact information, informational brochures, applications, and annual timeline for the CDM windows are listed on the Asheboro City Schools website and communicated to students and families through school counselors.

Dual Enrollment:

Dual Enrollment is offered through the Career and College Promise (CCP) program. This is designed to offer qualified high school students structured opportunities to enroll in community college courses at Randolph Community College through Asheboro High School. CCP allows students to take courses at Asheboro High School and Randolph Community College. Successful completion of college courses will earn students high school and college credit simultaneously as well as provide pathways leading to a certificate, diploma or degree.

Students at Asheboro High School may access CCP courses at Randolph Community College through the college transfer pathway using the following criteria:

- Session Law 2019-185/Senate Bill 366 - Based on fall 2019 legislation, eligible 10th grade students in Asheboro City Schools may access the CCP College Transfer Pathway. A 10th grade student is eligible to CCP dual enrollment if they meet all of the following criteria:
 - Be a high school freshman or sophomore,
 - Demonstrate college readiness per NCCCS guidelines
 - Be identified as Academically Gifted in Math (AM) and Academically Gifted in Reading (AR), Academically Gifted (AG), or Academically and Intellectually Gifted (AIG) in reading and math per Local AIG Plan
 - Demonstrate maturity to justify college admission evidenced by signatures and a rationale of the community college president or designee, student's high school principal or designee, and AIG Coordinator
 - Participate in academic advising with the high school/district and college
 - Provide parental consent for participation
- Interested students in grades 10, 11, and 12 must first contact their school counselor to indicate interest and discuss eligibility requirements
- School counselors will verify eligibility prior to enrollment in the program and communicate enrollment procedures

Single Subject and Grade Acceleration:

A district level team will be formed to review referrals for acceleration options for students. The district level team will examine student referral data and use the IOWA Acceleration Scale to support decisions regarding acceleration.

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

- Teacher recommendation based on observation with documentation of very strong need for more intensive differentiation
- Demonstrated performance on an above grade level nationally normed test in reading and mathematics
- 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 parents/guardians and student
- School principal(s) retain final legal responsibility for this decision

Early entrance to Kindergarten:

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

Subject Advancement/Acceleration:

Based on student(s) needs which may be recognized in various ways, students may bypass specific subjects or skill levels. Single 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. Subject advancement/acceleration may include the following options:

- Advanced Courses in Mathematics - In accordance with State Bill § 115C-81.36. Advanced Courses in Mathematics (AMC) legislation, any student who scores a level five on EOG or EOC test for math will be enrolled in the advanced course option 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.
- Credit by Demonstrated Mastery - The State Board of Education's Acceleration Policy on CDM may be included as a subject advancement/acceleration option.
- Accelerated courses - Various individual accelerated course options are available within Asheboro City Schools. Accelerated course placements decisions are made by school administration and instructional leadership teams. AIG Specialists work collaboratively with school administration, instructional leadership teams, classroom teachers, students, parents/guardians to make accelerated course recommendations. Accelerated courses in middle school, NCVPS, and teacher provided cross grade level acceleration are examples of possible accelerated course options in Asheboro City Schools.

*** Practice H**

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

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 and differentiated curriculum and instruction.

Asheboro City Schools has the following resources and practices in place to intentionally develop the potential of young students includes:

- Promoting learning using research based strategies for underrepresented populations to facilitate the recognition and cultivating of outstanding potential
- Junior Great Books K-3 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
- Intentional 3rd grade talent development opportunities provided for all students in the regular classroom by AIG Specialists covering critical thinking skills and problem solving strategies
- Science and Nature Day for all third grade students to explore science and nature activities led by AIG specialists in collaboration with the North Carolina Zoo and Botanical Gardens. Activities correlate with the 3rd grade North Carolina Essential Science Standards and intentional frontloading exposure to the progression of standards in grades 4-5.
- PD on effectively teaching gifted students in order to increase the awareness of teachers to meet the needs of gifted learners and develop talent

The AIG Team has included developing talent and potential of young students as a goal for strengthening during the 2025-2028 AIG plan implementation. In order to reach this goal, the AIG Team has created the following procedures and partnerships:

- **Screening Checklist - Traits, Indicators, and Considerations of Giftedness form:** This form is modeled after research based indicators of student talents and advanced learning needs and document environmental factors that may unintentionally mask talents, potential, and advanced learning needs. The AIG Team collaborated with EC and ESL specialists as well as district mental health specialists when creating these forms to ensure clear and purposeful indicators of strengths in students from all populations as well as to build partnerships with these teams. Completion of this form may add students to the AIG Screening Pool and may be used K-3 as evidence for referral for AIG screening. Throughout the 2025-2028 AIG plan, the AIG Team will work to create meaningful opportunities and partner with already existing opportunities for K-3 teachers to use this form while observing students with a focus on recognizing student strengths and potentials.
- **Asheboro City Schools Innovation Center Partnerships:** The Global Innovation Center is located centrally within the district and houses many collaborative, creative, and innovative spaces such as the ACS Robotics Lab. This space is open for use by K-8 students and teachers. Teachers and instructional support specialists such as AIG specialists, may bring students to this space to engage in hands-on curriculum based tasks using a variety of codable and problem based learning tools. In addition, the Robotics Lab provides young students with access to experiences that foster critical thinking, creativity, curiosity, collaboration, and opportunities to showcase talents and potential in all students. The ACS Robotics Lab partnerships may include partnership between the AIG Team and the Innovation Center team to create K-3 focused PD opportunities, training for Innovation Center Team on the use of the Screening Checklist - Traits, Indicators, and Considerations of Giftedness Form, and intentional use of the Screening Checklist form during K-3 classroom visits to the ACS Robotics Lab.

* Practice I

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

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:

Grades 4-8

- K-3 Screening Checklists - Traits, Indicators, and Considerations of Giftedness forms and student screening pool data is maintained when students move into the next grade level or grade span. Screening Forms and data from students who are referred for AIG Screening in K-3 is maintained by the AIG specialists and shared with classroom teachers, instructional support specialists, and AIG specialist at new grade spans to demonstrate student talent, potential, and reframe mindsets for students as "at potential".
- Screening Checklists are also used for students in grade 4-8. Classroom teachers, EC, ESL, Title I, electives/specialists, and other instructional support specialists have access to this form and may use it to refer a student for AIG screening, or demonstrate the need for differentiated services of unidentified students through nurturing/talent development services provided by the AIG specialist.
- District professional development days include training provided by the AIG Team and other district leaders that may focus on overcoming implicit bias, culturally responsive practices, strategies recognizing talent and potential in all students, and casting a larger net when recognizing students' talents.
- Talent development will occur 4-8 based on normed assessment data administered throughout the year such as EOGs, NC check ins, grade level CFAs, MClass, or other district benchmark assessments. Student data for students identified as AIG and those receiving talent development services are maintained by the AIG specialist and shared with teachers, instructional support specialists, and other school personnel when creating plans for talent development services. Student data and screening forms are shared intentionally with stakeholders to influence mindsets and perspectives of all students as at potential. Flexible grouping and a range of services may be used to meet the needs of students during talent development services provided by the AIG specialist. 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 specialists on an ongoing basis and through the annual review process.
- Students who are not identified as AIG but qualify for advanced math courses through Advanced Math Course legislation (AMC) will receive talent development services provided by the AIG specialist. These students will also be automatically added to the AIG Screening Pool for annual review leading to potential AIG identification.
- Collaborative meetings with support staff (EC, EL, Title 1) to discuss AIG identification and programming for all students, service options, referrals for differentiated services, and district policies and practices.
- Enrichment opportunities/clubs provided by AIG specialist or classroom teachers for all students
- 6-8: Advanced course opportunities provided at all middle school sites for students demonstrating advanced learning needs. Advanced/accelerated courses at the middle schools are open to all students with demonstrated need for advanced content and/or content differentiated services.
- Asheboro City Schools district initiatives such as the Innovation Center/Robotics Lab and SparkNC Lab provide opportunities for all students in Asheboro City Schools to develop student interests, talents, and offer front loading experiences.

Grades 9-12

- Professional development regarding under-represented populations in AIG, strategies for recognizing student talents and potential, and culturally responsive teaching services provided by the AIG team and/or district staff on district professional development days.
- Collaborative meetings with support staff and school counselors to discuss service options, referrals for differentiated services, and/or advanced course enrollment and class registration.
- Mentorships, job shadowing, and apprenticeship for students to explore alternative learning pathways including Apprenticeship Randolph, Student Lift, and CTE pathways.
- Enrichment/Extracurricular opportunities such as school clubs, academic competitions, CTE student organizations, and programming provided by district partnerships.

- PreAP courses available to students in various courses; these may include English 1 and 2, Biology, and Arts.
- Advanced/accelerated courses are available at the 9-12 level in ACS and supported by district policy and practices such as Career and College Promise (CCP)/dual enrollment, AMC, and Honors/AP courses available for all students in Asheboro City Schools.
- Asheboro City Schools district initiatives such as the Innovation Center/Robotics Lab and SparkNC Lab provide opportunities for all students in Asheboro City Schools to develop student interests, talents, and offer front loading experiences.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

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.

Extracurricular programming in Asheboro City Schools is offered during and outside of school day and school sites share information regarding district opportunities with students and families across multiple platforms and communication avenues. Programming offered at different grade spans incorporate academic, athletic, artistic, enrichment, fine arts, and interest based options. Programming is intentionally planned by school and district staff and Asheboro City Schools partnerships in order to expose students to a wide variety of opportunities, foster talent development, provide front loading opportunities, and encourage the growth and development of student interests. Choices will vary within each school each year. The following are examples of extracurricular programming and options that may be available for students at each level:

Elementary School:

Literature Circles/Seminars
Independent research projects
Spelling Bee and Spanish Spelling Bee
ACS Third Grade Science Day
Family Engagement Nights
STEAM competition
After school clubs
Battle of the Books
Girls Who Code
Math Fair/Academic Competitions
Dual Language Immersion Program

Middle School:

Math Fair/Academic Competitions
Battle of the Books
Spelling Bee/Spanish Spelling Bee
Dual Language Program
Junior Great Books
Student Government
Science Olympiad
Math Olympiad
Beta Club

Project Based Learning
Socratic Seminars
CTE course extracurricular events
Mentorships/Job Shadowing
Yearbook Staff
Extracurricular clubs
STEAM competition
Extracurricular events provided by ACS partnerships

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, and TEACH program
Apprenticeship Randolph

*** Ideas for Strengthening the Standard**

During the 2025-2028 plan, Asheboro City Schools has the following goal related to Standard 2:

- Create intentional talent development opportunities for all K-3 students
- Use existing structures and programming to provide K-3 teachers opportunities to observe their students using the AIG Screening Form
- Build K-3 focused professional development opportunities at school and district levels

Planned Sources of Evidence

* AIG Team shared drive documents and resources

* AIG internal data spreadsheets

* AIG Team professional development materials

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including differentiation of learning environment and content, process, and product differentiation of the NC Standard Course of Study (NCSCOS). These services may include acceleration, pull-out classes, mentorships, and dual enrollment to address students' academic needs. Flexible options are used when planning differentiated curriculum for the range of advanced learning needs of gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or demonstrate advanced learning traits will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In the 2024 stakeholder surveys, 88% of students responded 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 AIG Team uses the NCSCOS as the foundation for various differentiated curriculum options including extension, enrichment, and acceleration. The following options may be used to adapt the NCSCOS 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 classroom teachers, instructional support specialists, or other stakeholders in the student's 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 NCSCOS; 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
- Extension and enrichment of core curriculum experiences through various district initiatives and partnerships such as the Innovation Center and SparkNC lab

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

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

- Additional coursework opportunities through NCVPS
- Enrichment and extension of core curriculum experiences through various district initiatives and partnerships such as the Innovation Center, ACS Zoo School, TEACH program, and SparkNC lab
- Honor course level development, implementation, and evaluation in compliance with State Board of Education policy CCRE-001

AIG specialists, classroom teachers, and other instructional support specialists 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 school based 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. In addition to common planning time, school bases grade level meetings, district professional development days, and instructional team meetings may be used to collaborate with instructional staff for the differentiated curriculum needs of advanced learners.

Asheboro City Schools' 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
- Socratic seminars/ literature circles
- Enrichment activities provided for AIG/ talent pool students via a digital learning platform
- Academic competitions

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

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 require differentiation in the core 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 to address a range of learning needs at all grade levels. Service options available include curriculum compacting, content modifications and differentiation strategies, flexible grouping options, whole grade and single subject acceleration, and independent learning opportunities. These options for differentiated instruction are planned for each AIG student in collaboration with the student's goals, feedback from the student's family, and student documented abilities, readiness, and interest. Information gathered from student achievement data, goals set by the individual student, AIG identification data/criteria, input from parent/guardians, and other pertinent historical student data is recorded on the student's DEP and used to develop differentiated curriculum service options to meet the advanced learning needs of each AIG student. This information documented on the students DEP assists in matching student needs to service options.

Practices K-12 used to address a range of AIG student learning needs may include:

- Flexible grouping practices based on student data, interests, and goals
- Direct instruction from AIG Specialist
- Intentional use of school intervention/enrichment blocks for AIG student instructional needs
- Coursework through NCVPS, AP, or CCP courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration
- Grade level acceleration
- Independent study options
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material
- Advanced coursework in middle school

In ACS, information in addition to student achievement and testing data may be gathered about student' abilities, readiness, and interests through the following options:

- Annual district AIG student surveys to help drive the addition of new courses, enrichment activities, career exploration studies, AIG partnerships, and extracurricular opportunities
- Annual district Panorama survey results (District SEL monitoring and prevention system)
- Classroom surveys and inventories
- Career interest inventories utilizing the Career Development Plan at the elementary and secondary level are utilized in planning for middle and high school courses.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Evidence-based resources are utilized in Asheboro City Schools K-12 to enhance student learning for AIG students. Classroom teachers and AIG specialists 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 engage in a variety of planning and professional learning opportunities in order to meet the needs of AIG students. AIG specialists engage in monthly team meetings as an AIG Team. During each meeting, AIG Specialists engage in internal professional development surrounding best practices and resources to meet the academic, intellectual, and social emotional needs of AIG students. AIG Specialists may also attend regional and state conferences, including the North Carolina Association for the Gifted and Talented conference, and engage in school based and district professional development which may cover a wide range of topics including research based strategies, social and emotional learning topics, and training on district initiatives.

