

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
February 13, 2025
7:30 p.m.

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6:00 p.m. Joint Meeting with Randolph County Board of Commissioners
7:00 p.m. Tour of SLICE and Esports Labs
7:15 p.m. Points of Pride (Scrolling)

I. Opening

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

II. Special Recognitions

- A. School Spotlight – Ms. Megan Smith, Assistant Principal, South Asheboro Middle School
- B. Community Partner Spotlight – Ms. Megan Smith, Assistant Principal, South Asheboro Middle School
- C. Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development Coordinator

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 January 9, 2025, Board of Education Meeting
- B. Policies Recommended for Approval:
 - Á Policy 3470/4305 – Alternative Learning Programs
 - Á Policy 4140 – Foreign Exchange Students
- C. Personnel
- D. Overnight Field Trip-Asheboro High School Chorus to New Bern, NC
- E. 2024-2025 Audit Contract
- F. Asheboro High School New Courses Request

VI. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Gayle Higgs, Director of Support Services
 - Á Policy 1100 – Governing Principles
- B. Innovation Center Update – Ms. Sarah Beth Cox, Director of Career & Technical Education, and Mr. Anthony Woodyard, Chief Information Officer

VII. *Action Items

- A. Asheboro City Schools 2026-2027 Calendar - Ms. Gayle Higgs, Director of Support Services

VIII. Board Operations – Chairman Baxter Hammer

A. Calendar of Events

IX. Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, the Board will enter closed session to discuss data updates.

X. 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
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Professional Development Center
February 13, 2025
7:30 p.m.

Addendum

6:00 p.m. Joint Meeting with Randolph County Commissioners
7:00 p.m. Tour of SLICE and Esports Labs

- I. Opening**
- II. Special Recognitions**
- III. Superintendent's Report**
- IV. Public Comments**
- V. *Consent Agenda**
Expands Duke Energy Access for New Switchgear at South Asheboro Middle School
- VI. Information, Reports, and Recommendations**
- VII. *Action Items**
- VIII. Board Operations**
- IX. Closed Session**
- X. Adjournment**

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AGENDA

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Special Joint Meeting

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Asheboro City Board of Education

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Randolph County Board of Commissioners

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Mr. Baxter Hammer, Chair
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Mr. Darrell Frye, Chair
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Dr. Aaron Woody, Superintendent
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- a. South Asheboro Middle School Construction Update – Bobbitt Construction
- b. Budget considerations for 2025-2026 – Dr. Aaron Woody, Superintendent
- c. 10-Year Facilities Plan – Dr. Aaron Woody, Superintendent
- d. Discussion

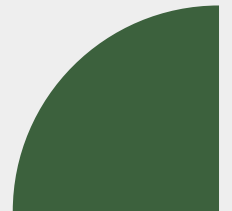
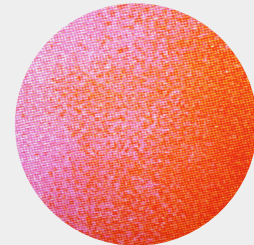
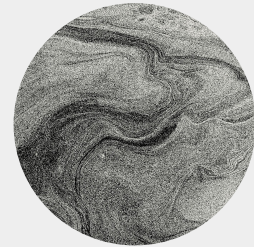
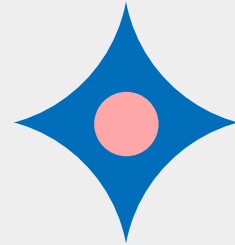
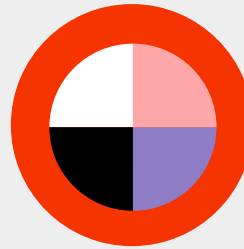
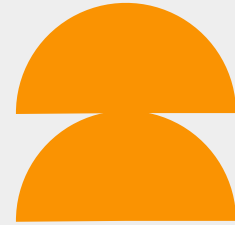
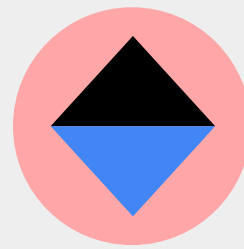
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Mr. Darrell Frye, Chair
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ILT Focus to Grow Instruction at SAMS



SAMS Instructional Team





When meeting as an instructional team in July of 2024, we determined that we need to have a plan for planning at SAMS if we wanted to be successful and continually grow this school year.

From this idea stemmed our ILT and Rock focus!

Thinking about our rocks and ILT discussions to stay on track:

Quarter 1 (October 28)	
1	All teachers will create lesson plans with colleagues during collaborative planning time. All staff will have plans turned in by Friday afternoon.
2	All ILT members will establish norms and a set of guidelines for collaborative planning time. These will be communicated to teams through CASA. (come to CASA with bones, ready to discuss how)

Quarter 2 (January 17)	
	Lesson plans will reflect student centered tasks; explain what teachers and students are doing.
	All teachers will utilize collaborative planning on Tuesdays to prepare the basic layout in their lesson plans. IF will facilitate CASA on Wednesday/Thursday to focus on complex tasks, questioning, student discourse, etc. .

Co-teaching model. Include specific tasks for EC, ML, AIG teachers in the plans.

The ILT will create a walkthrough tool to monitor the implementation of the lesson plans.

Quarter 3 (March 27)	
	Identifying and <u>highlight</u> teacher leaders that are able to demonstrate integration of complex tasks, questioning, co-teaching, and student discourse.
	Content area and co-teachers are able to apply processes and procedures to implement collaborative planning on their own without the IF.

ILT will create a walkthrough tool to monitor the implementation of the lesson plans. (Higher

proficiency?)

Quarter 4 (June 10)	
	Student engagement focus/assessment?





The Three Big Things That We Focused On:

1. We were going to have a plan for successful planning.
2. Through this, we will achieve our end results of rocks.
3. We were going to be in classrooms each day giving praise, feedback, and questioning how to continually grow (walkthrough data).

We wanted to create a climate and culture of taking chances, trying new things, and trust. It is important for the instructional team to have our finger on the pulse of instruction. This is for the staff and the kids.

What an ILT Meeting Focuses On:

ILT Meetings

Select ILT

SAMS ILT

 START

STATUS -Not Started

Select Schedule



Chris Burian

NOTE TAKER

Personal Best:

Professional Best:

Attendance 



Megan Smith

Personal Best:

Professional Best:

Attendance



Danielle Williams

Personal Best:

Professional Best:

Attendance



Betsy Hammond

Personal Best:

Professional Best:



SAMS



Planning Evolution

LPs and Collaborative Planning

Just getting plans created

Walkthroughs and feedback

Collecting data to dictate next steps in the process

Switching collaborative planning


IF supports the teachers in the process in more of the why and how during 2nd quarter

Lesson Plan Evolution

Tuesday

Learning Target:

-I can use context clues to understand important

 Megan Smith
3:10 PM Aug 30

For the bell ringer/vocab work, does it align to the standard/text for the week?

 [Redacted]
3:36 PM Aug 30

It works with breaking words down- which we do for inferencing skills (a skill we build all year and focus on in unit one)

Bell Ringer:
[Week 2 Vocab Warm Ups](#)

Lesson (flow, vocab, questions, tasks):
-SEL Heart Map
-Unit One Vocab: QHT
-Unit One Vocabulary Prayer Models
-Teacher Read-Aloud

TOD: What is a memoir?

Wednesday

Learning Target:

NC Geography

 Danielle Williams
2:18 PM Aug 30

Plans look good for this week. Thank you for having them in on time.
I also appreciate that you are specific in your plans so that we know what part of the lesson is lecture and when students will be working in groups/pairs.
Just a suggestion...
Maybe you could link your worksheets and assessments (if they are digital) into your plans to make planning in the future easier as well as making it easier for you and [Redacted] to collaborate and share resources.
Have a good weekend!

[Show less](#)


 [Redacted]
9:30 AM Sep 4

Worksheet included.

TOD:
Geography Exit Card

Thursday 9/5

Learning Target: I can explain how an author develops the point of view of the narrator or speaker in a text

 Christopher Burian
2:46 PM Sep 2

I love close reads! What will your questions be focusing on? What discussions will you expect students to have?

vocab, questions, tasks):

1. Point of View/Perception Vocabulary Introduction
2. The Far Side Cartoon Analysis
3. "The Blind Men and the Elephant" Poem Close Read

TOD: Quickwrite - What conclusions

Lesson Plan Evolution

-Review Article: On the back of the paper is another copy of the text and questions. The teacher will then model annotating for understanding with the students and model answering the questions.

****Pope will do this part for the EC clusters****

-Thought Question: Do you agree or disagree with the author? Give two reasons why/ why not.

****Students will do this on an index card. Students will then switch index cards with another student. Students will write one thing they agree with and one thing they disagree with on back of the index card before discussing opinion**

-Edpuzzle: [Nonfiction Features](#)

[Daily Slides](#)



Christopher Burian
12:37 PM Dec 8

Your articles this week are very engaging and interesting. Should lend to great discussions!



Christopher Burian
12:36 PM Dec 8

Thank you for being intentional with your co-teaching plan!

Wednesday

Learning Target:

I can review the material for the assessment in a



Megan Smith
9:04 PM Dec 8

Since you are reviewing, one suggestion for TOD might be 3-2-1: 3 facts/topics you feel confident about, 2 you might need to review before the assessment, 1 question do you have that might need to be answered.

Lesson (flow, vocab, questions, tasks):

Review for Assessment with game show competition

TOD:

Monday

Learning Target: I can refer to the text to support my thoughts and develop inferences about a story.

Standard: RL 6.1

Bell Ringer:

Think-Write-Pair-Share:

1. *What qualities make a dog a good or bad pet?*
2. *Can animals teach us important life lessons?*

Lesson (flow, vocab, questions, tasks):



Danielle Williams
11:33 AM Dec 6

I love that you are taking a risk and having students do the Socratic seminar. I think its also great that you are taking the time to show them what this looks like before conducting it as a class. Holding them accountable with a grade is also important!

Chart

tomorrow they will use their worksheet to participate in a Socratic Seminar. They should be ready to discuss

3. **Read the Excerpt:**

Encourage students to annotate as they read by underlining key phrases, highlighting important sections, or making notes in the margins about ideas or questions they have.

4. Students will work independently on the **Guided Socratic Seminar Worksheet**

TOD:

Evidence of Discourse

Discourse: What elements of dystopian literature are in your novel? You should be able to find at least 3; discuss these with your group and add them to your slides.