Evidence based resources utilized by the district 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 compacted math curriculum and high school courses in order to provide acceleration options for those students.
- High school online courses, Advanced Placement courses, honors courses, and acceleration options
- PreAP coursework and resources for middle school and high school courses
- Springboard curriculum for middle school ELA framework
- AIG professional library of research based books and resources

Asheboro City Schools also 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 the 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 STEAM (Science, Technology, Engineering, Art and Math) competitions and Math Fair for gifted students to enrich and extend classroom learning.

Asheboro City Schools utilizes a range of resources and supports in order to meet the social and emotional needs of AIG students and support the building of durable skills. These options may include:

- AIG specialist collaboration with district instructional support teams such as EC, ESL, and school based instructional leadership teams to monitor student district SEL data as well as collaborate for student support
- AIG resource library housed and maintained by the AIG Team including research based books for teachers, administrators, and parents. Topics include assessment, differentiation strategies, social and emotional learning, and multicultural needs for gifted students. All stakeholders can check out resources from the AIG resources library.
- Digital resources including differentiation strategies for gifted students, research based strategies such as depth and complexity, DPI resources for AIG and MTSS, Twice Exceptional Learners, AIG and Multilingual Learners, and the DPI Call to Action brief and guidebook are available to teachers, administrators, instructional support staff, and parents/guardians on an ACS AIG Team website called the AIG Hub.
- ACS uses a district SEL prevention and monitoring system called Panorama. Survey data is collected in grades 4-12. This data is shared with school personnel in order to monitor and discuss the needs of all students in Asheboro City Schools. All AIG Specialists have access to Panorama survey results for the schools they serve and the Lead AIG Specialists have access to data from all schools. Data from Panorama may be used to identify trends in the AIG student population and students at risk in different categories. This information can be used to plan for student services, select instructional resources, recommend professional resources from the AIG resource library for school personnel, or identify resources of need for the AIG team and/or school personnel.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Asheboro City Schools fosters the development of durable skills including adaptability, collaboration, communication, critical thinking, creative thinking, empathy, learner's mindset, and personal responsibility 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. Advanced learning services and program options that target the development of durable skills and mindsets may include:

- Elementary specialists utilize resources such as 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 utilize Socratic seminars, CTE exploratory courses, advanced programming options including subject advancement options, and PreAP/AP and/or other advanced courses, Kaplan and Gould's Depth and Complexity thinking skills, Middle school specialists also collaborate with classroom teachers to provide curriculum and critical thinking skills support.
- Clubs and extracurricular activities are offered at all grade spans and are designed to foster the development of durable skills and mindsets. These activities many include, but are not limited to, Battle of the Books, academic fairs and competitions, robotics and coding clubs
- District specialists also provide professional development to district staff in order to model for teachers and other stakeholders how to increase skills such as critical thinking, rigor, classroom discourse, and collaborative learning during district professional development days

Asheboro City Schools is dedicated to building opportunities for students to explore durable skills, mindsets, 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. Some opportunities may include:

- Apprenticeship Randolph - This program for high school juniors and seniors includes summer programming at RCC and 40 hours per week of on-the-job training. During this program, local business partners select student apprentices from the program after course work completion. The program is spread over four years with students receiving paid, on-the-job training while earning an Associate of Applied Science Degree through Randolph Community College. Students completing Apprenticeship Randolph leave with durable skills and certifications necessary to begin careers in their fields at no cost.
- SparkNC - The Spark lab at Asheboro City Schools is part of the ACS Innovation Center. SparkNC is a partnership with ACS that provides innovative approaches to teaching and learning that will accelerate student progress on pathways to careers in high-tech fields like artificial intelligence and machine learning, software development, computer systems engineering, and cybersecurity. Students participating in SparkNC coursework can choose their course work in the high tech fields and earn high school credit for their completion. SparkNC courses are developed at advanced levels by industry partners and allow students to build real work durable skills while building professional networks. SparkNC courses can be accessed by students in 6-12.
- Asheboro City Schools Innovation Center - The Innovation center has spaces for students in all grade spans K-12 in ACS and houses lab space designed for student innovation including eSports, Robotics, SLICE (simulated lab in career exploration) lab, Entrepreneurship, Spark NC, and others. These STEM based labs allow hands on, problem based learning, Collaboration with area businesses, exploration and creative thinking, and real world applications of adaptability, communication, mindset, and other durable skills.

ACS works to cultivate durable skills through collaboration with community partners, organizations and programs at the secondary levels 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 CTE and advanced course options at middle school.
- TEACH Program partnership between ACS, Randolph Community College, and UNC-Greensboro dual enrollment program for students interested in a career in education

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, dual enrollment courses, and CTE academy options.

Asheboro City Schools is committed to fostering the development of future ready technological skills and the personal responsibility that goes with the use of technology 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 Workspace for Education), while participating in various learning opportunities in order to further develop durable skills and mindsets.

* Practice E

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

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 through differentiated curriculum and instruction and flexible grouping.

AIG specialists meet during school based collaborative data discussions to share strategies based on data. AIG specialists and classroom teachers meet regularly during common planning time, Collaboration Around Student Achievement (CASA) meetings, and/or grade level meetings 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). These data discussions help guide reflection on current AIG and talent development grouping and instructional strategies and help facilitate flexible grouping that may be needed to enrich, extend, or accelerate curriculum and instruction. Data including schoolnet assessments, EVAAS, and other formative assessments are used to create flexible groups and plan for purposeful differentiated curriculum instruction within the classroom and during school wide intervention/enrichment time

AIG specialists maintain data spreadsheets to monitor currently identified AIG students and talent development (talent pool) students. AIG specialists monitor student progress and regularly participate in school data discussions/CASA meetings to advocate for AIG and advanced learners, stay informed about student and teacher needs for differentiation, inform decisions about flexible grouping, and create plans to enrich, extend, and/or accelerate the core curriculum in small group settings. AIG specialists and classroom teachers analyze and actively collaborate using the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark and NC Check-in assessments
- Lexile level/ SRI data
- Cognitive Abilities Test
- IOWA Test of Basic Skills
- mClass/DIBELS (elementary)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data
- Middle school formative and summative data is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these assessments may enroll in high school courses offered at all middle schools

AIG specialists also collaborate with other instructional support specialist teams including ESL and EC in order to monitor and analyze data collected by these teams. This data is used to guide planning for the needs of twice exceptional and advanced learners who are also multilingual learners in the regular classroom as well as in small group settings. Collaborative data may also be used to create flexible grouping services, add students to the district screening pool and/or talent development pool, and lead differentiated instruction planning for these students.

AIG specialists may also use ongoing student assessment data in the following ways:

- Creating, monitoring, and/or adjusting flexible groups for school wide intervention/enrichment time for AIG and talent development pool students
- Planning K-3 enrichment and/or talent development services
- Sharing differentiated curriculum and instruction resources with classroom teachers
- Creating extension and or acceleration plans for students demonstrating need based on data
- Planning and monitoring supplemental resources for AIG and talent development pool students using online platforms such as Google Classroom, Khan Academy, Delta Math, Springboard, CommonLit, or Pre-AP

- Planning and implementing the use of pre-assessments with classroom teachers and/or grade level/department teams
- Analyze growth and projections of achievement for AIG and talent pool students

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Asheboro City Schools (ACS) AIG Specialists collaborate with a variety of personnel regularly to implement differentiated curriculum and instruction to meet the needs of advanced learners. The AIG Team recognizes that AIG students and advanced learners have a wide range of strengths and needs and may be served in more than one setting throughout the school building during the instructional day. Collaboration between the AIG Team and school personnel responsible for programs, services, and instruction of AIG students is a priority for the ACS AIG Team. AIG Specialists may use the following strategies, practices, and established AIG programming in order to collaborate with personnel to implement differentiated curriculum and instruction to meet the needs of advanced learners:

- Shared data and AIG specialists participation in school based data conversations to advocate for the differentiated curriculum and instruction needs of advanced learners
- AIG services including co-planning and co-teaching or push-in services in the regular classroom
- AIG Specialists participation in school based grade level/department team meetings, PLCs, MTSS teams, and other existing school based teams to ensure collaboration between AIG specialists and other instructional support teams
- Support before, during, and after common planning with classroom teachers of AIG students including shared resources, regular collaborative planning, and coaching/modeling of resources and differentiation strategies
- AIG specialists collaborate with classroom teachers and Instructional facilitators to assist in planning and implementing strategies for review and/or enrichment during end of year assessment planning
- AIG specialists provide professional development planned in collaboration with district curriculum and instruction teams, school based leadership teams, school administration and instructional teams, and priorities set by the AIG Team during district wide professional development days
- Annual professional development requirements for personnel involved with programs and services for AIG students include PD on differentiated curriculum and instruction strategies for advanced learners
- AIG Team created website for teachers and instructional support specialist including resources and examples of curriculum based differentiation examples, strategies for adding depth and complexity to the core curriculum, common misconceptions about the learning needs of AIG students, and resources to support twice exceptional and gifted multilingual learners

*** Ideas for Strengthening the Standard**

During the 2025-2028 plan, Asheboro City Schools has the following goal related to Standard 3:

- AIG Specialists will collaboratively create AIG Alpha Level - Mini course for newly identified AIG students
- Creating a bank of curricular examples of questioning progression, extension tasks, supplemental resources, and strategies for incorporating critical thinking skills for use by classroom teachers of AIG students

- Continue adding on to the PD offered by AIG specialists on critical thinking and rigor

Planned Sources of Evidence

* AIG Team spreadsheets for identified and talent development students

* District shared data and AIG resources

* AIG Specialists provided district PD on critical thinking and rigor

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Asheboro City Schools (761) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 are AIG licensed. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between district level and school level administrative leaders and the AIG Team. The AIG Team is composed of the lead AIG specialist, school based AIG specialists, and the K-12 Director of Curriculum and Instruction.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists. Together, the AIG Specialists serve the schools in the district. They collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The Director of K-12 Curriculum and Instruction is a crucial member of the AIG Team. The Director of K-12 Curriculum and Instruction and the Lead AIG Specialist work together to:

Create a comprehensive support system for the AIG Specialists and AIG program initiatives, ensure district level representation for AIG at administrative leadership and department level meetings, and build district collaborative efforts and partnerships to benefit AIG students and programming

One ACS AIG licensed specialist serves as Lead Specialist/coordinator for the district. The district provides one day a week for the Lead Specialists to be specifically dedicated to AIG Coordinator responsibilities and duties. The Lead Specialist serves as a representative for the AIG department at district collaborative conversations, regional and state level meetings, professional development opportunities, and other state initiatives to support gifted programs. Monitoring and evaluating of the local AIG program is done in connections with 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, plans and leads AIG advisory team meetings, maintains AIG records in NC Student Information System (NCSIS) and the district's internal database including, completes and verifies fall and spring headcounts and annual AMC reports. The lead specialist completes these tasks and data collection/monitoring in order to better monitor AIG plan implementation and monitoring.

Together, the AIG Team will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted students.
- Select or hire qualified personnel to serve AIG students
- Encourage qualified applicants who do not possess AIG licensure to pursue AIG certification and create structures to maintain currently AIG certified teachers

- 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 and AIG Advisory Team meetings to guide, plan, develop, implement, and continuously monitor the district AIG plan.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

Asheboro City Schools currently employs four full time AIG Specialists who serve the schools in the district. ACS AIG Specialists implement the AIG Plan in accordance with the NC AIG Program Standards and work directly with AIG and advanced learners to support academic, intellectual, and social emotional needs and services. Each school has an assigned AIG Specialist. Placement decisions for AIG Specialists are made by the Director of K-12 Curriculum and Instruction based on the AIG needs of each school site.

2024-2025 stakeholder survey data showed that 95% of teachers agree that the AIG program provides a range of services across all grade spans to meet the needs of AIG students and AIG specialists are engaged in tasks which directly address the needs of AIG learners. Teachers also responded at a 95% approval rate that the district uses challenging, rigorous, and relevant instruction to meet the diverse needs of AIG students in reading and math. Survey responses noted that collaboration with the AIG Team included: AIG Specialists teaching model lessons in clustered classrooms, small group instructions for enrichment and/or acceleration, providing curriculum materials, assisting with differentiation through grade level or team planning, clearly communicating district wide screening procedures and planning, and conferencing with parents

As a result of this survey data, all AIG Specialists will continue to collaborate with and provide support for classroom teachers and support staff to meet the academic and intellectual needs of gifted learners through various models outlined below.

Elementary and middle school AIG Specialist support provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials specific to the needs of advanced learners, data collection and monitoring, small group instruction and services, collaboration with other instructional support teams, and advocacy for student services, placement, and/or clustering.

High School support from AIG Specialist may include collaboration with School Counselors and other support staff, data collection and monitoring, fall and spring headcount completion, annual AMC verification, collaboration to build and maintain partnerships between the high school, AIG team, and families, district professional development opportunities, and collaboration between other departments and services such as CTE, ACS Innovation Center, and testing and accountability.

The AIG Team is committed to providing support and collaboration to foster the growth of the goals of the AIG program at all grade spans. The following are additional supports provided for AIG programming and student academic, intellectual, and social and emotional needs.

AIG Specialists collaborate with support services to monitor and address the social and emotional needs of gifted learners at all grade spans. Collaborative meetings with AIG Specialists and School Counselors, Social Workers, or district Mental Health Facilitators are held as needed to discuss issues and trends associated with gifted learners, district Panorama Student survey data, attendance, and/or behavior and office referral information.

AIG Specialist and School Counselors also collaborate with a 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, all 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, AIG specific professional development needs or opportunities, or ideas for the future of the AIG program at each site.