Student Discourse: Students will be working in table groups to compare and contrast explorers. Students as a whole will help create a Venn Diagram of all of the explorers finding similarities and differences.

Student Discourse (15 minutes): Partner or group discussions on [key events and themes with higher-order thinking questions](#) that delve deeper into the material.
🐼 will guide this part for the EC clusters

Student Discourse: students will be working in partners or teams to work on the brochure

Wicked Hydra before video
-Students pose the questions, like "What's the green stuff in the water?" -only ask questions

4. [NC's Toxic Tap Water](#), Part 1

Lesson 1

Read Article on Washington's presidency (10 min)

Create a news report based off of the info from [article](#). (20 min)

Student Discourse: Students with table groups are going to come up with three effects of the Columbian exchange.

Student Discourse: Students will then work in groups of three to dive into information provided to students to complete research based on an absolute Monarch. Each

Lesson 2
Gallery walk on events during Adam's presidency

Create a political cartoon on one of the events

-Light Scavenger Hunt (Little/we will flip flop groups)
-Read Works: Light Bounces and Read/Sketch/Write



Creating a Structure for Empowerment and Expectations



Opening Day Expectations Discussed - Non-Negotiables

- Lesson plans written and submitted before leaving on Friday (folder for each week and plan outline for every subject already included)
- Feedback would be given on plans before the weekend ended
- Walkthroughs conducted every week (schedule)

				Burian	Smith	Williams
Monday	Tuesday	Wedne:	Week 2	6th Grade, ECHealth Science, Computer Science, Art	7th Grade, EC, Agriculture, PE, comp. Resource,	8th Grade, EC, Band, Chorus, Spanish, functional skills
<u>Learning Target:</u>	<u>Learning Target:</u>	<u>Learning T</u>	Week 3	8th Grade, EC, Band, Chorus, Spanish, functional skills	6th Grade, ECHealth Science, Computer Science, Art	7th Grade, EC, Agriculture, PE, comp. Resource,
<u>Standard:</u>	<u>Standard:</u>	<u>Standard:</u>	Week 4	7th Grade, EC, Agriculture, PE, comp. Resource,	8th Grade, EC, Band, Chorus, Spanish, functional skills	6th Grade, ECHealth Science, Computer Science, Art
<u>Bell Ringer:</u>	<u>Bell Ringer:</u>	<u>Bell Ringer:</u>				
<u>Lesson (flow, vocab, questions, tasks):</u>	<u>Lesson (flow, vocab, questions, tasks):</u>	<u>Lesson (flow, vocab, questions, tasks):</u>	<u>Lesson (flow, vocab, questions, tasks):</u>	<u>Lesson (flow, vocab, questions, tasks):</u>	<u>Lesson (flow, vocab, questions, tasks):</u>	<u>Lesson (flow, vocab, questions, tasks):</u>
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Discourse PD and Growth

November 5th



01 Why Student Discourse?

Teacher and Student Actions that Promote High-Quality Discourse

02 Scenarios with Content

Example Lessons

03 Next Steps

Steps to make this happen at SAMS

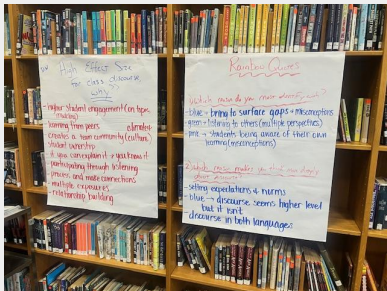
GOAL 3:

The South Asheboro Middle School staff will follow the Instructional Leadership Team framework to increase efficient and effective instructional practices. Quarterly goals related to curriculum and instruction will be analyzed to guide instructional improvements.

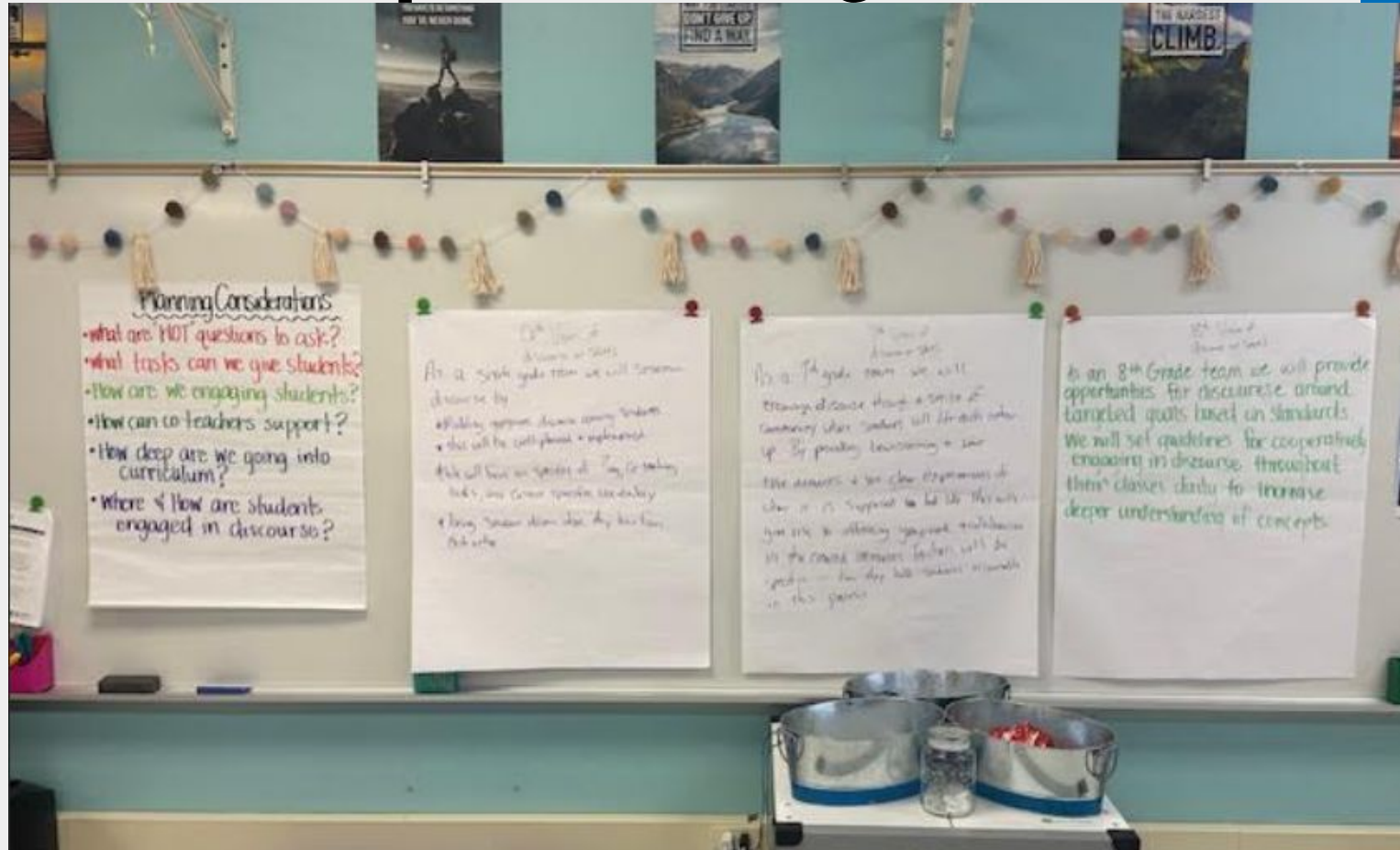
Current Actions:

The instructional team will create a lesson plan template, walkthrough schedule, and walkthrough tools that will provide feedback to continuously grow and improve core instructional practices.

The instructional facilitator will hold weekly CASA meetings, providing a menu of strategies to increase student engagement.



Next steps...creating a vision!



Planning Considerations

- what are NOT questions to ask?
- what tests can we give students?
- how are we engaging students?
- how can co-teachers support?
- how deep are we going into curriculum?
- where & how are students engaged in discourse?

8th Grade team
As a 8th grade team we will create a course by utilizing various science content & this will be well-paced & engaging. We will have an emphasis on inquiry-based, and science practices. We will have a strong focus on the 8th grade standards.

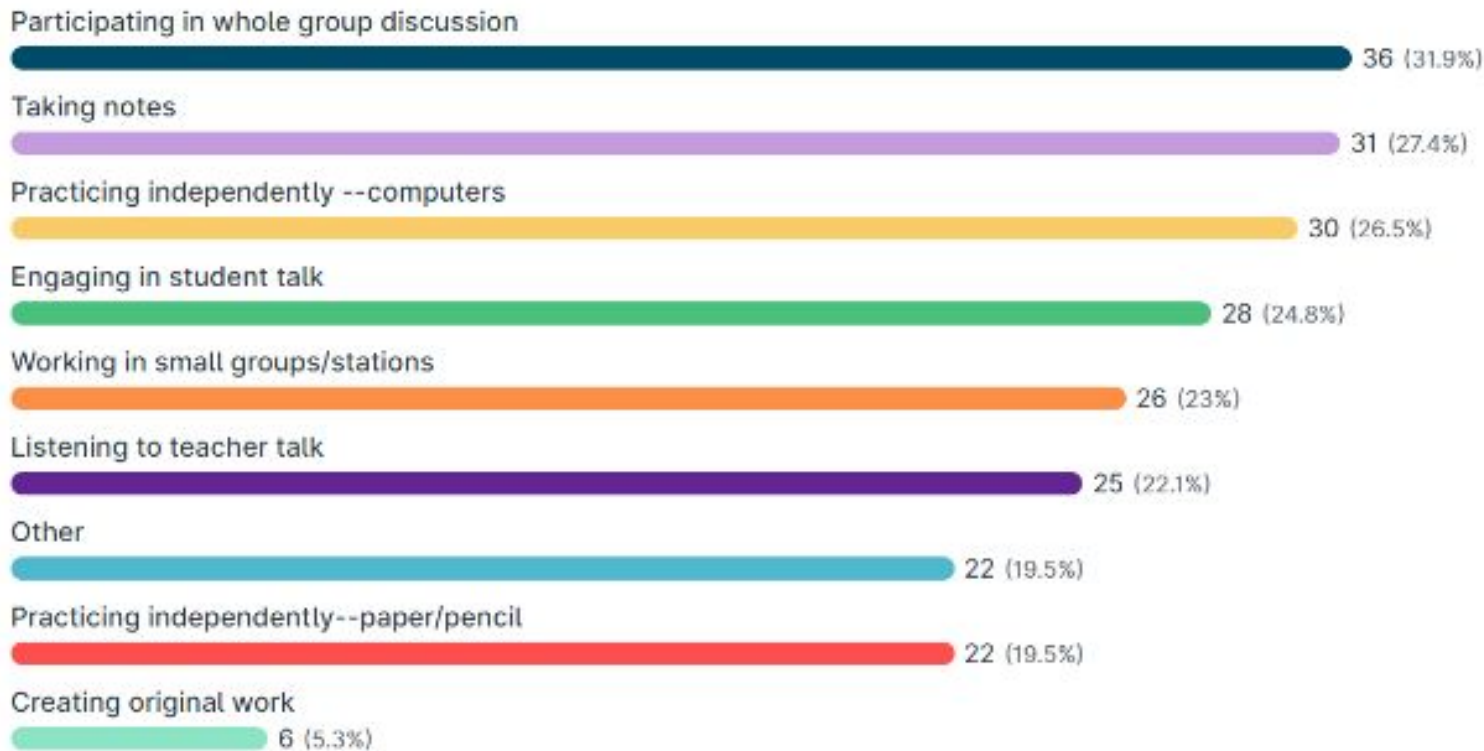
8th Grade team
As a 8th grade team we will create a course that is a mix of content where students will be able to take up by reading, discussing & see the concepts & see the experiences of class. It is supposed to be like this will give us a strong engaged foundation for the course. Teachers will be expected to do deep but not too much in this year.