The AIG Team works to continuously support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners K-12 in the school district which may include the following:

- Academic Competitions such as Spelling Bees, Math, Science, and/or Technology Fairs
- Enrichment and extension curriculum resources such as Junior Great Books
- Independent projects and learning opportunities
- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- CCP coursework
- Governor's School
- Summer enrichment opportunities and partnership including local partnership programming, CTE, and NCSSM opportunities
- Advanced/Accelerated coursework in middle school (high school courses)
- 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.

Professional development for personnel involved with AIG programs and services are reviewed and evaluated frequently with the district AIG Team, which includes the Director of K-12 Curriculum and Instruction and school based AIG Specialists. Current stakeholder survey responses from classroom teachers, instructional specialists, and administrators indicated a desire for AIG focused professional development including differentiation strategies, critical thinking resources, and access to resources specifically tailored to the needs of AIG students. Annual survey results are used to guide the planning, development, and options for professional development requirements for personnel involved in AIG programs and services in order to effectively respond to the current needs of the district. Current professional development requirements and opportunities include, but are not limited to the following:

AIG Specialists

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 internal AIG PD at monthly AIG team meetings, joint planning sessions for AIG specialists, collaboration with school based Instructional Facilitators, annual book study, annual peer observations and feedback, and opportunities for professional development at regional and state workshops/conferences as available.

Continuing Education Units (CEUs) are awarded for AIG Specialists involved in PD pertaining to AIG students and the needs of advanced learners. Participation in AIG specific professional development and CEU documentation is maintained by the AIG Team.

Classroom Teachers and Instructional Support Specialists

The AIG Team has developed an annual AIG student roster and teacher professional development verification form called the AIG Alignment and Advocacy Toolkit (Teacher AAA Toolkit). This digital toolkit is shared with classroom teachers and instructional support specialists involved with AIG programming and services by the school based AIG Specialist each year. The Teacher AAA Toolkit consists of a menu of professional development options for teachers and support specialists working with AIG students as well as a beginning of the year and midyear roster verification. The Teacher AAA Toolkit is started with the AIG Specialists and teacher or support specialist at the beginning of the school year. Teachers and support staff have several choices for annual professional development requirements to complete that are outlined in the AAA Toolkit. Each teacher working with AIG students completes verification forms attached to the AAA Toolkit to record completion of roster verifications and professional development completion.

Options for annual professional development requirements may include:

- Completion of AIG add on licensure including a passing score on the Praxis exam
- Attending district professional development provided by the AIG Team
- Self paced professional development options including Booster Shots, Call to Action materials, social emotional learning, AIG and MTSS, twice exceptional learners, and AIG and multilingual learners DPI resources
- Self paced coursework and resources created by the AIG Team to prepare teachers for the AIG Praxis exam
- Outside of the district professional development pertaining to the needs of advanced learners such as conferences, NCEES self paced courses, AP training, and/or content focused courses
- Documented planning and co-teaching with AIG Specialists
- Attending AIG Team meetings
- Participation on AIG Advisory Team

Records of teacher completion of annual roster verifications with the AIG Specialist and professional development options are maintained by the AIG Team. CEUs are awarded to teachers completing professional development requirements annually.

School Administration Teams and Student Service Personnel

School based administrators and student service personnel play an important role in supporting, maintaining, and monitoring AIG programming and service models in their schools. School administration teams and student service personnel meet individually with AIG Specialists each year to review the Admin AAA Toolkit. Similar to the Teacher AAA Toolkit, the administration version houses AIG documents such as the AIG Plan administrative summary, resources and professional development resources available to administrators, AIG student demographics for the school, AIG students data, and teacher AAA Toolkit PD completion data. Administrators and student service personnel complete an annual verification form attached to the AAA Toolkit. Administration team and student service personnel verification and data is collected and maintained annually by the AIG Team.

District Leadership

District leadership provides essential support, district partnerships, and resources necessary to grow, maintain, and develop AIG programming and services. The following resources and opportunities for professional growth are housed using a digital document and are available to district leadership:

- ACS AIG Plan, Executive Summary linking the AIG Plan to NC AIG Program Standards, and Article 9B
- DPI Call to Action guidebook and briefs
- AIG program evaluation data and feedback

The district also recognizes the importance of recruiting and retaining AIG licensed educators. All personnel involved in AIG programming and services are encouraged to participate in district course work and professional development in preparation for the AIG PRAXIS assessment. 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.

The AIG Team is responsible for sharing best practices and current AIG plan guidelines with school administrators to ensure AIG cluster guidelines are implemented at elementary and middle schools. 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. AIG students are clustered and placed with AIG licensed classroom teachers whenever possible.

When an AIG licensed teacher is not available, the AIG Team has created a menu of professional development options and required action steps for classroom teachers to meet local ACS AIG classroom teacher requirements. This is called the Teacher AIG Alignment and Advocacy Toolkit (AAA Toolkit) and is outlined in Standard 4 practice C. Completion of annual Teacher AAA Toolkit required action steps are recorded by the AIG Team and teachers are awarded CEUs for completion of professional development requirements. Documentation of classroom teachers meeting local AIG classroom teacher requirements are kept by the AIG Team and shared with school based administrators. Completion of local professional development requirements for classroom teachers or AIG licensure is a district goal for all teachers serving AIG clusters.

Asheboro City Schools' continued goal is to increase the number of classroom teachers who have earned an AIG add-on license through Institutes of Higher Education and/or Praxis requirements. In addition to local AIG classroom teacher requirements, the AIG Team's goal is to offer a local professional development course to help prepare teachers to take the Praxis exam in order to add AIG licensure to their current teaching certificate.

*** Practice E**

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

Asheboro City Schools (ACS) and the ACS AIG Team recognizes the importance of having AIG licensed professionals directly involved in programming and services for AIG students. Additionally, the district acknowledges that the recruitment and retention of AIG licensed teachers that represent the makeup and demographics of our district is imperative. The following strategies are intended to attract, support, and maintain AIG licensed educators.

Recruitment:

- Principals are encouraged to embed questions into the interview and selection process to identify candidates who demonstrate knowledge of rigor, differentiation, exceptionalities, and specific understanding of the needs of gifted learners. Sample questions may include: What characteristics do you look for when working 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?
- Principals, district administration, and district representatives are strategic when making hiring recommendations based on the needs of individual schools
- District recruitment of diverse teaching staff may include targeted recruitment efforts at job fairs, institutes of higher education, and professional organizations, and AIG Team representation at district recruitment efforts at career fairs and HBCU teacher job fairs

- Collaboration with the Human Resources and Support Services department to share recruitment needs, ACS AIG brochures, and information as needed for Director of Communications and Talent Development
- Praxis exams fee reimbursement for teachers pursuing and passing the AIG licensure Praxis

Retention:

- Continuous support for AIG licensed and AIG cluster teachers through ongoing mentoring, professional development support, and collaborative planning for teachers of gifted students to encourage professional growth and retention
- AIG Hub: A digital resource bank designed by the AIG Team to house support materials, differentiation strategies, past PD presentations, and AIG documents to support classroom teachers and build capacity for inclusivity and responsiveness to all learners
- PD designed and delivered by the AIG Team to support the needs of AIG personnel and intentional efforts to include AIG licensed personnel in district PD presentations
- Monitoring and Feedback: Annual surveys for collecting feedback from AIG classroom teachers on the effectiveness of PD programs and AIG Team support efforts and use the data for continuous improvement
- Build partnerships to support AIG teacher professional growth such as with the ACS Innovation Center, involvement in AIG Team meetings and internal professional development, and nominations to join the AIG Advisory Team
- Continued meaningful partnerships and collaboration with academic specialist support teams and other district teams such as Beginning Teacher support and Lead Mentors. Partnerships with established teacher support groups help to build capacity of all personnel and provide substantial support for classroom teachers working with AIG students with exceptionalities.

The AIG Team acknowledges that many teachers hired into Asheboro City School are not currently AIG licensed and will continuously revise and update internal PD coursework to best support teachers working toward AIG licensure. AIG Specialists work to grow interest in AIG programming and professional growth, and offer support for classroom teachers interested in pursuing AIG licensure. ACS also reimburses teachers who pass the AIG add-on license Praxis exam.

*** 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 2022-2026 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 continue to provide professional growth opportunities for staff that focuses on expanding academic and enrichment opportunities for all students.

Local AIG survey responses from classroom teachers indicated a need for specific professional development on recognizing talents and potential in underrepresented populations, differentiation strategies for all learners, and strategies for curriculum extension and enrichment.

Asheboro City Schools has created a district wide professional development model for early release days and specific required teacher workdays. On these days teachers and school staff sign up for a variety of professional development topics across the district. Many topics offered during district professional development days directly support access and expanding advanced learning opportunities. Topics covered during these district professional development days may include: culturally responsive learning, empowering multilingual learners, MTSS, and classroom discourse.

Based on the current ACS strategic plan, professional development initiative, and stakeholder survey results, the ACS AIG Team may use the following action steps to provide and implement professional learning opportunities to expanse access and excellence in gifted education:

- Ensure AIG Advisory Team representation from academic support specialists teams and ensure the Advisory Team has representations that match the makeup of the district.
- Provide locally developed professional development that focus on differentiation, critical thinking, effective strategies for rigorous instruction, and talent development as well as other topics that may be requested by individual school or district leadership.
- Utilizes research based resources, including those provided by NCDPI such as the Call to Action brief and Guidebook, informational sheets including Twice Exceptional Learners, MTSS and AIG, and AIG and Multilingual Learners. These resources are shared with academic support specialists and district teams, are kept in the ACS AIG Hub as a resource for classroom teachers, and are part of the professional development requirements for teachers working with AIG students.
- Integrate current action steps set by other district teams within ACS.
- 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 expanding opportunities for all in Asheboro City Schools.

* 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:

Goal 1: 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 professional development model to ensure needs of gifted students and advanced learners are addressed

Goal 3: To increase partnership with Exceptional Children, ML, 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

The AIG Team partners with the district professional development team to offer PD related to gifted learners at the district and school levels through various models. These PD sessions may be offered during school based staff meetings, early release days, mini-conference professional development days, or regular grade level/content meetings. PD resources include: Booster Shots from DPI, research based instructional strategies, AIG professional development, Call to Action Brief and Guidebook, and/or other DPI materials. Specific focus is given during these PD 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 regular grade level planning and data meetings in which the AIG specialists participate. 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.

* Ideas for Strengthening the Standard

During the 2025-2028 plan cycle, Asheboro City Schools has the following goals related to standard 4:

- Implement, monitor, and evaluate the effectiveness of the newly designed annual Teacher AAA Toolkit and Administration AAA Toolkit and verification forms
- Create a one-page document or brochure to highlight AIG programs and services in ACS for teacher and support staff use
- Build upon the current partnership with the ML department to create resources and support specifically for Dual Language program teachers

Planned Sources of Evidence

* Teacher and Administrator AAA Toolkit verification forms	
* Teacher AAA Toolkit PD completion documentation	
* AIG Specialists PD attendance rosters	
* PD offerings by the AIG Team	

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 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

The Asheboro City Schools AIG Team, including the Director of K-12 Curriculum and Instruction, ACS Lead AIG Specialist, and AIG Specialists, work to build and maintain intentional two-way partnerships with parents/guardians to develop services and programs for gifted learners and provide opportunities for mutually beneficial AIG programming. According to the most recent 2024-2025 AIG stakeholder survey data, 85% of parents/guardians agree or strongly agree that the district shares and communicates information regarding AIG programming and advanced learning opportunities effectively. Based on survey data results, the AIG Team will continue to improve two-way partnerships with parents/guardians and enhance efficient communication efforts.

Asheboro City Schools supports the work to develop and maintain partnerships with parents/guardians through the following ongoing program efforts:

- Annual AIG informational meetings to inform stakeholders and provide opportunities for parents/guardians to give feedback regarding programming
- Annual DEP meeting where students and parents/guardians have the opportunity to learn about identification criteria and program and services options. Then, collaborate, ask questions, and provide feedback to match services to their student's advanced learning needs
- District and/or school based AIG surveys for students, parents/guardians administered annually
- School based family engagement nights
- Welcome Center information for families about a number of ACS and community resources and programs, including academic, safety, health and wellness, and enrichment opportunities
- Asheboro City Schools Global Innovation Center labs and programming, including the SLICE lab, Robotics lab, eSports labs, and Drone Soccer opportunities.
- District family engagement events, resources, and partnership opportunities held in connection with the Asheboro City Schools Welcome Center, CTE, and other district departments.
- AIG focused parent/guardian learning opportunities provided in connection with other AIG partnerships such as North Carolina School of Science and Math

- AIG Specialist collaboration with school counselors, district and school leadership, and other curriculum and instruction departments in order to provide support for the vast needs of AIG students and parent/guardian engagement events
- AIG Specialists collaboration with school counselors, school social workers, classroom teachers, and other academic support staff during parent/teacher conferences and various student support services meetings such as student referrals, 504 conferences, IEP meetings, etc.

In addition to these efforts, The AIG Team works closely with the ACS AIG Advisory Team. The AIG Advisory Team consists of various school and district level stakeholders and parents/guardians representing different perspectives, backgrounds, and experiences representative of the district. The AIG Advisory Team serves in three year terms in order to monitor implementation of the current AIG plan, provide ongoing feedback and progress monitoring, and intentional networking for the creation of the new AIG plan.

A district wide communication system, SchoolStatus, is used to increase direct two way communication with parents/guardians regarding formal and informal communication efforts. SchoolStatus allows parents/guardians to message AIG Specialists directly using text messaging in their native language. This communication system has increased two-way communication that is automatically translated, increased the confirmed delivery of AIG quarterly newsletters and AIG meeting/family engagement or learning event information, and increased parent/guardian annual survey feedback participation.

AIG Specialists may also engage in School Status two-way communication with parents/guardians in order to:

- Invite parents/guardians to participate in AIG program events such as volunteer and chaperone opportunities, attend school/district competitions, and/or participate as club or extracurricular sponsors
- Invite parents/guardians to expand on annual survey feedback, participate in a focus group, or collaboration for future parent/guardian opportunities or family engagement events
- Receive information from parents/guardians without worry of translation efficiently regarding student health and wellbeing, academic needs or concerns, social/emotional needs or concerns, participation in school/district level events or competitions, or other information needed to best meet the needs of the student.

*** 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 the partnerships with community stakeholders are an essential component of student success. Partnerships between Asheboro City Schools and the greater community support AIG programs and services such as enrichment and extracurricular activities, partnerships with institutions of higher education to support advanced and accelerated course work access, mentorships, and social and emotional service options. These partnerships enhance and increase district wide advanced learning programs and service opportunities for all students beyond those provided directly by the AIG Team.

District-wide community partnerships that support initiatives to enhance and support local AIG programming and services may include, but are not limited to:

- Faith based partnerships
- North Carolina Zoo and Botanical Gardens
- Randolph County Chamber of Commerce
- Randolph Community College
- Communities in Schools

- Apprenticeship Randolph
- Randolph County Cooperative Extension

Local community stakeholders play an important role in initiatives to provide effective educational experiences for enrichment, extension, and acceleration for all students. Opportunities to collaborate with community stakeholders allows students to have real world experiences within and outside of the classroom. Community partnerships also provide mentoring for students, extracurricular events and competitions, and partner for professional development opportunities for Asheboro City Schools staff. These programming and service initiatives also provide aid in frontloading curriculum and experiences and help to develop the talents and potential of all students. Some of the currently developed partnership efforts between Asheboro City Schools and local community stakeholder organizations may include:

- **North Carolina Zoo and Botanical Gardens:** The AIG Team partners with the NC Zoo for the annual 3rd Grade Science Days. This partnership provides all ACS 3rd graders the opportunity to spend a day at the Zoo engaged in hands-on science explorations based on 3rd-5th grade science standards. This event enhances student learning opportunities by providing STEM enrichment, interdisciplinary learning, frontloading of science standard progression, and exposure to various career options. The NC Zoo also partners with ACS as part of the Asheboro High School Zoo School where 9-12 students can take concentrated science and agriculture courses, including honors and AP level courses, at the NC Zoo. This coursework includes collaboration with the zoo staff and work throughout the zoo property through experiences such as field research, animal encounters, and problem based learning.
- **Communities in Schools:** This partnership provides school based support for students throughout Asheboro City Schools. Communities in Schools helps to provide mentorships for students, weekend food resources for students in need, connections to other community resources for tutoring and mental health needs, and student success staff present at all schools in the district.
- **Randolph Community College:** RCC partners with ACS for College Career Promise and Dual Enrollment access, practices, and policies. The High School Career coach provides student support to navigate policy and practices in order to access advanced course options at RCC. Access to advanced and specialized courses provides students with accelerated learning opportunities and exposure to various careers of interest, allows early college exposure, and saves families money on the cost of higher education.
- **Apprenticeship Randolph:** This program for high school juniors and seniors includes summer programming at RCC and 40 hours per week of on-the-job training. During this program, local business partners select student apprentices from the program after course work. The program is spread over four years with students receiving paid, on-the-job training while earning an Associate of Applied Science Degree through Randolph Community College. Students completing Apprenticeship Randolph leave with the skills and certifications necessary to begin careers in their fields at no cost.
- **Academic and Club Competitions:** Many academic student competitions are supported by community stakeholders including STEAM competitions in partnership with NC FAME (Federation for Advanced Manufacturing Education), regional and state math fairs in partnership with NC Council of Teachers of Mathematics and UNC-Greensboro, and clubs such as drone soccer, Girls who Game, Girls who Code, FFA, DECA, Beta Club, and National Honors Society that partner with a wide variety of community businesses and organizations.

To support, grow, and increase current partnerships efforts Asheboro City Schools also utilizes internal support systems that enhance district wide programming and services and foster new partnerships for the stakeholders throughout the district. These internal structures include:

- **Asheboro City Schools Welcome Center:** This is a grant funded community partnership building initiative. The Welcome Center staff works to build, support, and connect community resources with ACS families. The Welcome Center hosts partnership events and house resources including AIG program and other district service informational materials.
- **Asheboro City Schools Global Innovation Center:** The Asheboro City Schools Global Innovation Center is made up of labs - eSports, Robotics, SLICE (simulated lab in career exploration) lab, Entrepreneurship, SparkNC, and others. These STEM based labs allow hands-on, problem based learning, collaboration with area businesses such as Toyota, and allow students to network with experts and industry professionals that bring learning to life. Labs expose students to various STEM careers, help students identify their passions, and foster a community for students.

- District Leadership Teams: District leadership teams share resources between departments, support and develop district wide professional development events, and work to connect resources, district initiatives, and partnerships to individual school sites.

* 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 utilizes an advisory team to review, develop, implement, monitor, and revise the local AIG program and plan on a three year cycle. Additionally, the team reviews the strengths and seeks continuous improvement in all areas of the AIG plan.

The current ACS AIG Advisory Team (A-Team) began their three year term during year two of the 2022-2025 AIG plan implementation. A-Team members continued their work as an advisory team during year three of plan implementation and 2025-2028 plan creation, and will complete their term during the first year of the 2025-2028 plan implementation. A new A-Team will be established for the same 3 year cycle during the second year of implementation of the 2025-2028 plan.

Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team (A-Team) includes the following members on a three year term cycle:

- The ACS AIG Team comprised of: the Director of K-12 Curriculum and Instruction, the Lead AIG Specialist, and School level AIG Specialists
- ACS Chief Academic Officer/Assistant Superintendent of Curriculum and Instruction,
- School Principal representative
- Classroom teacher representative from each grade span
- Parent/guardian representatives
- Community Partnership representatives
- ACS Curriculum and Instruction department representatives, Instructional facilitators, or other support staff representation

The AIG Team continuously works to ensure A-Team participation reflects the varied needs, backgrounds, and collaborative instructional support that are representative of Asheboro City Schools.

Due to the three year term cycle, the A-Team is able to actively participate in all phases of development, implementation, monitoring, revision, and accountability of the AIG plan. The A-Team utilizes in person meetings in order to complete this work. During meetings, the A-Team may use the following strategies and procedures:

- Presentation of annual stakeholder surveys, annual AIG progress reports, and other data relevant to the AIG program from the AIG Team
- Collaboratively analyze annual surveys, stakeholder feedback, and other data
- Presentation of annual program updates on AIG plan initiatives, additions or changes to programming, and work on goals/ideas for strengthening from the AIG Team
- Collaborative feedback from A-Team regarding presentations of data, program updates, ideas for strengthening, and intentional networking opportunities for the ACS AIG program

- Continuous notes regarding potential revisions, edits, additional collaborations, and new programming and service ideas for the next AIG plan
- Request from the A-Team for additional data, documentation, or other information from the AIG Team regarding the progress and implementation of the current AIG Pla

* Practice D

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

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

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

Asheboro City Schools informs all students, parents/guardians, and the community of information related to the current plan, program services, and other policies regarding opportunities available to AIG students on an on-going basis and ensures that the information is 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 available in English and Spanish.

AIG Specialists and school level personnel, in collaboration with the Director of K-12 Curriculum and Instruction, 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. School event information is shared digitally using the district communication system, SchoolStatus, which allows all information and direct communication to be automatically translated for families. Translators are also available for these events.

AIG brochures and the AIG Parent/Guardian Handbook contain information about program options for gifted education, the AIG plan, and local policies and procedures related to advanced learning opportunities. These documents are available on the district website, the AIG Team Google Site, in the Asheboro City Schools Welcome Center, and are shared with families during annual DEP meetings. At the elementary and middle school level, AIG Specialists create a quarterly AIG newsletter, in both English and Spanish, that is distributed along with student report cards. Past topics for newsletters have included: AIG student celebration, talent development spotlights, club and extracurricular activities, summer enrichment opportunities, tips for working with gifted students at home, and district AIG events. The district AIG team also utilizes district social media to share celebrations and information related to the AIG program.

At all grade spans, student enrichment opportunities are shared on an ongoing basis with students and parents/guardians through learning platforms, newsletters, and/or phone messages. At the 9-12 grade span, updates may also include scholarship opportunities, small learning community or CTE pathway opportunities, information regarding clubs and extracurriculars, information regarding CCP and/or dual enrollments, partnerships with other organizations such as the North Carolina School of Science and Math, and/or community events that may be of interest to AIG families.

The Director of Communications and district and school leadership will provide information regarding advanced learning and gifted education as needed/available to the community through various methods including local media outlets, social media, automated telephone messages, newsletters, 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. These resources and policy information will be posted on the district website when appropriate and translated. The ACS AIG Hub Google site also houses all information and documents concerning AIG programs, policies, services, and professional learning for teachers, students, parents/guardians, and the community.

*** Ideas for Strengthening the Standard**

During the 2025-2028 AIG Plan, Asheboro City Schools has the following goal(s) related to Standard 5:

- Seek additional opportunities for intentional two-way partnership and feedback from parents/guardians and stakeholders.

Planned Sources of Evidence

* AIG Newsletters	
* SchoolStatus communication logs	
* AIG Parent/Guardian programming information flyers	
* A-Team Meeting attendance rosters and presentations	

Type	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 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

The Asheboro City Schools AIG plan outlines the identification process, service options, delivery of services for AIG students in grades K-12, personnel and professional development, partnerships, and program accountability measures utilized throughout the district. The 2025-2028 AIG Plan was developed in accordance with the General Assembly passage of Article 9B, the North Carolina Academically and/or Intellectually Gifted Program Standards, local and state policies and practice for gifted students, and comprehensive program evaluation data.

The AIG Team in partnership with the ACS AIG Advisory Team reviews the existing AIG plan and assesses the strengths and continuous improvement areas. This process involves school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2022-2025 AIG Plan which contained guidelines to identify potentially gifted students through a lens of expanding excellence and establish procedures for providing appropriate educational services. A self assessment was completed in the fall of 2024 with feedback from various stakeholders surveys (parents, students, certified staff) and DPI from the 2022-2025 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 2025-2028 Academically and/or Intellectually Gifted Education Program Plan that is designed to meet the needs of gifted students and cultivate talents and potential while providing access and expanding excellence for all students in Asheboro City Schools. The AIG Team, under the direction of the K-12 Director of Curriculum and Instruction, implements and monitors 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 2025-2028 AIG Plan was submitted to the Asheboro City Schools Board of Education at the May 2025 meeting. Upon approval of the 2025-2028 ACS AIG Plan by the local board of education, the plan will be submitted to the State Board of Education/DPI for review and comments.

Copies of the completed and approved plan will be given to each AIG specialist, principal, and central office curriculum and instruction team member. DPI review feedback and comments will be shared with the AIG Team and AIG program stakeholders when released by DPI. The district AIG plan and DPI feedback 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 annual DEP meetings.

*** 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 Program is evaluated formatively and summatively according to state legislation and the North Carolina AIG program standards. The plan ensures that student screening, identification, and services for academically and/or intellectually gifted students are

aligned and comply with both state legislation and policies as well as federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan.

School level formal and informal data collection instruments are used on an ongoing basis and may include: test data, grade level team meetings, written and oral questionnaires, review of multiple performance indicators, and student portfolios.

AIG Specialists meet with classroom teachers, academic support staff, and/or grade level teams regularly to collaboratively plan at their assigned school sites, share data from AIG district wide screening and/or AIG identification, review student performance data, and collaborate for the needs of all advanced learners. Professional development opportunities provided by the AIG team and/or in collaboration with classroom teachers in response to collaborative needs or based on AIG plan implementation are documented as evidence of AIG plan progress monitoring.

The AIG Team implements knowledge of the identification procedures for all students displaying talents and traits of academically and/or intellectually gifted students in accordance with the AIG plan. AIG specialists analyze assessment and achievement data for individual students throughout the school year. AIG specialists perform the following in order to implement the AIG plan and monitor progress of AIG plan standards and practices:

- 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/guardians of results of testing and identification, and AIG program and service options

All referral, screening, identification and other evaluation data and procedures are supervised by the AIG Specialists and K-12 Director of Curriculum and Instruction. This data is maintained by the AIG Team and is housed in student AIG folders and the AIG shared drive. District level AIG plan progress and program accountability is collected throughout the school year during monthly AIG Team meetings with the AIG Team, including AIG specialists and K-12 Director of Curriculum and Instruction. During monthly meetings, the AIG Team discusses progress of the plan, problem solves, and collaboratively makes recommendations for improvement in AIG curriculum and instructional strategies. Notes and action item minutes from monthly AIG Team meetings are kept digitally for documentation. The AIG Year-at-a-Glance document is reviewed and amended at monthly meetings and is a tool for monitoring the implementation of the AIG Plan monthly by grade span and denotes personnel involved in each action item. The AIG Team, including the Director of K-12 Curriculum and Instruction and AIG Specialists collect sources of evidence and records from school and district levels measures of monitoring in a shared AIG Google Drive. The AIG Lead Specialist and The Director of K-12 Curriculum and Instruction coordinate with other departments to monitor district implementation of the plan.

Progress of the implementation of the local AIG program is reported on a regular basis, to local stakeholders including the AIG Advisory Team and school and district level leadership. Progress report options may include: AIG Advisory Team meeting updates and feedback, annual meetings and survey feedback from stakeholders, biannual reports for school and district level staff, AIG internal data monitoring spreadsheets, and AIG Team meetings with the Director of K-12 Curriculum and Instruction/Central Office Curriculum and Instruction Team.

*** 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 K-12 Curriculum and Instruction 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 in compliance with state and local policies. The department prioritizes people, resources and professional development, based on program needs, to ensure students will benefit when planning for 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.

*** 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 disaggregated student achievement and growth each school year. Historical achievement and growth data is maintained on the AIG shared drive. Data collected by specialists may include: historical assessment data, nationally normed measures of aptitude and/or achievement, Lexile, district benchmarks, EOG scores, advanced course enrollment, CCP enrollment, and EVAAS growth data for AIG students. This data is reviewed regularly at monthly AIG Team meetings to recognize patterns and trends and help monitor AIG students' needs and effectiveness of the AIG program.