8th Grade team
As an 8th Grade team we will provide opportunities for discourse around targeted goals based on standards. We will set guidelines for cooperative learning in discourse throughout their classes daily to increase deeper understanding of concepts.

Progress so far this year: 23/24



Progress so far this year: 24/25



Currently:



Working in small groups/stations



Participating in whole group discussion



Engaging in student talk



Practicing independently (paper/pencil)



Taking Notes



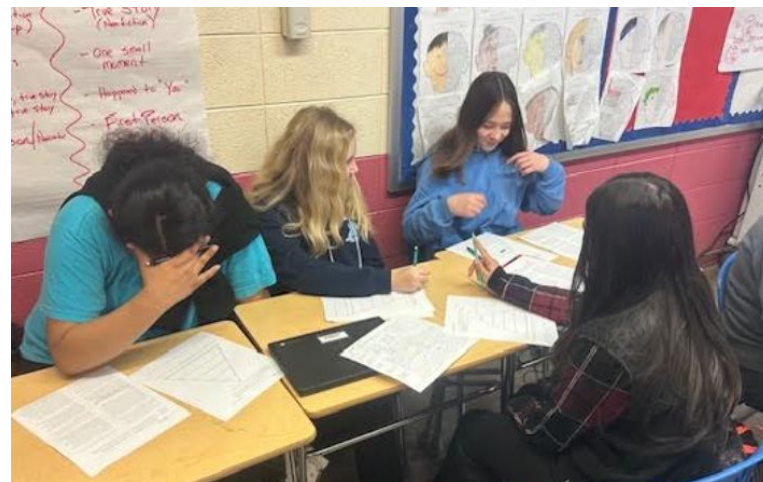
Practicing independently (computers)



Creating original work



Other



Total responses 44

Currently:



Instructional Environment

Add group by +

Questions

	All
Students are engaged in discourse aligned to learning targets.	53% (19)
Teachers are asking higher level questions. (example: Did ___ make a good decision? Why or why not?, How can you verify?, How would you teach someone?)	29% (11)
Teachers are asking medium level questions. (example: Predict what might happen if. . ., How does the author support his/her opinion?, What are the causes/effects?)	41% (16)
Teachers are asking lower level questions. (example: Retell what happened in the text., What is the difference between ___?, How do you define ___?)	58% (22)

Currently:



Co-teaching

Add group by +

Questions	All
This section/class has a co-teacher.	62% (24)
The co-teacher/core teacher are working together to lead a whole class discussion.	77% (10)
The co-teacher/core teacher are working together to lead small groups.	75% (9)
The co-teacher OR core teacher are leading the class and the other is helping individual students.	43% (6)
The core teacher is leading the class.	46% (6)

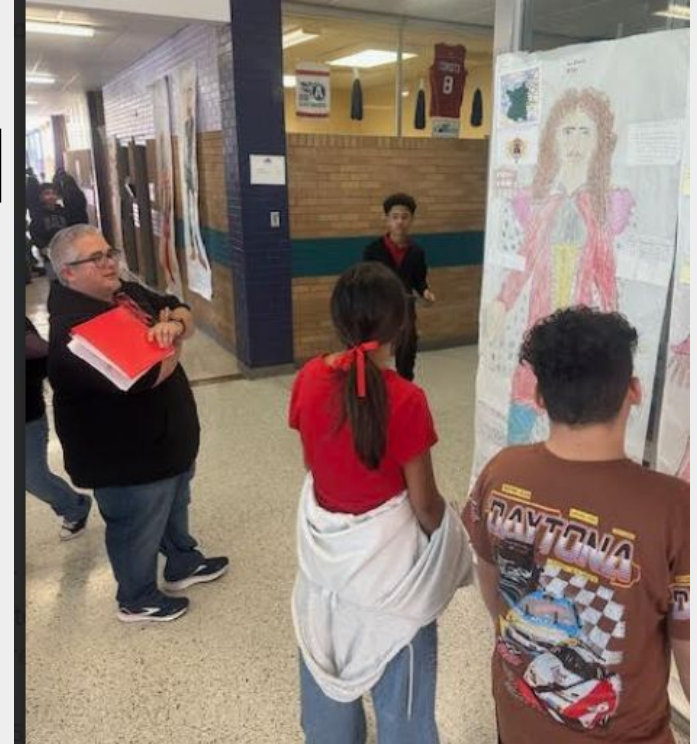
Lab Teacher Helping with this Process

Lab teacher's role in ILT and the growth of discourse and more...



Team Leader Focus

Being a team leader and coaching teammates through this process of instructional change at SAMS.



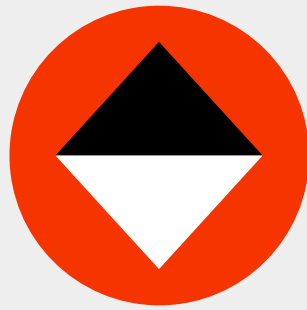
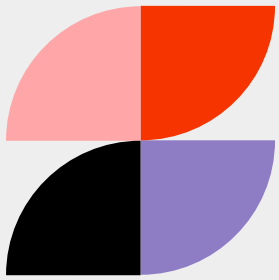
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Continued Support with walkthroughs and being visible

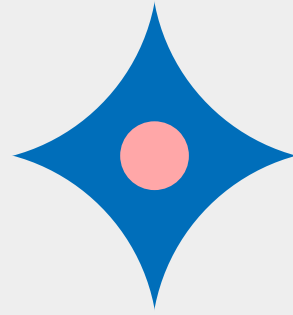
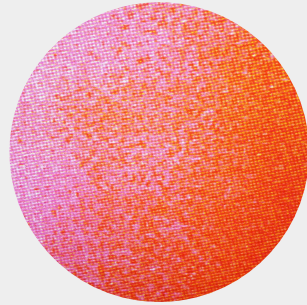
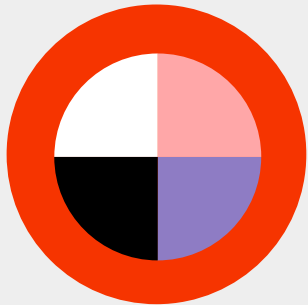
Where we will go next
through the remainder of
the year ...

Quarter 3 (March 27)	Quarter 4 (June 10)
Identifying and <u>highlight</u> teacher leaders that are able to demonstrate integration of complex tasks, questioning, co-teaching, and student discourse.	Student engagement focus/assessment?
Content area and co-teachers are able to apply processes and procedures to implement collaborative planning on their own without the IF.	





Questions?



ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
January 9, 2025

Policy Committee

Committee Members Present:

Baxter Hammer, Chairman
Gidget Kidd, Policy Chair

Ryan Patton, Vice Chairman
Adam Hurley

Linda Cranford
Melissa Calloway

Committee Members Absent:

Hailey Lee

Other Board Members Present:

Hilda DeCortez
Dr. Beth Knott

Michael Smith

Phillip Cheek

Staff Members Present:

Dr. Aaron Woody, Superintendent
Gayle Higgs, Director of Support Services
Carla Freemyer, Chief of Human Resources/Support Services

The meeting was called to order by Ms. Gidget Kidd, Policy Chair, at 6:20 p.m. Ms. Gayle Higgs reviewed the following policies:

- **1010 Board Authority and Duties**
- **1100 Governing Principles**
- **2130 Board Member Compensation and Expenses**
- **2320 Compliance with the Open Meetings Law**
- **2321 Closed Sessions**

The meeting was adjourned by Ms. Gidget Kidd, Policy Chair, at 6:37 p.m.

Finance Committee

Committee Members Present:

Baxter Hammer, Chairman
Ryan Patton, Vice Chairman

Dr. Beth Knott, Finance Chair
Phillip Cheek

Michael Smith
Hilda DeCortez

Other Board Members Present:

Adam Hurley
Melissa Calloway

Gidget Kidd

Linda Cranford

Staff Members Present:

Dr. Aaron Woody, Superintendent

Sandra Spivey Ayers, Chief Financial Officer

Others Present:

Adam Scepurek, Anderson, Smith & Wike, PLLC

Dr. Beth Knott, Finance Chair, opened the meeting at 6:48 p.m.

Ms. Spivey Ayers introduced Adam Scepurek, partner with Anderson, Smith & Wike PLLC. Mr. Scepurek gave an overview of the recent financial audit for the 2023-2024 school year. The audit opinion is an unqualified opinion which is a clean audit. There were no deficiencies noted for internal controls and no reportable unallowable costs. Mr. Scepurek reviewed the Balance Sheet as well as the Income Statement in more detail. The district used \$1.9 million in Fund Balance last year with the majority of that total attributed to the repair of HVAC lines at McCrary Elementary. Mr. Scepurek stated he would present the audit during the board meeting this evening for the board to approve.