AIG specialists participate in data discussions at elementary and/ or middle school sites to analyze student growth with an intentional focus on underserved populations. Data from district and school based SEL needs may also be reviewed during these discussions. In addition, AIG lead and middle school specialists collaborate with the high school and high school counselors to gather and analyze AP data including AP scores, enrollment statistics, and other academic data. High school and middle school counselors also collaborate with the AIG Team on topics of student performance, SEL concerns, dual enrollment/CCP coursework, and AMC legislation reports. AIG Specialists share data with school and district MTSS teams in order to influence practices and provide annual updates.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of AIG student growth and student success projections are also analyzed when considering student achievement and growth. This data will be shared with principals and teachers in order to determine service options and opportunities for growth. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student EOG data will be analyzed annually by AIG specialists and district stakeholders.

The AIG Team reviews aggregated and disaggregated AIG student data consistently throughout the school year. At annual AIG Team end of year meetings, AIG student data is reviewed for each school in order to analyze data sources, completion of internal records, and student achievement and growth data. End of year meetings are used to create data reports for each school that will be used to evaluate program and service option effectiveness as well as identify trends and patterns that may be used to plan for instructional needs for the following school year. AIG Specialists work collaboratively to share this data with stakeholders at their schools.

Asheboro City Schools' district team uses disaggregated data to analyze the annual drop out data each school year to include AIG students if applicable. High school dropout data is reviewed and analyzed regularly. High school counselors and the Accountability and Student Information Department closely monitor this data and the rationale for students' exits and withdrawals. High School Counselors and the Accountability and Student Information department have systems in place to minimize dropouts to the extent possible, and in the event of a student drop out, will collect interview data when possible. This data will be shared with appropriate stakeholders including the AIG Team.

*** 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 stakeholder feedback, there is a need to incorporate specific strategies related to expanding communication and clarity leading to opportunities and access within the AIG program. The AIG district team is responsible for the ongoing monitoring of all student referrals, identification and

services for identified students, achievement data, and retention data for AIG students including subgroup information. The AIG Team implements the following strategies to maintain and analyze data sources to ensure access within referral, identification, services, and retention of AIG students:

- **Data Collection:** The AIG team maintains and analyzes annual referrals for screening/testing at each school. This data is kept in the AIG shared drive. EC, ESL, school based specialists, grade level teams, and school based instructional leadership teams are involved with the annual AIG referral and screening window. Referral records are analyzed before and during the district annual screening window for trends, patterns, and discrepancies.
- **Data Audits:** The AIG specialists monitor local AIG data including disaggregated data compared to overall district population. During fall and spring headcount this data is analyzed to examine trends in referral, identification and retention of AIG students. The AIG district team generates reports from Infinite Campus and district data reports to analyze data based on AIG demographic breakdown. The reports are maintained in the district AIG server. AIG specialists maintain school based spreadsheets to record and analyze current AIG student data and demographics. This data may include school based assessments, EOG/EOC scores, district benchmarks, universal screeners, and/or other school based measures. Students with a qualifying nonverbal score on the CoGAT (Cognitive Abilities Test), may use this score as criteria for Multiple Pathways for AIG Identification and AIG Services using this score as a cultural neutral assessment of general ability at the elementary and middle school levels.
- **Achievement and Growth Analysis:** EOG/EOC data is reviewed biannually by AIG specialists in order to recommend appropriate modifications and service options based on student needs, area of identification, and/or AMC Legislation during biannual reviews.
- **Talent Pool Data Analysis:** Intentional monitoring of talent development services are maintained and analyzed by the AIG Specialists. Talent pool student data is reviewed biannually to make recommendations related to referral, screening, service options, and/or identification.
- **Departmental Collaboration:** AIG specialists continue to increase collaboration with ESL and EC departments, as well as school based instructional leadership teams such as the MTSS team, to ensure adequate monitoring of sub-groups and their participation in AIG programs.
- **Longitudinal Data Analysis:** Data related to course enrollment, such as enrollment in advanced courses at middle school, honors/AP level courses, AMC legislation, dual enrollment or CCP/community college courses are reviewed by counselors, AIG specialists, and other district level personnel to ensure opportunities for all students for advanced coursework and to analyze and problem solve areas of disproportionality within identification, retention, and access to advanced course work.

*** 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 Department of Asheboro City Schools, in connection with the Director of K-12 Curriculum and Instruction and the AIG Team maintain data regarding AIG licensure and local AIG professional development. The AIG Team maintains records of teachers who have completed local PD related to gifted learners. This local PD may include AP/Pre-AP training, local coursework/professional development held during district professional development days, school based PD, and/or other outside PD. The Director of K-12 Curriculum and Instruction/AIG Team ensures that all AIG Specialists hold an AIG add-on license.

School AIG Specialists maintain records of local AIG PD completed by classroom teachers and support staff, and teachers with AIG add-on licensure. This information is shared with school based and district administration in order to discuss clustering and placement of AIG students, develop PD that aligns with school needs, and further the development of goals and strategies outlined in the current AIG plan. Local AIG PD and add-on licensure records will also be used to develop the local AIG PD options and requirements for personnel serving AIG students.

*** Practice G**

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

The district has an AIG Advisory Team that consists of community members, parents/guardians, classroom teachers of the gifted, school based administrators, AIG specialists, and Central Office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of a wide range of all stakeholders throughout the district. In the 2024-2025 school year, ACS utilized multiple ways of gathering input related to revisions for the 2025-2028 AIG plan. These formats include annual surveys related to high priority areas, focus groups, and requests for feedback and questions during other established meetings throughout the year in order to ensure 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 from DPI feedback.

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

- Parent/guardians surveys shared annually at AIG family meetings and digitally
- AIG classroom teacher surveys shared at each school during annual AIG School Staff Update presentations, grade level/planning meetings, and/or focus groups
- School based administrators during annual AIG School Staff Update presentations, grade level/planning meetings, and/or focus groups
- AIG student surveys shared annually by the AIG Specialist with AIG students
- AIG student, parents/guardian, teacher, administration, community representative, and other stakeholder representation on the AIG Advisory Team

This data is analyzed by AIG specialists for continuous improvement and reviewed by the AIG Team to ensure consistency and fidelity of program vision, and to ensure service delivery is consistent across schools.

Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan. Regular feedback gathered is reviewed and analyzed by the AIG Advisory Team and leads to ongoing reflection of the goals, strategies, and service/programming options employed by The ACS AIG Team.

*** Practice H**

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

The results of the AIG program evaluation including stakeholder surveys are shared with the AIG Team, including the Director of K-12 Curriculum and Instruction and the ACS AIG Advisory Team annually. Results of program evaluation data are used to guide the current AIG plan and shared within the current AIG Plan. The district AIG Plan is posted on the Asheboro City Schools AIG web page, translations available upon request.

AIG program evaluation results are also shared with stakeholders at the AIG Advisory Team meetings, school board meetings, school and district level leadership 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, AIG related data, services and programming options, with school staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting. AIG program evaluation data, including current AIG plan feedback from DPI are shared digitally with stakeholders at these meetings and linked on the district's website.

*** Practice I**

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 in accordance with state law and approved by the Asheboro City Schools Board of Education in order to maintain clear procedures and practices to safeguard the rights of AIG students and their parents/guardians. The AIG Team, under the direction of the Director of K-12 Curriculum and Instruction, establishes and maintains the consistent implementation of procedures for informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and a policy and procedures for resolving disagreements. These procedures are shared with parents/guardians during annual DEP meetings, in the AIG Parent/Guardian Handbook, and on the district website. All forms and communication with parents/guardians are available in English and Spanish.

Informed Consent Regarding Identification and Placement, Reassessments Procedures, and Transfers from other LEAs:

Consent regarding assessment during annual district wide screening in 3rd grade is shared and acquired through the Testing Transparency/Parents Rights to Know Letter in the Asheboro City Schools Parents/Guardians Handbook and Student Code of Conduct. These are shared annually with families, upon enrollment in ACS, and on the district website. District wide screening using a nationally normed test of aptitude in 3rd grade is covered in district documents as the assessment is given universally and the results are used for data by the AIG Team and other school teams.

Informed consent regarding assessment leading to identification occurring outside of district wide screening is gained using the ACS Permission to Test Forms. These forms outline the procedures for the annual AIG screening window, assessments to be administered, and the procedure for informing parents of screening, testing, reassessment, and/or identification results. Copies of these letters are kept in the student's AIG file. After assessments are complete, parents/guardians receive results of all screening and testing data and results of AIG identification based on the ACS Pathways for AIG Identification in the Notification of AIG Identification Results Form.

Informed consent for identification and placement into AIG services will occur during initial AIG identification through a Permission to Receive AIG Services Form to be reviewed and signed by parents/guardians. Using this form, parents/guardians can review testing results and ACS AIG identification criteria. Parents/guardians can agree for their child to receive services outlined in the document, decline services, and/or schedule a conference with the AIG Specialist. Copies of these forms are kept in the student's AIG file.

Reassessment occurs for those recommended by the School NDT or a District NDT approved referral, will be eligible for reassessment during the district annual testing window. Student test scores are valid for two years after the date of testing and reassessment of the same test will not occur within the two year window. Rescreening of previously collected data and additional data sources may be reassessed each year with a District NDT approved referral during the district annual testing window. An individual permission to test is collected by parents/guardians for students that are referred for reassessment. Copies of all forms are kept in the student's AIG file.

Transfer students from other North Carolina PSUs or other states with current AIG identification will maintain AIG identification and services when enrolled in Asheboro City Schools. A transfer student's AIG identification may be verified by NC-Student Information System (NCSIS) or other official AIG documentation from the transferring school districts. Upon verification of student AIG identification, the District NDT will determine the AIG identification (AIG, AG, AR, AM, IG) that best fits the students data, identification evidence from the previous school system, and student service needs according to the ACS pathways for identification. This will ensure the transfer student receives AIG services and programming options in ACS to best meet their advanced learning needs. Parents/Guardians are notified of transfer procedures once eligibility is confirmed through the district transfer letter. Copies are kept in the student's AIG folder.

Due Process/Procedure for Resolving Disagreements:

The ACS AIG Plan contains due process procedures regarding the identification and service decisions for all students in alignment with Asheboro City Schools Board of Education policy for grievance procedures. 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 after screening and testing for AIG identification and services, at the annual Differentiated Education Plan (DEP) meetings, and are posted on the district website. Due Process Procedures and are available in English and Spanish.

Due Process procedures must begin at the student's school. Asheboro City Schools' due process procedures for Academically and/or Intellectually Gifted identification services decisions are as follows:

If the student was referred for testing by parents, but not identified as needing differentiated services by the District AIG Needs Determination Team (District NDT-AIG) inform parent/guardian of this decision by providing them with the following:

1. Notification of AIG Identification Results
2. ACS Pathways for AIG Identification
3. ACS AIG Due Process Procedures

If the student was identified as AIG and the NDT-AIG recommends a Differentiated Education Plan (DEP), inform parents/guardians of this decision by providing them with the following:

1. Notification of AIG Identification Results Form
2. Permission to Receive AIG Services Form
3. Differentiated Education Plan Service Options
4. ACS AIG Due Process Procedures
5. Asheboro City Schools AIG Parent/Guardian Handbook

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

- I. Parent makes a request in writing to the AIG Specialist requesting to conference with the School Needs Determination Team (NDT-AIG) including the school based principal
- II. The parent appeals the school principal's decision to the Asheboro City Schools Director AIG Services/K-12 Director of Curriculum and Instruction.
- III. The parent appeals the K-12 Director of Curriculum and Instruction's decision to the Superintendent
- IV. The parent appeals the Superintendent's decision to the Asheboro City School Board of Education.
- V. The parent petitions the administrative law judge for a contested case hearing.

Step I: Appeal to school level Needs Determination Team (NDT-AIG)/AIG Specialist/ School Based Administrator

1. Parents/guardians may make a request in writing for a conference with the NDT-AIG (Needs Determination Team) to discuss the concerns about the recommendation. The NDT will include a school based administrator, AIG specialist, and classroom teacher at minimum.

2. NDT-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.
3. NDT-AIG shall schedule the conference within five (5) school days of request.
4. NDT-AIG will provide a recommendation to the school principal, who shall respond to the parent in writing within ten (10) school days of the conference.

If the disagreement is not resolved at the NDT-AIG conference, proceed to Step II - Appeal to the K-12 Director of Curriculum and Instruction

Step II: Appeal to the K-12 Director of Curriculum and Instruction

1. Parents/guardians may appeal the principal's decision in writing to the Director of AIG Services/k-12 Director of Curriculum and Instruction within five (5) school days of receiving the response.
2. Director reviews the grievance within five (5) school days of receipt of appeal.
3. Director 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 II, proceed to step III - Appeal to the Superintendent

Step III: Appeal to Superintendent

1. Parents/guardians may appeal the K-12 Director of Curriculum and Instruction decision to the Superintendent within five (5) school days of receiving the response.
2. The Superintendent shall review the grievance and may consult with the Chief Academic Officer/Assistant Superintendent within five (5) school days of receipt of the appeal.
3. 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 III, proceed to Step IV - Appeal to the Board of Education

Step IV: Appeal to Asheboro City Schools Board of Education

1. Parents/Guardians may appeal the decision of the Superintendent to the Board of Education in writing within five (5) school days following the written response from Step III.
2. The Board shall offer a final written decision within thirty (30) calendar days and shall notify the parent/guardian.

In the event that the local grievance procedure fails to resolve the disagreement, the state grievance procedure would be implemented.

Step V: State Level Grievance Procedure

1. 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.

2. 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.

* Ideas for Strengthening the Standard

During the 2025-2028 AIG Plan, Asheboro City Schools has the following goal(s) related to Standard 6:

- Continue data driven decisions at the local level and increase monitoring and feedback opportunities
- Create and implement a database or dashboard to better monitor AIG data at Asheboro High School.