There being no further business, Dr. Beth Knott, Finance Chair, adjourned the meeting at 7:24 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

Hilda DeCortez
Ryan Patton
Phillip Cheek

Board Members Absent:

Hailey Lee

Staff Members Present:

Dr. Aaron Woody
Chandra Manning
Gayle Higgs
Sarah Beth Cox
Kimberly Clodfelter
Lynn Fisher

Dr. Wendy Rich
Christina Kinley
Dr. Ryan Moody
Jody Cox
Dr. Ana Floyd
Barb Skelly

Anthony Woodyard
Sandra Spivey Ayers
Angel Etheridge
Scott Bainville
Carlie Abercrombie
Carla Freemyer

Opening

Chairman Hammer called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Hammer opened the meeting with a moment of silence. Chairman Hammer then invited students from Asheboro High School to lead the Pledge of Allegiance.

Upon motion by Phillip Cheek, and seconded by Michael Smith, the board unanimously approved the meeting agenda.

Special Recognitions

- A. Dr. Ryan Moody, Principal, Asheboro High School, along with students Jayden Hernandez and Luis Garcia, presented the School Spotlight titled *Improving Parent/Community Engagement*. Dr. Moody shared their plan to increase family engagement night attendance by 20% by the end of the school year.
- B. Dr. Ryan Moody, Principal, Asheboro High School, recognized First Baptist Church as their community partner spotlight. Dr. Moody shared the various ways First Baptist members have partnered with Asheboro High School to support students and staff. These included providing assistance to families in need and working as Blue Comet Fellow Mentors.
- C. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which

featured a variety of student, staff, and district highlights. These included:

Pre-Winter Break Fun: Before heading off for winter break, Asheboro City Schools students enjoyed a variety of fun and engaging activities from coding challenges to reading adventures by flashlight, creativity and curiosity were on full display. Students and staff shared the sounds of the holidays with lively performances, while spirit weeks and pep rallies celebrated positive behaviors and achievements.

Girls Who Game Club: Girls Who Game is a program established in partnership with UNCG's Institute for Partnerships in Education. Girls Who Game is a Minecraft Education program that engages girls in STEM through gaming, but it also creates a safe sisterhood within the video game space.

National Mentor Month: National Mentoring Month is celebrated in January to recognize the importance of mentorship in personal and professional development. It's a time to celebrate the impact of mentors and to inspire people to become mentors.

School Board Appreciation Month: We appreciate our board members work in setting the vision, goals, and standards that ensure our schools reach for excellence every day.

Ping Tag: Asheboro City Schools has partnered with PingTag.com and ACS families are eligible to receive free PingTag QR Codes. Families can pick up their Ping Tags at the Welcome Center during their regular hours.

- D. Ms. Chandra Manning, Director of Communications & Talent Development, recognized National Board Certified Teachers: newly certified Carlie Abercrombie, and renewals Kimberly Clodfelter, Lynn Fisher, and Chandra Manning.
- E. Dr. Aaron Woody, Superintendent, recognized the board in celebration of School Board Appreciation Month. Dr. Woody described the board members as dedicated individuals who work tirelessly to ensure our schools are places where students can thrive, educators inspire, and communities unite. Dr. Woody thanked the board on behalf of students, staff, and community for their commitment to all learners, their service, their leadership, and their unwavering belief in public education. Each board member was asked to choose a book to be donated to a school in the district in honor of them to celebrate School Board Appreciation Month.

Superintendent's Report

Weather Planning

Due to inclement weather expected tomorrow, schools will release early tomorrow. Our team has been diligent in planning, coordinating, and communicating our processes and strategies as interruptions to the school schedule occur. Our team has developed at least three contingency plans to address potential modifications to schedules, testing dates, professional development days, and more. We would like to thank our partners with the City of Asheboro, who have worked diligently to pre-salt roads, assist our transportation department in identifying potential hazard areas to avoid, and collaborate with our police and first responders, ensuring readiness and clear communication with our district.

Testing Schedules and Second Semester

Our secondary students and staff are prepared to begin first-semester and second nine-week exams next week. If we have inclement weather, we are prepared to modify our testing calendar and workdays if necessary leading into the week of January 20.

School Visits

The board is invited to visit our schools next week on January 16 and 17 to witness the wonderful things happening in our classrooms.

Groundbreaking at SAMS

On February 13, 2025, at 5:00 p.m. we will hold a groundbreaking ceremony on the campus of South Asheboro Middle School. We will invite County Commissioners, City Council Members, our lawmakers, and the newly sworn-in State Superintendent, Mr. Mo Green, to attend. Following the ceremony, we will conduct a joint meeting with the County Commissioners before proceeding to our regularly scheduled Board of Education meeting.

ACS 120th Birthday Celebration

March 6, 2025, marks the 120th year of Asheboro City Schools. We are planning a variety of events and communications to commemorate this milestone.

Board of Education Retreat

We will host a Board of Education Retreat on Saturday, February 22, 2025, from 9:00 a.m. to 2:00 p.m. Our team is diligently working to develop the agenda for this day.

Public Comments

There were no public comments.

***Action Items**

- A. Ms. Sandra Spivey Ayers introduced Mr. Adam Scepurek of Anderson, Smith & Wike PLLC, who reviewed the 2023-2024 Audit Report. Ms. Spivey Ayers requested approval of the report. Upon motion by Michael Smith, and seconded by Phillip Cheek, the board unanimously approved the report as presented.

Consent Agenda

Upon motion by Melissa Calloway, and seconded by Linda Cranford, the board unanimously approved the following items:

- A. Approval of Minutes for December 12, 2024, Board of Education Meeting
- B. Policies Recommended for Approval:
 - Policy 4231/5021/7263 – Face Coverings
- C. Personnel (see below)

**Asheboro City Schools
Personnel ADDENDUM
December 12, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Boyd	Madison	CO	Bus Safety Assistant	12/27/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Grieshaber	Paul	CO	Bus Driver	1/6/2025
Nations	Samantha	GBT	4th Grade	2/10/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Kidd	Robert	SAMS/CO	Non-Faculty Coach and Sub Bus Driver	1/21/2025

Information, Reports, and Recommendations

- A. Ms. Gayle Higgs, Director of Support Services, reviewed the following Policies for Review:
 - Policy 3470/4305 – Alternative Learning Programs
 - Policy 4140 – Foreign Exchange Students

- B. Ms. Gayle Higgs, Director of Support Services, shared the drafts of the Asheboro City Schools 2026-2027 Calendar and discussed the state mandated requirements for the calendar. The calendars will be on the Asheboro City Schools website for a 30-day review and to receive feedback from the district and community. Ms. Higgs will bring the 2026-2027 calendar options before the board for action at the February 13 board meeting.

Board Operations

- A. Chairman Hammer reviewed the Board Committee Assignments for 2025.
- B. Chairman Hammer reviewed information regarding upcoming events.
 - o The next regularly scheduled board meeting will be a joint meeting with the Randolph County Commissioners at 6:00 p.m. and the board meeting will begin at 7:30 p.m. in the Professional Development Center, unless otherwise posted.

Adjournment

There being no further business and upon motion by Dr. Beth Knott, and seconded by Michael Smith, the board unanimously approved to adjourn at 9:10 p.m.

Chairman

Secretary

Policies
For
Approval

A. PURPOSES

The board is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the school student behavior management plans, school improvement plans, and numerous other strategies identified in board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community. As used in this policy and context, an alternative learning program may serve as the site to: (1) deliver educational services required by G.S. 115C-390.9 or -390.10 to a student who is serving a long-term or 365-day suspension; (2) provide concentrated support for students at risk of academic failure; and/or (3) deliver educational and other services to students who are or may be disruptive to a safe and orderly learning environment in the regular educational setting.

B. STANDARDS FOR ALTERNATIVE LEARNING PROGRAMS

Prior to implementing a new alternative learning program, the board will develop a program proposal that is consistent with the State Board of Education standards for alternative learning programs. The board then will submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any recommendations from the State Board to modify the proposal before implementing the alternative learning program.

The board will review on a regular basis whether the school system's alternative learning programs comply with State Board standards.

C. ASSIGNMENT TO ALTERNATIVE LEARNING PROGRAMS**1. Basis for Transfer**

Students generally are assigned to a school based on attendance area. However, as provided by law, the board may assign any student to a school outside of his or her attendance area in order for the student to attend a specialized school or for any other reason the board, in its sole discretion, deems sufficient. In all cases, the assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities.

Students may be assigned to an alternative learning program on a voluntary or involuntary basis under any of the following circumstances:

- a. the student's parent or guardian and the principal agree, and a multi-disciplinary team agrees, that the assignment would be in the best interest

of the student and the efficient administration of the public schools;

- b. the student has been recommended for long-term suspension or expulsion;
- c. the student poses a significant disruption to the educational environment in the regular educational setting due to continuing social/behavioral problems;
- d. the student is at risk of dropping out or not meeting standards for promotion due to academic, developmental, and/or behavioral problems, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- e. the student is a clear threat to the safety of other students or personnel;
or
- f. the student has been charged with a felony or with any crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the student's continued presence will significantly disrupt the regular educational environment.

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

2. Responsibilities of Personnel at Referring School

In addition to any other procedures required by this policy, prior to referring a student to an alternative learning program, the principal of the referring school must:

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative learning program or school; and
- c. provide to the alternative learning program all relevant student records, including anecdotal information.

3. Referral

- a. Students who are recommended for long-term suspension or expulsion and who receive due process through the disciplinary process for violations of the Code of Student Conduct do not require additional referral procedures prior to transfer.
- b. Students who violate a rule of the Code of Student Conduct that permits placement into an alternative learning program do not require additional referral procedures prior to transfer.
- c. Prior to assignment in circumstances where a student is experiencing academic or developmental difficulties or continuing social/behavioral problems, the principal or school-based committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment. School administrators are encouraged to meet with the student's parents or guardians to try to reach a consensus how to address the student's difficulties at school.
- d. In all cases where a basis for assignment exists, other than where the student has received due process pursuant to a recommendation for long-term suspension or expulsion, the principal must refer the student to a multi-disciplinary team to determine whether the student should be assigned to an alternative program. The principal must provide in writing: (1) an explanation of the student's behavior or academic performance that is at issue; (2) documentation or a summary of the documentation of the efforts to assist the student in the student's regular educational setting, if applicable; and (3) documentation of the circumstances that support the referral. A copy of the referral and other documentation must be provided to the parents or guardian by certified mail or in person.

The multi-disciplinary team shall consist of the student's parent or guardian and at least three school system employees who are informed about the student's needs. The team shall meet to consider the principal's referral and determine whether the student will be assigned to an alternative program and shall perform all other duties assigned to it by State Board of Education policy. The student's parent or guardian shall be provided written notice of the time, place, and date of the meeting.

At the meeting, the multi-disciplinary team shall determine whether the student will be assigned to the alternative program. The student's parent or guardian shall be provided written notice of the team's decision, as well as notice of the parent or guardian's appeal and due process rights. If the student's parent or guardian attended the team meeting, such notice shall

be provided at the end of the meeting. If the student's parent or guardian did not attend the meeting, such notice shall be provided by certified mail within one business day of the meeting. If the multi-disciplinary team approves the assignment, the principal of the regular educational setting and the coordinator of the alternative program shall make all necessary arrangements.

4. Responsibilities of School Personnel at the Alternative Learning Program

Once a student is placed in an alternative learning program or school, the appropriate school personnel of the program must meet to review the student's records and any other documentation forwarded by the referring school. Based on these records and any input provided by the parent or guardian concerning the student's needs, the personnel at the alternative program shall determine the support services and intervention strategies that are recommended for the student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

5. Assignment of Student with Disabilities to Alternative Programs

Students who receive services under the Individuals with Disabilities Education Act (IDEA) are entitled to all of the processes and protections pursuant to the IDEA. All additional requirements specific to the assignment of students with disabilities to an alternative program or school established by State Board of Education policy shall be observed.

D. APPEALS PROCESS

If the student's assignment is the result of an IEP team decision for a student with a disability, parents or guardians who are dissatisfied with the decision must comply with the due process procedures set forth in *Procedures Governing Policies and Services for Children with Disabilities*, as adopted by the State Board of Education.

In all other cases, within three business days of receiving written notice of the decision to assign the student to an alternative program,, the parent or guardian may appeal the decision in writing to the superintendent, who shall review the documentation and render a decision within five business days, absent extraordinary circumstances that require additional response time. Parents and guardians who are dissatisfied with the superintendent's decision may appeal to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school, except as prohibited by the IDEA.

E. ADMINISTRATIVE ASSIGNMENTS

1. Assignment During a Long-Term or 365-Day Suspension

Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

2. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

F. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS

In most instances, the goal of the alternative learning program is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program and those of the regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program will assist in the student's transition to other educational settings, including other programs offered by the school system or a community college or vocational school.

For students identified as eligible under the IDEA, the student's IEP team shall make all transition decisions that would result in a change in placement.

G. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS

1. State Accountability

The board will determine annually how each alternative p will participate in the State Alternative Schools' Accountability Model. The superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

2. Information to be Reported to the Board of Education

Each year, the board will evaluate each alternative learning program or school based upon reports provided by the superintendent and any other information the board wishes to consider.

Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; 16 N.C.A.C. 6G .0314; State Board of Education Policy ACCT-038, ALTP-002, DROP-001, EXCP-001; *Policies Governing Services for Children with Disabilities*, as amended (Public Schools of N.C.); *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of Public Instruction), available at <https://www.dpi.nc.gov/students-families/enhanced-opportunities/alternative-learning-programs#development,-implementation,-and-operations>

Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Revised: May 11, 2000, February 8, 2007, January 8, 2009, October 13, 2011, July 9, 2012, October 5, 2017, June 13, 2019, August 13, 2020, September 12, 2021

The board embraces the cultural diversity that foreign exchange students bring to the school system. Foreign exchange students expose the school community to new perspectives and customs, facilitate cross-cultural understanding, and prepare all students for a future with increasing global interconnectivity. Foreign exchange students may be accepted for admission into the school system only through approved foreign exchange student programs in accordance with this policy.

A. APPROVAL OF FOREIGN EXCHANGE STUDENT PROGRAMS

The superintendent or designee may approve a foreign exchange student program upon receipt of documentation that the program:

1. has met the standards established by the Council on Standards for International Educational Travel (CSIET) and appears on the current CSIET J-1 Advisory List;
2. has a local representative residing in or in close proximity to the geographical area served by the school system; and
3. has educational goals and operating procedures compatible with those of the school system.

The superintendent or designee may revoke the approval of any program that does not maintain compliance with the requirements of this policy and any accompanying administrative procedures.

B. RESPONSIBILITIES OF FOREIGN EXCHANGE STUDENT PROGRAMS

Approved foreign exchange student programs will be responsible for facilitating all matters associated with the exchange, including, but not limited to:

1. screening and selecting students who are suitable for the program;
2. ensuring that the student has fulfilled all requirements for entry into the United States on a J-1 visa;
3. assuming all financial and legal responsibility for the student;
4. assuming responsibility for all matters associated with the student's living arrangements, such as selecting and orienting the student's host family and providing ongoing support for the host family and student;
5. preparing the student for the exchange, orienting the student to the community and the school system, monitoring the student's progress throughout the school year,

and responding to any issues that may arise; and

6. communicating with the student's principal or designee, including providing the principal or designee with written notification of (1) any changes related to the host family or the foreign exchange student program's local representative and (2) any need to transfer academic credit back to the student's school of origin and the process for doing so.

C. ADMISSION OF FOREIGN EXCHANGE STUDENTS

Foreign exchange student applications must be submitted to the superintendent or designee by July 31 prior to the school year in which the student wishes to enroll. The applications will be reviewed on a first-come, first-served basis. Foreign exchange students may be admitted for either a year-long course of study or a semester course of study. Tuition will be waived for all foreign exchange students admitted into the school system pursuant to this policy.

The board may admit a foreign exchange student only if the following conditions are met.

1. The student's admission application must be complete and include:
 - a. the host family's name and address, which must be located within the geographic area served by the school system;
 - b. the student's current official transcript translated in English;
 - c. results of a recent physical examination and proof of required immunizations translated in English;
 - d. proof of insurance for accident and medical coverage;
 - e. a copy of any special rules or requirements of the foreign exchange program; and
 - f. any other information or forms required by the school system.
2. The student must have adequate command of the English language, as measured by a nationally normed English language assessment, to function in a regular classroom. The student's English language ability must be documented as part of the application process.
3. The student must not have previously attended school in the United States in either F-1 or J-1 visa status. Students will not be accepted as transfers from any other school system in the United States unless by approval of the superintendent.
4. The student must possess a valid J-1 visa prior to attending school.

5. The board must have determined that space is available at the school to which the student will be assigned. Generally, school assignment will be based on the address of the student's host family. If a different school assignment is approved, the host family must agree to provide the student transportation to and from school. Foreign exchange students will not be permitted to transfer schools after initial enrollment.

D. SELECTION OF COURSES AND EXTRACURRICULAR ACTIVITIES

Each school that enrolls foreign exchange students will designate a faculty member to act as the Foreign Exchange Student Advisor serving as a liaison between each foreign exchange student and the school. The Foreign Exchange Student Advisor will facilitate the selection of the student's courses and extracurricular activities in consultation with the foreign exchange student program's local representative, the host family, school personnel, and the student.

Students will be allowed to participate in interscholastic athletics and other extracurricular activities if they meet all applicable eligibility requirements (see policy 3620, Extracurricular Activities and Student Organizations) and are not otherwise prohibited by restrictions of the foreign exchange student program.

As the fundamental purpose of the exchange program is cultural exchange, foreign exchange students are not eligible to receive diplomas. Students who were enrolled as 12th graders may participate in high school graduation exercises and associated ceremonies and be awarded honorary certificates.

The superintendent or designee shall develop any necessary administrative procedures to implement this policy.

Legal References: Mutual Educational and Cultural Exchange Act of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, *et seq.*; 22 C.F.R. Part 62

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Immunizations and Health Requirements for School Admission (policy 4110)

Adopted:

**Asheboro City Schools
Personnel Transactions
February 13, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Clodfelter	Kimberly	CO	Mental Wellness Facilitator	6/30/2025
Saunders	Pamela	BAL	Instructional Assistant	6/30/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Diaz	Jesus	AHS	Non-Faculty Coach - Asst. Soccer	2/1/2025
Gossett	Jordyn	CWM	Speech Language Pathologist	2/10/2025
Thomas	Daniel "Trent"	AHS	Non-Faculty Coach - Asst. Baseball	2/1/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Rousseau	Melissa	AHS/SAMS to CO	EC Prog. Facilitator to EC Prog. Coord.	3/1/2025

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
February 13, 2025**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gossett, Jordyn	UNC-Greensboro B: Speech-Language Pathology and Audiology M: Speech-Language Pathology	Speech-Language

Ms. Jordyn Gossett is recommended to serve Charles W. McCrary Elementary School as a Speech-Language Pathologist for the remainder of the 2024-2025 school year. Ms. Gossett has worked for the past three years at Cone Health in their Pediatric Outpatient Rehabilitation Center in Greensboro. She is looking forward to continuing to serve elementary age students as she transitions into the school setting. Ms. Gossett’s clinical experience included Gateway Education Center – Infant Toddler Program, Southern Elementary in Greensboro, and Phoenix Academy in High Point. We are pleased to welcome Ms. Gossett to Asheboro City Schools. Welcome Ms. Gossett!

**Asheboro City Schools
Personnel ADDENDUM
February 13, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Skelly	Barbara	CO	Director of Exceptional Children	6/30/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Clark	Lee	CO	Network Systems Analyst	2/13/2025
LeRoy	Emily	NAMS	Non-Faculty Coach - Volleyball	2/14/2025
White	Kayla	AHS	Non-Faculty Coach - Asst. Cheerleading	3/1/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Jones	Janayah	CO	Sub Safety Assistant to Safety Assistant	1/14/2025

Asheboro City Schools Field Trip/Transportation Request

Submission ID: 08dd3476-5675-40ef-8210-f5ea2e997963

Status: **Approved**

Note: **Please submit in a Private Vehicle Form**

General Details

Submission ID: 08dd3476-5675-40ef-8210-f5ea2e997963

Asheboro High School

Sarah

Downey

sdowney@asheboro.k12.nc.us

Fields

Overnight Trip

Group Making Request: *

AHS Choral Department

School: *

AHS

Destination: *

NCMEA All-Eastern Regional Choir (formerly known as All-State Chorus) - New Bern, NC

Date of Trip: *

February 14, 2025

Number of Students Involved: *

6

Percent of Total Group: *

6

Reasons for Students Not Attending: *

Students self-selected into auditioning for this event. It was optional. Some students were not selected after auditioning.

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): *

0

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

0

Departure Time: *

4:00 PM

Return Time: *

9:00 PM

Round Trip Miles (estimated) *

200

Estimated Cost to the Student: *

\$ 100

Purpose of the Field Trip: *

Students who have been selected for this honor choir will prepare music before this event, and then during the event they will rehearse with other students from NC that were selected, under the direction of a noted choral conductor, and then present a performance.