Planned Sources of Evidence

* AIG Advisory Team meeting minutes, slides, and feedback

* Annual AIG stakeholder survey results

* AIG Documents - AIG Plan, DPI feedback, AIG Parent/Guardian Handbook, AIG testing and identification forms, AIG Due Process Procedures

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

PSU School Mental Health Plan (per NC SBOE Policy [SHLT-003](#))

PSU Compelling Why & Vision for SEL and School Mental Health Improvement:

To equip the Asheboro City Schools community with essential social-emotional problem-solving skills, real-life solutions and a strong foundation for lifelong growth, fostering a safe, nurturing environment that supports emotional well-being and personal development.

Content Questions	Description/ Action Items/ Status	Person(s) Responsible & Timeline
What data did you use to determine your strengths & needs?	SHAPE Assessments Healthy Active Children (HAC) Report School Health Advisory Council (SHAC) Annual Goals Infinite Campus (Attendance/Behavior) SchoolStatus (Attendance/Behavior/At-risk Dashboard) Panorama Student and Staff surveys (24-25 and prior) Infinite Campus Student and Staff surveys Say Something Reports FAM-S/FAM-D ECATS	SHAPE Multidisciplinary Team (twice per year) SHAC Team (annually) District MTSS team (monthly) Mental Wellness Facilitator (Infinite Campus Surveys, students three times per year/staff twice per year) Specialized Instructional Support Personnel (SISP)

Describe what your strengths & needs are.	District Report Cards Strengths include a strong mental health support system aligned with the MTSS framework, providing tiered services based on student needs from counselors, social workers, Mental Wellness Facilitators, and local mental health agencies. Data from behavior, attendance, and SEL screening tools guide our interventions and identify student needs effectively. Areas for growth include ensuring equitable access to mental health support across all schools and for all families, continued efforts to increase family and community engagement, and strengthening our crisis response team.	
What are your existing PSU SEL/ MH prevention initiatives through instruction, curriculum, and environment?	Core SEB Practices in Asheboro City Schools Mindset Management training district wide School based SEL plans, including: K-2 play centers, restorative practices, guidance lessons Panorama Playbook interventions and lessons MTSS district level and school level teams	District Mindset Trainers (yearlong) SHAPE Multidisciplinary Team (twice per year) SHAC Team (annually) MTSS district level and school level teams (monthly) SISP (yearlong)
How are you building and aligning infrastructure?	By integrating mental health supports into a district-wide Multi-Tiered System of Supports (MTSS), standardized referral processes, survey/assessment tools, and intervention protocols, relevant professional development and community partnerships.	Director of Support Services

What is your training plan? Do you have a suicide risk referral protocol? Are you increasing SISP staffing ratios? If so, how? What relevant stakeholders are engaged in SMH work to strengthen SEL and SMH prevention?	Vector Solutions Safe Schools Online Training Modules NC School Mental Health Plan Training Links Risk Referral Protocol Collect SISP data weekly School based mental health agencies, Communities in Schools, Kintegra site based providers, Community/Business Partners, Faith Based Partners, MTSS district and school teams	Training plan for 25-26 will be linked once developed. SISP Director of Support Services **All initiatives are yearlong
How do you collect data for the SISP annual report? How is the data monitored?	All support services staff complete the SISP data collection form weekly Google Form Spreadsheet	Support Services Staff Director of Support Services
How do you align SEL & SMH with academic objectives?	Our district aligns SEL and SMH with academic objectives by embedding SEL competencies into daily instruction. We also use data from SEL screenings and academic assessments to guide interventions, ensuring our supports address both emotional well-being and academic achievement.	SHAPE Multidisciplinary Team SHAC Team District MTSS team

	Panorama and Infinite Campus Student and Staff surveys Say Something/ Sandy Hook Promise Training/SAVE Clubs SEL lessons embedded in academics through classroom teachers and school counselors Developmental Play Centers for K-2 Social time for secondary students	SAVE Clubs Say Something Anonymous Reporting System Teams Classroom teachers and school counselors **All initiatives are yearlong
How are you incorporating physical activity into the classroom? Describe by grade categories of elementary, middle, & high school.	Our district promotes physical activity across all grade levels by ensuring daily recess and rotating PE for elementary students, structured Health/PE classes for middle and high school students and movement activities incorporated throughout all classes. Elementary: all students have a 30 minute block of recess daily and rotating PE special Middle: 225 minutes a week for one semester through Health/PE and incorporating movement activities throughout classes High: 60 minutes weekly for all students through movement activities incorporated throughout all classes	Director of Support Services Director of K-12 Curriculum and Instruction SHAC Team School Principals
How will you evaluate your SMH efforts?	School Mental Health efforts will be evaluated through a comprehensive SEL/MH data evaluation plan, SHAPE assessments, FAM-S, FAM-D, and MTSS guidelines.	Mental Wellness Facilitator Director of Support Services

	Data Evaluation Planning Form *Begin District and School level use in 25-26 SHAPE assessments (twice a year) FAM-S (MTSS School Teams) FAM-D (MTSS District Team)	SHAPE Multidisciplinary Team SHAC Team School MTSS teams District MTSS team **All initiatives are yearlong
What are your SMH efforts for early intervention? How do you identify: - students who are at risk of developing SEL and/or mental health issues at school, and - students experiencing SEL and/or mental health issues at school? How do you provide intervention for at-risk or struggling students? Describe the annual review of: - crisis intervention policies, practices,	Our district supports early intervention through MTSS including survey/assessment tools, standardized referral processes, and targeted mental health services. Identify students who are at risk of developing SEL and/or mental health issues at school using survey data, At-risk dashboards, and Educators Handbook Identify students experiencing SEL and/or mental health issues at school through SEL surveys, risk assessments, and BTAM teams Provide intervention for at-risk or struggling students Quarterly reviews of crisis intervention policies, practices, and personnel Quarterly reviews of discipline policies, practices, and personnel Ensure PSU is included in local community emergency preparedness plan Welcome Center initiatives to engage all families and stakeholders ECATS Early Warning System	SISP School MTSS Teams District MTSS Team School Based Administrative Team Central Office Admin Team

and personnel, discipline policies, practices, and personnel; involvement in local community emergency preparedness plans.	ACS MTSS District Plan (Tiered Intervention Matrix SEB) School Status At Risk Dashboard Educators Handbook Panorama and Infinite Campus Survey Results	
What are your SMH efforts for treatment, referral, and re-entry? How do you improve: - access to school-based and community-based services for students and their families? - transitions between and within school and community-based services? - protocol for students re-entering school following acute/residential mental health treatment?	Increased number of school based mental health providers to allow parents choice and ensure we have providers that work with their insurance. Site based Kintegra therapists at all secondary schools full time (established 24-25) Implementation of Kintegra therapists at all elementary schools (starting 25-26) Online and in person options for students without health insurance Day Treatment Program through Youth Haven Services (secondary students only) JDRC S.T.E.P. program and courses ACS Welcome Center information sessions Re-entry forms to guide appropriate services for students returning from acute/residential mental health treatment	Director of Support Services Mental Wellness Facilitator Student Support Services Team School Based Administrative Teams School Based Mental Health Agencies

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2025-2026**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education, which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA FOR RECEIVING AND DOCUMENTING ARTICULATED CREDIT

To receive credit through the High School/Community College (HS/CC) Articulated Agreement (AA), the articulated course(s) must be included in a selected program of study. Additionally, students must enroll at Randolph Community College within two years of high school graduation and meet the following criteria:

- Final grade of B or higher in the high school course AND
- Proof of Learning (POL)
 - o CTE post assessment*
 - o Score of 90 or higher
 - o Performance-based Measurement (PBM)
 - Meets course proficiency
 - o Industry Credentials
 - Courses that have industry credentials as proof of learning will follow the procedure for Credit for Prior Learning as outlined in NC Community College System Curriculum Procedures Reference Manual(<https://www.nccommunitycolleges.edu/academicprograms/curriculum-procedures-reference-manual-cprm>).

* The criteria for awarding credit for Early Childhood Education courses are contained in *the Memorandum of Agreement between the North Carolina Department of Health and Human Services, the North Carolina Community College System and the North Carolina Department of Public Instruction Regarding the North Carolina Early Childhood Credential Coursework*. A temporary agreement between the NC Division of Child Development, NC Community College Systems, and NC Department of Instruction will ensure that students who meet the eligibility requirements will receive articulated credit and the NC Childcare Credential for the newly revised high school early childhood course until an updated Memorandum of Agreement can be established. The student must

inform the RCC registrar that they wish to receive articulated college credit and must be enrolled in the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

PROCESS TO DOCUMENT CREDIT

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation or demonstration to Randolph Community College to receive credit.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the “North Carolina High School-to-Community College Articulation Agreement” and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

Signature of Superintendent, Asheboro City Schools

Date

Signature of Board Chair, Asheboro City Schools

Date

Signature of President, Randolph Community College

Date

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2025-2026

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2025

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
<i>AGRICULTURAL EDUCATION</i>		
AA22 Animal Science	ANS 110 Animal Science	3
AP41 Horticulture I	HOR 150 Intro to Horticulture	2
AP42 Horticulture II	HOR 152 Horticulture Practices	1
AP44 Horticulture II – Landscaping	HOR 152 Horticulture Practices	1
NC Licensed Pesticide Applicator	AGR 121 Biological Pest Management	3
<i>ARTS, A/V TECHNOLOGY, & COMMUNICATIONS</i>		
Adobe Visual Design I and II OR certification in Photoshop, Illustrator, and InDesign	GRD 151 Computer Basics I	3
Adobe Video Design I OR receives their certification in PremierePro	GRD 271 Multimedia Design I	3

BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION

CC11 Microsoft Excel	CTS 130 Spreadsheet	3
----------------------	---------------------	---

FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION

FE11 Early Childhood Education I	EDU 119 Intro to Early Childhood Education	4
----------------------------------	--	---

MARKETING EDUCATION / ENTREPRENEURSHIP

ME11 Entrepreneurship I	ETR 210 Intro to Entrepreneurship	3
-------------------------	-----------------------------------	---

MM51 Marketing I	MKT 120 Principles of Marketing	3
------------------	---------------------------------	---

TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION

IC612 Drafting I AND IC625 Honors Drafting II- Architectural	DFT 119 Basic CAD	2
---	-------------------	---

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 5th day of June, 2025, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2025.

REVENUE

1.3100.000	State Allocation	\$ 24,323.68
		<u>\$ 24,323.68</u>

EXPENDITURE

1.5230.063	Pre-K Children With Disabilities - Children With Special Needs	\$ 9,450.00
1.6550.081	Transportation Reserve Fund for Homeless and Foster Children	2,048.68
1.5110.255	National Board Certification Program	12,825.00
		<u>\$ 24,323.68</u>

Total Appropriation in Current Budget	\$ 40,879,129.49
Total Increase/Decrease of above amendment	<u>24,323.68</u>
Total Appropriation in Current Amended Budget	<u>\$ 40,903,453.17</u>

Passed by majority vote of the Board of Education of Asheboro City on the 5th day of June, 2025.

Chairman, Board of Education

Secretary

Asheboro City Schools Recommendation for 147-2025 Flexible Benefits Plan Administration

On March 18, 2025, a Request for Proposals for 147-2025 Flexible Benefits Plan Administration was published on the Asheboro City Schools website and the North Carolina Electronic Vendor Purchasing (eVP) website. The opportunity to submit qualifications closed on April 10, 2025.

Bid Responses were received from:
First Financial Administrators, Inc.
Mark III Brokerage, Inc.
Pierce Group Benefits
Pinnacle Financial Partners
ARL Insurance Agency

Based on this process and review of the submitted responses, we request the board approve the district to continue services with Pierce Group Benefits.

Asheboro City Schools Recommendation for 147-2025 Banking Services

On March 18, 2025, a Request for Proposals for 147-2025 Banking Services was published on the Asheboro City Schools website, the North Carolina Electronic Vendor Purchasing (eVP) website and the North Carolina Department of Administration's Historically Underutilized Business website. The opportunity to submit responses closed on April 10, 2025.

Bid Responses were received from:

First Bank

First Horizon Bank

Pinnacle Financial Partners

Wells Fargo Bank, N.A.

Interviews were conducted with each responding bidder. Based on this process and review of the submitted responses, we request the board approve the district to transfer all banking services for the district and individual school funds to Pinnacle Financial Partners.

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 5th, 2025, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on April 26th, 2024 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated March 1st, 2024; and

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

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

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

1. As per Section B.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2025 to June 30, 2026, and may be renewed for two (2) additional terms of one year each upon mutual agreement between SFA and FSMC.

2. Pursuant to Section L.12, the fixed-price per meal equivalent and the fixed price for management services (based upon meal equivalency) shall be increased based on the Food Away from Home Series of the Consumer Price Index or CPI – South Size D – all nonmetropolitan areas; however, such South-Size D – all nonmetropolitan area CPI index has been retired. Therefore, commencing July 1, 2025, the CPI Index to be used for increases to the fixed-price per meal equivalent and the fixed price for management services (based upon meal equivalency) shall be increased based on Food Away from Home, CPI for All Urban Consumers. Based on this new CPI Index, the prices, effective July 1, 2025, shall be increased by a maximum of 3.8%.

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

Maximum Allowable Charge per Meal Equivalent	\$4.234
Management Fee per Meal	<u>\$0.250</u>
Total Firm, Fixed Price Cost	\$4.484

4. Break-even Guarantee: If Food Service program results in a Deficit during the 2023-2024 school year, the following shall apply:

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

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

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the following definition shall apply:

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

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

A) Prices to be charged for meals during the 2025-2026 academic year under the National School Lunch Program shall be as follows:

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

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

Elementary	177
Middle	177
High School	177

C) There shall be no competitive sales during all service hours.