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. *

1-2 parents of selected students, names unknown at this time

Sponsor (Group Responsible for Paying for the Trip) *

Sarah Downey

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: 1/6/2025, 8:20 AM
- 1. Submitter: Sarah Downey
- Submitter Email: sdowney@asheboro.k12.nc.us

Approved 1/7/2025

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

1 Approved

1/7/2025

3.

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

Approved

1/7/2025

4.

Signer Name: Tari Johnson
Signer Email: tjohnson@asheboro.k12.nc.us
Signer Type: Transportation Supervisor
Note: Please submit in a Private Vehicle Form

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

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

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

Hereinafter referred to as Auditor

for	Fiscal Year Ending 06/30/25	Date Audit Will Be Submitted to LGC 12/31/25
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Must be within six months of FYE

hereby agree as follows:

1. The Auditor shall audit all statements and disclosures required by U.S. generally accepted auditing standards (GAAS) and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit(s). The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion shall be rendered in relation to (as applicable) the governmental activities, the business-type activities, the aggregate DPCUs, each major governmental and enterprise fund, and the aggregate remaining fund information (non-major government and enterprise funds, the internal service fund type, and the fiduciary fund types). The basic financial statements shall include budgetary comparison information in a budgetary comparison statement, rather than as RSI, for the General Fund and any annually budgeted Special Revenue funds.

2. At a minimum, the Auditor shall conduct the audit and render the report in accordance with GAAS. If the Governmental Unit expended \$100,000 or more in combined Federal and State financial assistance during the reporting period, the Auditor shall perform the audit in accordance with *Government Auditing Standards* (GAGAS). The Governmental Unit is subject to federal single audit requirements in accordance with Title 2 US Code of Federal Regulations Part 200 *Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards*, Subpart F (*Uniform Guidance*) and the State Single Audit Implementation Act. Currently the threshold is \$750,000 for a federal single audit and \$500,000 for a State Single Audit. This audit and all associated audit documentation may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the Local Government Commission (LGC). If the audit requires a federal single audit in accordance with the Uniform Guidance (§200.501) the Auditor and Governmental Unit(s) should discuss, in advance of the execution of this contract, the responsibility for submission of the audit and the accompanying data collection form to the Federal Audit Clearinghouse as required under the Uniform Guidance (§200.512) to ensure proper submission.

Effective for audits of fiscal years beginning on or after June 30, 2023, the LGC will allow auditors to consider whether a unit qualifies as a State low-risk auditee. Please refer to "Discussion of Single Audits in North Carolina" on the LGC's website for more information.

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

3. If an entity is determined to be a component of another government as defined by the group audit standards, the entity's auditor shall make a good faith effort to comply in a timely manner with the requests of the group auditor in accordance with AU-6 §600.41 - §600.42.
4. This contract contemplates an unmodified opinion being rendered. If during the process of conducting the audit, the Auditor determines that it will not be possible to render an unmodified opinion on the financial statements of the unit, the Auditor shall contact the LGC Staff to discuss the circumstances leading to that conclusion as soon as is practical and before the final report is issued. The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract.
5. If this audit engagement is subject to the standards for audit as defined in *Government Auditing Standards*, 2018 revision, issued by the Comptroller General of the United States, then by accepting this engagement, the Auditor warrants that he/she has met the requirements for a peer review and continuing education as specified in *Government Auditing Standards*. The Auditor agrees to provide a copy of the most recent peer review report to the Governmental Unit(s) and the Secretary of the LGC prior to the execution of an audit contract. Subsequent submissions of the report are required only upon report expiration or upon auditor's receipt of an updated peer review report. If the audit firm received a peer review rating other than pass, the Auditor shall not contract with the Governmental Unit(s) without first contacting the Secretary of the LGC for a peer review analysis that may result in additional contractual requirements.

If the audit engagement is not subject to *Government Auditing Standards* or if financial statements are not prepared in accordance with U.S. generally accepted accounting principles (GAAP) and fail to include all disclosures required by GAAP, the Auditor shall provide an explanation as to why in an attachment to this contract or in an amendment.

6. It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to LGC Staff within six months of fiscal year end. If it becomes necessary to amend the audit fee or the date that the audit report will be submitted to the LGC, an amended contract along with a written explanation of the change shall be submitted to the Secretary of the LGC for approval.
7. It is agreed that GAAS include a review of the Governmental Unit's (Units') systems of internal control and accounting as same relate to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor shall make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his/her findings, together with his recommendations for improvement. That written report shall include all matters defined as "significant deficiencies and material weaknesses" in AU-C 265 of the *AICPA Professional Standards (Clarified)*. The Auditor shall file a copy of that report with the Secretary of the LGC.

For GAAS or *Government Auditing Standards* audits, if an auditor issues an AU-C §260 report, commonly referred to as "Governance Letter," LGC staff does not require the report to be submitted unless the auditor cites significant findings or issues from the audit, as defined in AU-C §260.12 - .14. This would include issues such as difficulties encountered during the audit, significant or unusual transactions, uncorrected misstatements, matters that are difficult or contentious reviewed with those charged with governance, and other significant matters. If matters identified during the audit were required to be reported as described in AU-C §260.12-.14 and were communicated in a method other than an AU-C §260 letter, the written documentation must be submitted.

8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the LGC. This includes annual or special audits, agreed upon procedures related to internal controls, bookkeeping or other assistance necessary to prepare the Governmental Unit's records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina. Approval is also required for the Alternative Compliance Examination Engagement for auditing the Coronavirus State and Local Fiscal Recovery Funds expenditures as allowed by US Treasury. Approval is not required on audit contracts and invoices for system improvements and similar services of a non-auditing nature.
9. Invoices for services rendered under these contracts shall not be paid by the Governmental Unit(s) until the invoice has been approved by the Secretary of the LGC. This also includes any progress billings [G.S. 159-34 and 115C-447]. All invoices for audit work shall be submitted in PDF format to the Secretary of the LGC for approval. The invoice marked 'approved' with approval date shall be returned to the Auditor to present to the Governmental Unit(s) for payment. This paragraph is not applicable to contracts for audits of hospitals.
10. In consideration of the satisfactory performance of the provisions of this contract, the Governmental Unit(s) shall pay to the Auditor, upon approval by the Secretary of the LGC if required, the fee, which includes any costs the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (federal and state grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts. This does not include fees for any pre-issuance reviews that may be required by the NC Association of CPAs (NCACPA) Peer Review Committee or NC State Board of CPA Examiners (see Item 13).
11. If the Governmental Unit(s) has/have outstanding revenue bonds, the Auditor shall submit to LGC Staff, either in the notes to the audited financial statements or as a separate report, a calculation demonstrating compliance with the revenue bond rate covenant. Additionally, the Auditor shall submit to LGC Staff simultaneously with the Governmental Unit's (Units') audited financial statements any other bond compliance statements or additional reports required by the authorizing bond documents, unless otherwise specified in the bond documents.
12. After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include, but not be limited to, the following information: (a) Management's Discussion and Analysis, (b) the financial statements and notes of the Governmental Unit(s) and all of its component units prepared in accordance with GAAP, (c) supplementary information requested by the Governmental Unit(s) or required for full disclosure under the law, and (d) the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board upon completion.
13. If the audit firm is required by the NC State Board, the NCACPA Peer Review Committee, or the Secretary of the LGC to have a pre-issuance review of its audit work, there shall be a statement in the engagement letter indicating the pre-issuance review requirement. There also shall be a statement that the Governmental Unit(s) shall not be billed for the pre-issuance review. The pre-issuance review shall be performed prior to the completed audit being submitted to LGC Staff. The pre-issuance review report shall accompany the audit report upon submission to LGC Staff.

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

15. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the Secretary of the LGC, this contract may be modified or amended to include the increased time, compensation, or both as may be agreed upon by the Governing Board and the Auditor.

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

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

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

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

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

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

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

23. This contract may be terminated at any time by mutual consent and agreement of the Governmental Unit(s) and the Auditor, provided that (a) the consent to terminate is in writing and signed by both parties, (b) the parties have agreed on the fee amount which shall be paid to the Auditor (if applicable), and (c) no termination shall be effective until approved in writing by the Secretary of the LGC.
24. The Governmental Unit's (Units') failure or forbearance to enforce, or waiver of, any right or an event of breach or default on one occasion or instance shall not constitute the waiver of such right, breach or default on any subsequent occasion or instance.
25. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the LGC.
26. E-Verify. Auditor shall comply with the requirements of NCGS Chapter 64 Article 2. Further, if Auditor utilizes any subcontractor(s), Auditor shall require such subcontractor(s) to comply with the requirements of NCGS Chapter 64, Article 2.
27. **Applicable to audits with fiscal year ends of June 30, 2020 and later.** For all non-attest services, the Auditor shall adhere to the independence rules of the AICPA Professional Code of Conduct and *Government Auditing Standards, 2018 Revision* (as applicable). Preparing financial statements in their entirety shall be deemed a "significant threat" requiring the Auditor to apply safeguards sufficient to reduce the threat to an acceptable level. If the Auditor cannot reduce the threats to an acceptable level, the Auditor cannot complete the audit. If the Auditor is able to reduce the threats to an acceptable level, the documentation of this determination, including the safeguards applied, must be included in the audit workpapers.
- All non-attest service(s) being performed by the Auditor that are necessary to perform the audit must be identified and included in this contract. The Governmental Unit shall designate an individual with the suitable skills, knowledge, and/or experience (SKE) necessary to oversee the services and accept responsibility for the results of the services performed. If the Auditor is able to identify an individual with the appropriate SKE, s/he must document and include in the audit workpapers how he/she reached that conclusion. If the Auditor determines that an individual with the appropriate SKE cannot be identified, the Auditor cannot perform both the non-attest service(s) and the audit. See "Fees for Audit Services" page of this contract to disclose the person identified as having the appropriate SKE for the Governmental Unit.
28. **Applicable to audits with fiscal year ends of June 30, 2021 and later.** The auditor shall present the audited financial statements including any compliance reports to the government unit's governing body or audit committee in an official meeting in open session as soon as the audited financial statements are available but not later than 45 days after the submission of the audit report to the Secretary. The auditor's presentation to the government unit's governing body or audit committee shall include:
- a) the description of each finding, including all material weaknesses and significant deficiencies, as found by the auditor, and any other issues related to the internal controls or fiscal health of the government unit as disclosed in the management letter, the Single Audit or Yellow Book reports, or any other communications from the auditor regarding internal controls as required by current auditing standards set by the Accounting Standards Board or its successor;
 - b) the status of the prior year audit findings;
 - c) the values of Financial Performance Indicators based on information presented in the audited financial statements; and
 - d) notification to the governing body that the governing body shall develop a "Response to the Auditor's Findings, Recommendations, and Fiscal Matters," if required under 20 NCAC 03 .0508.
29. Information based on the audited financial statements shall be submitted to the Secretary for the purpose of identifying Financial Performance Indicators and Financial Performance Indicators of Concern. See 20 NCAC 03 .0502(c)(6).