- D) A la Carte sales shall be permitted at all locations for the term of the contract.
- E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.
- F) Meal Definition – meals are defined for our fixed price based on the following:
 - a. 1 Lunch = 1 Meal
 - b. 2 Breakfasts = 1 Meal
 - c. 4 Snacks = 1 Meal
 - d. 1 Dinner = 1 Meal
- G) District Enrollment – Average Daily Attendance (ADA) is estimated as 95% of the projected enrollment provided in the RFP.
- H) Meal Equivalents – Derived from all other revenue, excluding federal/state reimbursements, student snack/breakfast/lunch reimbursable sales and childcare program meals. The meal equivalency shall be equal to \$5.00, as stated in the RFP.

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

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

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

9. This Amendment is effective July 1, 2025, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

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

ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): Sandra Spivey

Title: Chief Financial Officer

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): Deborah Whitmire

Title: Vice President

Policies For Review

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

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

A. PARENTAL INVOLVEMENT PLANS

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

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

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

2. Title I Parent and Family Engagement Plan

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

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

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

B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

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

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

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

The principal or designee shall strive, through oral or written communication or

other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

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

2. Parent Participation at Schools

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

3. Conferences

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

C. PARENTAL NOTIFICATION

1. Title I Notifications

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

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in

the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations and the recommended immunization schedule;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools

(Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);

- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

3. Additional Annual Notifications

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

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);

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

compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;

- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;
- p. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- q. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C-105.37(b) and/or G.S. 115C-105.39A(c);
- r. supportive services available to students, including health services;
- s. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- t. how to reach school officials in emergency situations during non-school hours;
- u. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
- v. information about the school breakfast program;
- w. information about the availability and location of free summer food service program meals for students when school is not in session;
- x. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- y. information on the availability of the asbestos management plan and

planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;

- z. education rights of homeless students (see policy 4125, Homeless Students);
- aa. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
- bb. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
- cc. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and the school system's processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- dd. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
- ee. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

4. Opportunities to Withhold Consent/Opt Out Notifications

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

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock

pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

- 1. the administration of medications to students by employees of the school system

(see policy 6125, Administering Medicines to Students);

2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in any protected information survey other than those given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

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

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

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

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

2. Discussions Related to Student Well-Being

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

3. Parent Access to Student Records

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

4. Student Support Services Training

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

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

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

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

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

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

F. PARENT REQUESTS FOR INFORMATION

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

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

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

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

G. COMMUNITY SERVICES AVAILABLE

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

[G.S. 115C-76.35(a)(1) requires that board policy provides links to parents for community services. Insert here a list of applicable links to community services available to parents of students in your school system.]

H. REPORTING REQUIREMENTS

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.37(b), -105.39A(c), -105.41, -109.1, -158.10, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231),

Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

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

BULLYING AND HARASSING BEHAVIOR PROHIBITED

Policy Code: 1735/4329/7311

The board is committed to providing a safe, inviting, and civil educational environment for all students, employees, and other members of the school community. The board expects all students, employees, volunteers, and visitors to behave in a manner consistent with that goal. The board recognizes that bullying and harassing behavior creates an atmosphere of intimidation and fear, detracts from the safe environment necessary for student learning, and may lead to more serious misconduct or to violence. Accordingly, the board prohibits all forms of bullying and harassing behavior, including encouragement of such behavior, by students, employees, volunteers, and visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

This policy prohibits bullying and harassing behavior, or the encouragement of bullying or harassing behavior, that takes place (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) through the use of school system technological resources; (6) at any time or place when the student, employee, or other person is subject to the authority of school personnel; or (7) at any time or place when the bullying has a direct and immediate effect on maintaining order and discipline in the schools.

This policy is not intended to prohibit expression of religious, philosophical, social, or political views, provided that the expression does not substantially disrupt the educational environment.

A. RELATIONSHIP TO OTHER POLICIES

This policy applies to bullying and harassing behavior that is not otherwise prohibited by the following board policies that address discriminatory harassment in violation of federal law:

- Discrimination and Harassment Prohibited by Federal Law, policy 1710/4020/7230 (prohibiting harassment based on federally protected characteristics, such as race, color, national origin, sex, disability, age (40 or older), religion, military affiliation, or genetic information)
- Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, policy 1725/4035/7236 (prohibiting sexual harassment)

Individuals who wish to report bullying or harassing behavior that is based on sex, race, color, national origin, disability, religion, or other personal characteristic addressed by the policies above should refer to and follow the reporting processes provided in those policies.

Conduct that may constitute discriminatory harassment under federal law must be addressed first in accordance with the requirements of the applicable policy(ies) listed

above. If subsequently, the conduct is determined not to rise to the level of discriminatory harassment prohibited by those policies, the conduct may be addressed under this policy. Conduct that does not rise to the level of bullying or harassing behavior as defined and prohibited in this policy may nevertheless violate other board policies or school rules.

B. CONDUCT THAT IS CONSIDERED BULLYING OR HARASSING BEHAVIOR

1. Bullying is deliberate conduct intended to harm another person or group of persons. It is characterized by repeated unwanted aggressive behavior that typically involves a real or perceived imbalance of power, such as a difference in physical size, strength, social standing, intellectual ability, or authority. It may consist of either physical, verbal, or nonverbal behavior. Cyberbullying is a form of bullying that is carried out using electronic communication media, such as words, action, or conduct conveyed through email, instant messages, text messages, tweets, blogs, photo or video sharing, chat rooms, or websites, and may exist in the absence of a power imbalance typical of other forms of bullying.
2. Harassing behavior is conduct that is intimidating, hostile, or abusive, or is unwelcome conduct of a sexual nature. Harassing behavior may violate this policy even if no harm is intended to the target and no power imbalance is evident.
3. Bullying or harassing behavior includes conduct that is, or reasonably appears to be, motivated by actual or perceived differentiating personal characteristics, or by a person's association with someone who has or is perceived to have a differentiating personal characteristic. Differentiating personal characteristics include, but are not limited to race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Bullying and harassing behavior can violate this policy regardless of a student's motivation.
4. Examples of behavior that may constitute bullying or harassing behavior are repeated acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory or lewd comments, spreading rumors, extortion of money or possessions, implied or stated threats, assault, offensive touching, physical interference with normal work or movement, visual insults, such as derogatory posters or cartoons, and sharing intimate photos or video of a person or sharing photos or videos that may subject a person to ridicule or insult.
5. Other behaviors that may constitute bullying or harassing behavior under this policy are deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, pressure for sexual activity, offensive sexual flirtations, advances or propositions, verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures, or written materials.
6. These examples are not exhaustive but are intended to illustrate the wide range of

behavior that may constitute bullying and harassing behavior.

7. Conduct such as the following is not considered bullying or harassing behavior: legitimate pedagogical techniques, the exercise of legitimate authority, and academic or work performance monitoring and evaluation.

C. WHEN BULLYING OR HARASSING BEHAVIOR VIOLATES THIS POLICY

Not all conduct that may be described as bullying or harassing behavior violates this policy. Bullying or harassing behavior violates this policy when any pattern of repeated gestures or written, electronic, or verbal communications, or any physical act or threatening communication:

1. places a student, an employee, or other person in actual and reasonable fear of harm to their person or property; or
2. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

"Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The definition of bullying and harassing behavior in this section is intended to be no less inclusive than the definition of bullying and harassing behavior in G.S. 115C-407.15.

Bullying or harassing behavior based on sex, race, color, national origin, disability, religion, age (40 or older), military affiliation, or genetic information may also constitute discriminatory harassment in violation of federal law and other board policies as described in Section A, above.

D. REPORTING BULLYING AND HARASSING BEHAVIOR

1. Reports by Students and/or Parents and Guardians
 - a. The board encourages students or parents/guardians of students who have been the victim of or who have witnessed bullying or harassing behavior in violation of this policy to immediately report such incidents to a teacher, counselor, coach, assistant principal, or the principal.
 - b. Reports may be made orally or in writing and may be made anonymously.
 - c. All reports of serious violations and complaints made under this policy will be investigated expeditiously. Anonymous reports will be investigated to the extent reasonably possible under the circumstances.

- d. If, at any time, school officials determine that the alleged bullying or harassing behavior appears to be based on sex, race, color, national origin, disability, religion, age (40 or older), military affiliation, or genetic information, the matter will be investigated in accordance with the applicable policy listed in Section A above.

2. **Mandatory Reporting by School Employees**

An employee who witnesses or who has reliable information that a student or other individual has been bullied or harassed in violation of this policy must report the incident to his or her supervisor or to the building principal immediately. If sexual harassment is suspected, the employee also must report the incident to the Title IX coordinator. An employee who does not promptly report possible bullying or harassing behavior will be subject to disciplinary action.

3. **Reporting by Other Third Parties**

Other members of the school community may report incidents of bullying or harassment to the school principal or the superintendent or designee.

4. **Reporting False Allegations**

It is a violation of board policy to knowingly report false allegations of bullying or harassing behavior. A student or employee found to knowingly report or corroborate false allegations will be subject to disciplinary action.

E. REPORTS OF BULLYING OR HARASSING BEHAVIOR BASED ON A FEDERALLY PROTECTED CHARACTERISTIC

Bullying or harassing behavior that is based on a federally protected characteristic, such as sex, race, color, national origin, disability, religion, age (40 or older), military affiliation, or genetic information, may constitute discriminatory harassment that is a violation of the individual's civil rights. A school employee who receives a report of bullying or harassing behavior that may constitute sexual harassment must immediately contact the Title IX coordinator. If the reported behavior appears to be based on any other federally protected characteristic, the employee must immediately notify the appropriate civil rights coordinator designated in policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law. Uncertainty as to whether alleged bullying or harassing behavior is based on a federally protected characteristic should be resolved by notifying the Title IX Coordinator.

F. RESPONSE TO REPORTS OF BULLYING OR HARASSING BEHAVIOR

1. Reports of bullying and harassing behavior or the encouragement of such behavior under this policy will be investigated promptly by the principal or designee or site

supervisor and addressed in accordance with this policy and policy 4340, School-Level Investigations, when appropriate. If the principal or site supervisor is the alleged perpetrator, the superintendent will designate an appropriate investigator.

2. If at any time before, during, or after the investigation under this policy, the investigator determines or suspects that the alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion, the investigator shall notify the appropriate civil rights coordinator and proceed in accordance with the applicable board policy as described in Section A, above. However, referral to the civil rights coordinator will not preclude appropriate disciplinary consequences for a violation of this policy if, following the designated investigation and resolution process under the appropriate board policy, the behavior is determined not to constitute discriminatory harassment in violation of federal law.
3. No reprisals or retaliation of any kind are permitted as a result of good faith reports of bullying or harassing behavior. An employee who engages in reprisal or retaliation will be subject to disciplinary action, up to and including dismissal. A student who does so is subject to disciplinary consequences as provided in Section G, below.

G. CONSEQUENCES

1. Students

The disciplinary consequences for violations of this policy should take into consideration the frequency of incidents, the developmental age of the student involved, and the severity of the conduct and must be consistent with the Code of Student Conduct. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

2. Employees

Employees who violate this policy will be subject to disciplinary action, up to and including dismissal.

3. Others

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

H. OTHER INTERVENTIONS

Interventions designed to remediate the impact of a violation of this policy and to restore a positive school climate will be provided as determined necessary by school officials.

I. NOTICE

This policy must be provided to employees, students, and parents, guardians, and caregivers at the beginning of each school year. Notice of this policy must be included in the Code of Student Conduct and in all student and employee handbooks. Principals are encouraged to post a copy or summary of this policy in each classroom and in a prominent location within the school building and to make an age-appropriate summary of the policy available to elementary students. Information about this policy must also be incorporated into employee training programs.

J. RECORDS

The superintendent or designee shall maintain confidential records of complaints or reports of bullying or harassing behavior under this policy. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of any remedial interventions or other steps taken by the school system to provide an environment free of bullying.

Legal References: G.S. 14-458.2; 115C-105.51, -366.4, -407.15 through -407.18

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), School-Level Investigations (policy 4340), Visitors to the Schools (policy 5020)

Adopted: October 14, 2021

Revised: March 10, 2022

REMOTE PARTICIPATION IN BOARD MEETINGS

Policy Code:

2302

The board acknowledges that attendance at board meetings is essential for its members to perform their official duties and to add to the diversity of thought and opinion in the board's deliberations. The board strongly encourages its members to be physically present for all board meetings. The board recognizes, however, that extenuating circumstances may occasionally prevent one or more members from being physically present at a meeting. It further recognizes that advances in technology, such as audio and video conferencing, have made it possible for members to communicate and deliberate with each other from remote locations. Therefore, to promote full participation of board members while ensuring access and transparency for the public as required by the Open Meetings Law, G.S. 143-318.9 *et seq.*, the board authorizes remote participation in board meetings subject to existing board operational policies, state law, and the following procedures and requirements.

A. DEFINITIONS

The following definitions apply in this policy:

1. Official Meeting of the Board

An official meeting of the board is an official meeting as defined by G.S. 143-318.10 and policy 2300, Board Meetings, and includes a board meeting, board committee meeting, public hearing, quasi-judicial hearing, or any other gathering that constitutes an official meeting subject to the open meetings law. References to "meeting" in this policy mean an official meeting of the board.

2. Remote Participation

Remote participation occurs when a member participates in an official meeting of the board or any part thereof via electronic means from a place other than the physical location of the meeting designated in the public notice for the meeting.

3. Wholly Remote Meeting

A wholly remote meeting is an official meeting of the board or any part thereof in which all members participate remotely by simultaneous communication via conference telephone, conference video, or other electronic means. A wholly remote meeting has no physical location.

4. State-Declared Emergency

A state-declared emergency exists when there has been a declaration of a state of emergency by the Governor or resolution of the General Assembly pursuant to G.S. 166A-19.20 that is applicable to the area under the board's jurisdiction.

B. AUTHORIZED CIRCUMSTANCES FOR REMOTE PARTICIPATION**1. Meetings During a State-Declared Emergency**

The board acknowledges that in-person meetings are strongly preferred and that a quorum of the board should be physically present for the meeting when reasonably possible. However, during a state-declared emergency, the board may find it necessary to have some or all of its members participate in meetings remotely.