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

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

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

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

FEEES FOR AUDIT SERVICES

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

Financial statements were prepared by: Auditor Governmental Unit Third Party

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

Name:	Title and Unit / Company:	Email Address:
Sandra Spivey	Finance Officer	sspivey@asheboro.k12.nc.us

OR Not Applicable (Identification of SKE Individual on the LGC-205 Contract is not applicable for GAAS-only audits or audits with FYEs prior to June 30, 2020.)

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

3. The audit fee information included in the table below for both the Primary Government Fees and the DPCU Fees (if applicable) should be reported as a specific dollar amount of audit fees for the year under this contract. If any language other than an amount is included here, the contract will be returned to the audit form for correction.


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

Primary Government Unit	Asheboro City Schools
Audit Fee (financial and compliance if applicable)	\$ 35,000
Fee per Major Program (if not included above)	\$
Additional Fees Not Included Above (if applicable):	
Financial Statement Preparation (incl. notes and RSI)	\$ 5,000
All Other Non-Attest Services	\$ 2,000
TOTAL AMOUNT NOT TO EXCEED	\$ 42,000

Discretely Presented Component Unit	N/A
Audit Fee (financial and compliance if applicable)	\$ N/A
Fee per Major Program (if not included above)	\$ N/A
Additional Fees Not Included Above (if applicable):	
Financial Statement Preparation (incl. notes and RSI)	\$ N/A
All Other Non-Attest Services	\$ N/A
TOTAL AMOUNT NOT TO EXCEED	\$ 0

SIGNATURE PAGE

AUDIT FIRM

Audit Firm* Anderson Smith & Wike PLLC	
Authorized Firm Representative (typed or printed)* Adam Scepurek	Signature* 
Date* 01/31/25	Email Address* ascepurek@asw-cpa.com

GOVERNMENTAL UNIT

Governmental Unit* Asheboro City Schools	
Date Governing Board Approved Audit Contract* (Enter date in box to right)	
Mayor/Chairperson (typed or printed)* Mr. Baxter Hammer	Signature*
Date	Email Address* bhammer@asheboro.k12.nc.us

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

GOVERNMENTAL UNIT – PRE-AUDIT CERTIFICATE

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

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

Sum Obligated by This Transaction:	\$ 42,000
Primary Governmental Unit Finance Officer* (typed or printed) Sandra Spivey	Signature*
Date of Pre-Audit Certificate*	Email Address* sspivey@asheboro.k12.nc.us

**SIGNATURE PAGE – DPCU
(complete only if applicable)**

DISCRETELY PRESENTED COMPONENT UNIT

DPCU* N/A	
Date DPCU Governing Board Approved Audit Contract* (Enter date in box to right)	
DPCU Chairperson (typed or printed)* N/A	Signature*
Date*	Email Address* N/A

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

DPCU – PRE-AUDIT CERTIFICATE

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

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

Sum Obligated by this Transaction:	\$ 0
DPCU Finance Officer (typed or printed)* N/A	Signature*
Date of Pre-Audit Certificate*	Email Address* N/A

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

PRINT



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

January 31, 2025

Asheboro City Schools
1126 South Park Street
Asheboro, NC 27203

We are pleased to confirm our understanding of the services we are to provide for Asheboro City Schools for the year ended June 30, 2025.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Asheboro City Schools as of and for the year ended June 30, 2025. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Asheboro City Schools' basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Asheboro City Schools' RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

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

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

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

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

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

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

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

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

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

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

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

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

According to GAAS, significant risks include management override of controls, and GAAS presumes that revenue recognition is a significant risk. Accordingly, we have considered these as significant risks.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

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

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

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

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Asheboro City Schools' compliance with provisions of applicable laws,

regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance and the State Single Audit Implementation Guide requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal and State statutes, regulations, and the terms and conditions of federal and State awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Asheboro City Schools' major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Asheboro City Schools' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance and the State Single Audit Implementation Guide.

Responsibilities of Management for the Financial Statements and Single Audit

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

You are also responsible for making drafts of financial statements, schedule of expenditures of federal and State awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance and the State Single Audit Implementation Guide; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal and State awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

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

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal and State awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review at the start of our engagement.

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

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

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

Other Services

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

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

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

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

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

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

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

Adam Scepurek is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in the spring of 2025.

Our fees for the audit and financial statement preparation services will not exceed \$40,000. In addition, we will bill separately at standard hourly rates for any assistance provided with new GASB implementation disclosures or other nonattest services requested by management that we may provide. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our audit approach is to work closely with management and communicate frequently. The audit will require the assistance of management and staff to prepare supporting documents, schedules and analyses to be ready no later than the agreed upon dates set out in our email or other communications with management. Failure to meet these timelines or providing incomplete schedules and analyses will result in additional time and audit costs being incurred by our professional staff, who have to reschedule their planned work due to the delay in receiving complete document requests. Should all items requested not be completed on or prior to the dates specified, the Board understands that an increased fee (to be determined prior to proceeding) may be charged to compensate our firm for the incurred changes in professional staff schedules. If the delays result in an extension having to be requested, a minimum 5% fee will be added to the amended contract extension request to compensate the firm for these delays and scheduling changes.

Reporting


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

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

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

Very truly yours,

Anderson Smith & Wike PLLC



Adam Scepurek, CPA

RESPONSE:

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

Officer signature: _____ Date: _____

Board Chair Signature: _____ Date: _____

Report on the Firm's System of Quality Control

To the Partners of Anderson Smith & Wike, PLLC and the Peer Review Committee, Coastal Peer Review, Inc.

We have reviewed the system of quality control for the accounting and auditing practice of Anderson Smith & Wike, PLLC (the firm) in effect for the year ended March 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

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

Firm's Responsibility

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

Peer Reviewer's Responsibility

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

Required Selections and Considerations

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

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

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Anderson Smith & Wike, PLLC in effect for the year ended March 31, 2022, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Anderson Smith & Wike, PLLC has received a peer review rating of *pass*.

Dean Dorton Allen Ford, PLLC

Dean Dorton Allen Ford, PLLC

August 4, 2022

Honors Weight Training and Conditioning

Course Code: 60395X0

Credit: 1

Weight: Honors

Grade: 10-12

Prerequisite: Standard Weight Training and Conditioning

Course Description:

Honors Weight Training and Conditioning is designed for the scholar student with a passion for physical fitness and an interest in a fitness-related career path and/or a lifelong commitment to physical wellness. This course builds strength, stamina, and endurance through structured weight training, agility drills, fundamental motor skills, aerobics, plyometrics, and flexibility exercises. Utilizing the weight room, gym, and other school athletic facilities, students will engage in advanced physical conditioning while emphasizing total physical development. Active participation and self-assessment are required of all students, including athletes “in season.”

In addition to physical training, this course will incorporate essential knowledge for students to continue their fitness journey. Topics include the following: Kinesiology, Principles of Weight Resisted Training Techniques, Injury Prevention and Recovery, and Skill/Sport Related Plyometrics. The knowledge gained throughout this course can be applied to various careers in fitness, such as personal training, athletic training, nutrition, and physical education. This course may be repeated for credit.

Course Objectives:

- Participate in a structured weight training and conditioning program.
- Demonstrate proper technique and safety protocols for weightlifting and resistance training.
- Improve overall physical fitness through agility drills, plyometrics, and flexibility training.
- Analyze training methodologies and track performance data to assess progress.
- Understand principles of kinesiology and apply them to movement and exercise.
- Identify injury prevention strategies and recovery techniques for optimal performance.

Assessment: Physical Performance Assessments, Training Logs, Skill Demonstrations, and Active Participation & Engagement.

Sports Medicine I**Course Code:** 60635X0**Credit:** 1**Weight:** Honors**Grade:** 9-12**Prerequisite:** None**Course Description:**

Sports Medicine I is an introductory course that provides students with a foundational understanding of sports medicine, injury prevention, and basic rehabilitation techniques. Students will explore anatomy, first aid, and emergency response while developing hands-on skills in taping, bracing, and therapeutic interventions. In addition to classroom instruction, students will have access to the school's athletic trainer, allowing them to observe and learn about real-world applications of sports medicine concepts.

Course Objectives:

- Understand the role of sports medicine professionals and career pathways.
- Learn basic musculoskeletal anatomy and common athletic injuries.
- Learn first aid and emergency response skills.
- Explore strategies for injury prevention, including warm-ups, stretching, and strength training.
- Practice fundamental taping, wrapping, and bracing techniques.
- Learn about ethical considerations and professional responsibilities in sports medicine.
- Observe and gain insight into the role of the athletic trainer.

Assessment: Injury Evaluation Assessment, Demonstration of Taping Techniques, Demonstration of Cold and Heat Modalities, Demonstration of Stretching Techniques and Therapeutic Exercises, Assessment on Emergency Response & Life-Saving Procedures

Sports Medicine II**Course Code:** 60645X0**Credit:** 1**Weight:** Honors**Grade:** 9-12**Prerequisite:** Sports Medicine I**Course Description:**

Sports Medicine II builds on the knowledge from Sports Medicine I, deepening the students' understanding of injury assessment, rehabilitation techniques, and therapeutic interventions. Students refine their taping skills while learning more about rehabilitation exercise, treatment protocols, and movement assessments. Students will continue to work with the school's athletic trainer, gaining insight into real-world injury prevention and recovery strategies.

Course Objectives

- Expand knowledge of the role of sports medicine professionals and career pathways.
- Research musculoskeletal anatomy and biomechanics.
- Learn and apply injury evaluation techniques for common sports injuries.
- Develop and understand rehabilitation exercises for injury recovery.
- Refine taping and wrapping skills for injury support.
- Gain a deeper understanding of emergency response in athletic settings.
- Continue to explore ethical considerations and professional responsibilities in sports medicine.
- Continue learning from the athletic trainer, focusing on injury prevention and care.