During a state-declared emergency, wholly remote meetings or meetings with remote participation by individual member(s) will comply with G.S. 166A-19.24 and the requirements of this policy, including the special rules for meetings held during state-declared emergencies described in Section E, below.

2. Meetings Not During a State-Declared Emergency

The board will not hold wholly remote meetings in the absence of a state-declared emergency.

The board authorizes remote participation by individual members consistent with the requirements of this policy in any meeting of the board that is not a hearing as described in policy 2500, Hearings Before the Board, or other quasi-judicial proceeding.

C. CONDITIONS AND REQUIREMENTS FOR REMOTE PARTICIPATION

1. A member may attend a meeting remotely if the member is prevented from physically attending the meeting due to:
 - a. personal illness, disability, an order of quarantine or isolation, a government-issued “stay-at-home” mandate, or the recommendation of a medical provider or public health officials to limit public interaction;
 - b. out-of-town travel;
 - c. an unexpected lack of child-care;
 - d. family member illness or a family emergency;
 - e. weather conditions;
 - f. military service;
 - g. employment obligations;

- h. a scheduling conflict; or
 - i. a state or local declaration of a state of emergency that makes in-person attendance at a meeting a violation of an order to reduce social contact or to stay at home for reasons of public health.
- 2. Remote participation is not to be used solely for a board member's convenience or to avoid attending a particular meeting in person.
- 3. No board member may participate remotely more than three times during a calendar year for a reason other than an order of quarantine or isolation, a "stay-at-home" mandate, or a recommendation to limit public interaction, as described in subsection C.1, above; however, in other justifiable circumstances, the board may, by two-thirds vote, agree to waive this limitation.
- 4. Acceptable means of remote participation include telephone-, Internet-, or satellite-enabled audio or video conferencing, or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another. Text messaging, instant messaging, email, and web chat without audio are not acceptable means of remote participation.
- 5. A board member participating in a meeting remotely shall use his or her best efforts to participate in all or as much of the meeting as circumstances permit and not merely for the closed session portion of the meeting or a limited number of agenda items.
- 6. A board member participating remotely will not be considered present at the meeting for purposes of establishing and maintaining a meeting quorum except as described in Section E, below.
- 7. A board member participating remotely will be entitled to participate in open session deliberations at the meeting if, and while:
 - a. the member is able to hear other members of the board and any individuals addressing the board, including members of the public who are recognized by the board during public comment; and
 - b. all persons present at the meeting location are able to hear the board member who is participating remotely.

When video technology is used, it is preferred that the remote participant is visible to all persons present at the meeting location.

- 8. A board member who is entitled to participate in open session deliberations may also participate in a closed session of the meeting if the member provides assurance

to the board that no other person is able to hear, see, or otherwise participate in the closed session from the member's remote location.

9. A board member considered present through remote participation will not be permitted to vote on any action item at the meeting except as described in Section E, below.

D. PROCEDURE FOR REMOTE PARTICIPATION

1. A member of the board who desires to participate in a meeting remotely shall notify the board chair and the superintendent at least four hours in advance of the meeting so that necessary arrangements can be made. If the member has not already received all documents to be considered at the meeting, the superintendent shall arrange for delivery of the materials in a manner that is practicable under the circumstances.
2. The chair or designee at the meeting location shall initiate contact with the member prior to the start of the meeting to secure participation.
3. The chair shall announce the remote participant and the means of remote participation at the beginning of the meeting.
4. The chair shall remind all members that all chats, instant messages, texts, or other written communications between members of the board regarding the transaction of board business during the meeting, including such communications between or among members participating remotely, are a public record.
5. If the remote participant cannot be physically seen by other members of the board and members of the public present at the meeting, the remote participant must identify himself or herself in each of the following situations:
 - a. when the meeting begins or the roll is taken;
 - b. prior to participating in the deliberations, including making motions, proposing amendments, and raising points of order; and
 - c. prior to voting, if voting is permitted as described in Section E, below.
6. The meeting chair may decide how to address technical difficulties that arise when utilizing remote participation, but whenever possible, the chair should suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If, however, the technical difficulties distract from or impede the orderly progress of the meeting, a majority of the members physically present may vote to end the remote participation.

7. A member participating remotely shall notify the chair if leaving the meeting before it is adjourned or rejoining the meeting after a period of absence.
8. The minutes of the meeting will reflect that the meeting was conducted by use of simultaneous electronic communication, which members were in attendance by simultaneous communication, and when such member(s) joined or left the meeting. Any interruption to or discontinuation of a member's participation will also be noted in the minutes.
9. The member participating remotely will bear the cost of his or her personal telephone or computer usage and telephone or internet connection as well as any other personal costs incurred while the member participates from a remote location.

E. SPECIAL RULES FOR REMOTE MEETINGS DURING A STATE-DECLARED EMERGENCY

The following modifications and additions to the requirements of this policy apply to meetings held during a state-declared emergency.

1. Quasi-judicial hearings may be held remotely with consent of the parties and in conformance with the requirements of G.S. 166A-19.24(f) and this section.
2. Notice of meetings will be provided as required by G.S. 143-318.12 (and 166A-19.24(b1), if the original meeting notice did not specify a remote meeting), and will specify (1) the means by which the public can access the simultaneous live stream of the meeting and (2) any other means by which the public can access the meeting as it occurs.
3. The board need not provide a location for members of the public to listen to the meeting.
4. All documents to be considered during the meeting shall be provided to each member.
5. The means for simultaneous communication specified in subsection C.4 of the policy must allow for any member to do all of the following:
 - a. hear what is said by the other members;
 - b. hear what is said by any individual addressing the board; and
 - c. to be heard by the other members when speaking to the public body.
6. A member participating by simultaneous communication will be counted as present for quorum purposes, but only during the period that simultaneous communication is maintained for that member.

7. The board will refrain from acting by reference to a document or other materials so as to conceal from public understanding what is being deliberated, voted, or acted upon at the meeting.
8. A board member considered present through remote participation will be permitted to vote on any action item at the meeting except:
 - a. any item for which the member was not participating remotely during the entire discussion and deliberation of the matter preceding the vote; and
 - b. any item that was being discussed when an interruption to the electronic communication occurred, if the board's discussion was not suspended during the interruption. A brief loss of simultaneous communication, such as a few seconds, will not disqualify the member from voting on the matter under discussion.
9. All votes will be taken by roll call.
10. Except when the board is meeting in closed session, the meeting will be simultaneously streamed live online to the public, or if the meeting is conducted by conference call, the public will be provided an opportunity to dial in or stream the audio live and listen to the meeting.
11. If the meeting is a public hearing, the board will allow for written comments on the subject of the hearing to be submitted up to 24 hours prior to the scheduled time for the beginning of the public hearing.
12. Subsection C.3 of this policy will not apply to remote meetings held during a state-declared emergency.

The superintendent is directed to provide the technology sufficient to implement this policy in accordance with all applicable laws.

Legal References: G.S. 166A-19.20, -19.22, -19.24; G.S. ch. 143, art. 33C; *State ex rel. Cannon v. Anson Cnty.*, ___ N.C. App. ___ (2024)

Cross References: Board Meetings (policy 2300), Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321), Board Meeting News Coverage (policy 2325), Quorum (policy 2341), Hearings Before the Board (policy 2500), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: November 10, 2016

Revised: July 9, 2020; December 9, 2021

Voting will normally be by voice vote on all matters coming before the board for action, but any member may call for a division, in which case the vote will be by show of hands. For remote meetings held during a state-declared emergency, however, all votes will be taken by roll call. Regardless of the method of voting, the minutes will reflect the vote of each member voting and the abstention of any member present but not voting, unless the vote is unanimous.

A board member must vote on all issues unless the member has a conflict of interest or is unable to remain impartial in a judicial matter before the board. If a board member recuses himself or herself from a vote, the member will state the reason before the vote is taken and the reason will be recorded in the minutes.

No secret ballots are permitted. If the board decides, by majority vote, to vote by written ballot, each member must sign his or her ballot, and the ballots must be available for public inspection in the superintendent's office immediately following the meeting and until the minutes are approved. The minutes of the meeting must specify the vote of each member's written ballot. The ballots may be destroyed after the minutes of the meeting have been approved. Written ballots may not be used for remote meetings held during a state-declared emergency.

Legal References: G.S. 143-318.13; 166A-19.24; *Crump v. Board of Education*, 93 N.C. App. 168, *aff'd*, 326 N.C. 603 (1990); N.C. Attorney General Advisory Opinion, 54 Op. Att'y. Gen. 86 (1985)

Cross References: Board Member Conflict of Interest (policy 2121), Remote Participation in Board Meetings (policy 2302)

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

Revised: May 10, 2012, December 9, 2021

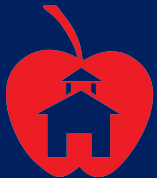


2024-2025 Athletic Recognitions

Gayle Higgs

Director of Support Services

June 5, 2025



South Asheboro Middle School



South Asheboro Middle School



North Asheboro Middle School



North Asheboro Middle School



North Asheboro Middle School



Special Olympics



Special Olympics



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



GO COMETS!

CALENDAR OF UPCOMING EVENTS - June 5, 2025 Board Meeting

DATE	TIME	EVENT	LOCATION
Friday, June 6	8:30 a.m.	Donna Lee Loflin Kindergarten Awards	Donna Lee Loflin Elementary School
Friday, June 6	8:30 a.m.	Charles W. McCrary 1st/2nd Grade Awards	Charles W. McCrary Elementary School
Friday, June 6	9:00 a.m.	Lindley Park 1st/2nd Grade Awards	Lindley Park Elementary School
Friday, June 6	9:45 a.m.	Charles W. McCrary 3rd/4th Grade Awards	Charles W. McCrary Elementary School
Friday, June 6	1:00 p.m.	Lindley Park 3rd/4th Grade Awards	Lindley Park Elementary School
Monday, June 9	8:30 a.m.	Donna Lee Loflin 1st/2nd Grade Awards	Donna Lee Loflin Elementary School
Monday, June 9	9:00 a.m.	Guy B. Teachey 1st/2nd Grade Awards	Guy B. Teachey Elementary School
Monday, June 9	9:00 a.m.	Charles W. McCrary Kindergarten Awards	Charles W. McCrary Elementary School
Monday, June 9	9:00 a.m.	Lindley Park 5th Grade Awards	Lindley Park Elementary School
Monday, June 9	10:00 a.m.	Guy B. Teachey 3rd/4th Grade Awards	Guy B. Teachey Elementary School
Monday, June 9	12:30 p.m.	Charles W. McCrary 5th Grade Awards	Charles W. McCrary Elementary School
Monday, June 9	12:30 p.m.	Donna Lee Loflin 3rd/4th Grade Awards	Donna Lee Loflin Elementary School
Monday, June 9	1:00 p.m.	South Asheboro Middle School 6th/7th Grade Awards	South Asheboro Middle School
Monday, June 9	Sunset	Asheboro High School - Senior Sunset	Asheboro High School Front Lawn
Tuesday, June 10	8:00 a.m.	Guy B. Teachey 5th Grade Awards	Guy B. Teachey Elementary School
Tuesday, June 10	8:15 a.m.	Balfour 5th Grade Awards	Balfour Elementary School
Tuesday, June 10	8:30 a.m.	Donna Lee Loflin 5th Grade Awards	Donna Lee Loflin Elementary School
Tuesday, June 10	8:30-10:30 a.m.	McCrary Water Day	Charles W. McCrary Elementary School
Tuesday, June 10	9:30 a.m.	North Asheboro Middle School Awards Grades 6-8	North Asheboro Middle School
Tuesday, June 10	10:00 a.m.	South Asheboro Middle School 8th Grade Awards	South Asheboro Middle School
Tuesday, June 10	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release/Last Day of School	All Schools
Tuesday, June 10	7:00 p.m.	Asheboro High School Graduation	Asheboro High School
Wednesday, June 11	All Day	Required Teacher Workday	All Schools
Wednesday, June 11	2:30 p.m.	Retirement Celebration	Asheboro High School Performing Arts Center
Thursday, June 12	All Day	Optional Teacher Workday	All Schools
Monday, June 16	6:00 p.m.	Randolph County Commissioners Meeting-Budget Adoption	Old Historic Courthouse
Wednesday, June 18	12:00-1:30 p.m.	CO End of Year Cookout	Professional Development Center
Thursday, June 26	5:30 p.m.	Special Called Board Meeting	Central Office Boardroom
Friday, July 4	All Day	Holiday	All Schools
Monday, July 7	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Thursday, July 10	12:30-5:00 p.m.	Board of Education Work Session	Central Office Boardroom
Thursday, July 10	6:30 p.m.	Board of Education Meeting	Professional Development Center

Asheboro City Board of Education Meetings 2025-2026 Meeting Schedule

The Asheboro City Board of Education will meet on the following dates
in the Professional Development Center (unless otherwise posted).

All regular monthly meetings begin at 7:30 p.m. (unless otherwise posted)

July 10, 2025 (work session 12:30-5:00 p.m.- COBR, board meeting 6:30 p.m.- PDC)
July 24, 2025 - 5:30 p.m. Central Office Boardroom (special called meeting)
August 14, 2025
September 11, 2025
October 16, 2025 (NCSBA Fall Law Conf. is Oct. 8-10)
November 13, 2025
December 11, 2025
January 8, 2026
February 12, 2026 (with Randolph County Commissioners 6:00 p.m., board meeting 7:30 p.m.)
March 12, 2026 (includes budget meeting 6:00 p.m., board meeting 7:30 p.m.)
April 16, 2026 (Spring Break is April 6-10) (includes budget approval meeting)
May 14, 2026
June 11, 2026
June 25, 2026 - 5:30 p.m. Central Office Boardroom (special called meeting)

Policy and Finance Committee Meetings precede the regularly scheduled Board of Education meetings
beginning at 6:00 p.m. unless otherwise posted.