Assessment: Injury Evaluation Assessment, Demonstration of Taping Techniques, Demonstration of Cold and Heat Modalities, Demonstration of Stretching Techniques and Therapeutic Exercises, Assessment on Emergency Response & Life-Saving Procedures, Research Activities

Sports Medicine III

Course Code: 60655X0

Credit: 1

Weight: Honors

Grade: 9-12

Prerequisite: Sports Medicine I and II

Course Description:

In Sports Medicine III, students take on leadership roles in the class while further developing their skills in injury assessment, rehabilitation, and advanced sports medicine techniques. Students will apply and demonstrate knowledge in a hands-on setting as they hone in on career pathways. Students will continue to work closely with the school's athletic trainer to gain deeper insights into injury evaluations, rehabilitation programs, and athlete care and assist level I and II students in building foundational knowledge and skills.

Course Objectives

- Strengthen skills in injury evaluation, rehabilitation, and movement assessments.
- Learn to develop individualized rehabilitation plans for common sports injuries.
- Apply therapeutic interventions such as stretching, strengthening, and manual therapy.
- Expand knowledge of emergency response, including concussion protocols.
- Take on leadership roles by assisting lower-level students in developing sports medicine skills.
- Learn about the athletic trainer's responsibilities in injury management, documentation, and rehabilitation sessions.
- Study the processes involved in game-day preparation, including pre-game care and recovery strategies.

Assessment: Injury Evaluation Assessment, Demonstration and Assessment of Taping Techniques, Demonstration and Assessment of Cold and Heat Modalities, Demonstration and Assessment of Stretching Techniques and Therapeutic Exercises, Review of Emergency Response & Life-Saving Procedures, Research Activities, Presentations

Sports Medicine IV**Course Code:** 60665X0**Credit:** 1**Weight:** Honors**Grade:** 9-12**Prerequisite:** Sports Medicine I, II, & III**Course Description:**

In Sports Medicine IV, students refine their clinical skills, enhance their leadership roles, and further explore rehabilitation and injury prevention techniques. Students will assist in overseeing small groups in skill development and provide feedback. Level IV students will continue to participate in hands-on learning with the athletic trainer. They will work closely with the school's athletic trainer to gain deeper insights into injury evaluations, rehabilitation programs, and athlete care and work with level III students in helping level I and II students build foundational knowledge and skills.

Course Objectives

- Further develop advanced skills in injury evaluation, rehabilitation, and therapeutic modalities.
- Take on leadership roles in mentoring and helping assess students in lower levels.
- Assist in designing and understanding athlete rehabilitation programs.
- Study return-to-play protocols.
- Explore a professional career path in sports medicine and athletic training.
- Work closely with the athletic trainer to gain deeper insight into real-world applications of sports medicine.

Assessment: Injury Evaluation Assessment, Demonstration and Assessment of Taping Techniques, Demonstration and Assessment of Cold and Heat Modalities, Demonstration and Assessment of Stretching Techniques and Therapeutic Exercises, Research Activities, Presentations

Prepared by: Duke Energy Progress, LLC
Return to: Duke Energy Progress, LLC
Attn: Ashley Walker
331 Birch Ave
Spring Lake, NC 28390

Parcel # 7750670033

EASEMENT

State of North Carolina
County of Randolph

THIS EASEMENT (“**Easement**”) is made this ____ day of _____, 20____, from **ASHEBORO CITY BOARD OF EDUCATION**, a North Carolina corporation (“**Grantor**”, whether one or more), to **DUKE ENERGY PROGRESS, LLC**, a North Carolina limited liability company (“**Grantee**”).

Grantor, for and in consideration of the sum of One and 00/100 Dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, does hereby grant unto Grantee a perpetual and non-exclusive easement, to construct, reconstruct, operate, patrol, maintain, repair, replace, relocate, add to, modify, and remove electric and communication lines including, but not limited to, all necessary supporting structures, and all other appurtenant apparatus and equipment for the transmission and distribution of electrical energy, and for technological purposes related to the operation of the electric facilities and for the communication purposes of Incumbent Local Exchange Carriers (collectively, “**Facilities**”).

Grantor is the owner of that certain property described in that instrument recorded in **Deed Book 646, Page 184, and Deed Book 646, Page 209, and Deed Book 648, Page 410, and Deed Book 696, Page 448**, Randolph County Register of Deeds (“**Property**”).

The Facilities may be both overhead and underground and located in, upon, over, along, under, through, and across a portion of the Property within an easement area described as follows:

A strip of land thirty feet (30') in uniform width for the overhead portion of said Facilities and a strip of land twenty feet (20') in uniform width for the underground portion of said Facilities, lying equidistant on both sides of a centerline, which centerline shall be established by the center of the Facilities as installed, along with an area ten feet (10') wide on all sides of the foundation of any Grantee enclosure/transformer, vault and/or manhole, (hereinafter referred to as the "Easement Area").

The rights granted herein include, but are not limited to, the following:

1. Grantee shall have the right of ingress and egress over the Easement Area, Property, and any adjoining lands now owned or hereinafter acquired by Grantor (using lanes, driveways, and adjoining public roads where practical as determined by Grantee).
2. Grantee shall have the right to trim, cut down, and remove from the Easement Area, at any time or times and using safe and generally accepted arboricultural practices, trees, limbs, undergrowth, other vegetation, and obstructions.
3. Grantee shall have the right to trim, cut down, and remove from the Property, at any time or times and using safe and generally accepted arboricultural practices, dead, diseased, weak, dying, or leaning trees or limbs, which, in the opinion of Grantee, might fall upon the Easement Area or interfere with the safe and reliable operation of the Facilities.
4. Grantee shall have the right to install necessary guy wires and anchors extending beyond the boundaries of the Easement Area.
5. Grantee shall have the right to relocate the Facilities and Easement Area on the Property to conform to any future highway or street relocation, widening, or alterations.
6. Grantor shall not place, or permit the placement of, any structures, improvements, facilities, or obstructions, within or adjacent to the Easement Area, which may interfere with the exercise of the rights granted herein to Grantee. Grantee shall have the right to remove any such structure, improvement, facility, or obstruction at the expense of Grantor.
7. Excluding the removal of vegetation, structures, improvements, facilities, and obstructions as provided herein, Grantee shall promptly repair or cause to be repaired any physical damage to the surface area of the Easement Area and Property resulting from the exercise of the rights granted herein to Grantee. Such repair shall be to a condition which is reasonably close to the condition prior to the damage, and shall only be to the extent such damage was caused by Grantee or its contractors or employees.
8. The rights granted in this Easement include the right to install Facilities wherever needed on the Property to serve future development on the Property and adjoining lands. Portions of the Facilities may be installed immediately and other portions may be installed in the future as the need develops. Facilities installed in the future shall be installed at locations mutually agreeable to the parties hereto if they are to be located outside of the Easement Area. Upon any future installations of Facilities at mutually agreed locations, the Easement Area shall be deemed to include such future locations.
9. All other rights and privileges reasonably necessary, in Grantee's sole discretion, for the safe, reliable, and efficient installation, operation, and maintenance of the Facilities.

The terms Grantor and Grantee shall include the respective heirs, successors, and assigns of Grantor and Grantee. The failure of Grantee to exercise or continue to exercise or enforce any of the rights herein granted shall not be construed as a waiver or abandonment of the right thereafter at any time, or from time to time, to exercise any and all such rights.

TO HAVE AND TO HOLD said rights, privilege, and easement unto Grantee, its successors, licensees, and assigns, forever. Grantor warrants and covenants that Grantor has the full right and authority to convey to Grantee this perpetual Easement, and that Grantee shall have quiet and peaceful possession, use and enjoyment of the same.

IN WITNESS WHEREOF, Grantor has signed this Easement under seal effective this ____ day of

_____, 20_____.

ASHEBORO CITY BOARD OF EDUCATION

a North Carolina corporation

_____ (SEAL)

STATE OF _____

COUNTY OF _____

I, _____, a Notary Public of _____ County, State of _____, certify that _____, as _____ of **ASHEBORO CITY BOARD OF EDUCATION**, a North Carolina corporation, personally appeared before me this day and acknowledged the due execution of the foregoing EASEMENT.

Witness my hand and notarial seal, this ____ day of _____, 20_____.



Notary Public: _____

Commission expires: _____

Policies
For
Review

Policy Code: 1100 Governing Principles

The mission statement of the Asheboro City Schools is as follows: 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.

Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by its duty to provide students with the opportunity to receive a sound basic education as defined by the North Carolina Supreme Court in *Leandro v. State*. It is further guided by governing principles it considers critical to meet that obligation by providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

1. Student success. As its top priority, a system of excellent schools provides opportunities for individual students to succeed and overall student performance to improve.
2. Parental involvement. A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools.
3. Safe, orderly and inviting environment. A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning.
4. School initiatives. In a system of excellent schools, each school initiates improvements to the educational program and services for students in alignment with system-wide goals and involves staff, parents and students in the school level decision-making processes.
5. Professional development. A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance.
6. Removal of barriers. A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation.
7. Stewardship of resources. A system of excellent schools conserves financial and environmental resources and operates in an efficient manner.

Legal References: [G.S. 115C-36, -47](#); *Leandro v. State*, 346 N.C. 336 (1997)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: July 12, 2012, February 11, 2016

Asheboro City Schools



eSports and SLICE Lab Updates

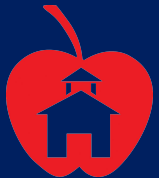
Anthony Woodyard & Sarah Beth Cox

February 13, 2025



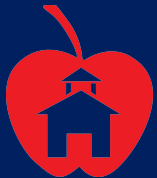
eSports Labs

nearing completion



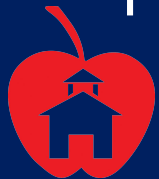
The eSports Industry

- Gaming technology is powering the future of many industries
- Market share is greater than \$200 billion; bigger than the movie and music industries combined
- Various creative, collaborative, and immersive experiences for students



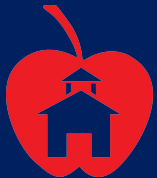
Our eSports Focus

- Career & Collegiate Opportunities
- Emerging Technologies
- Related Professions



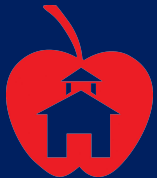
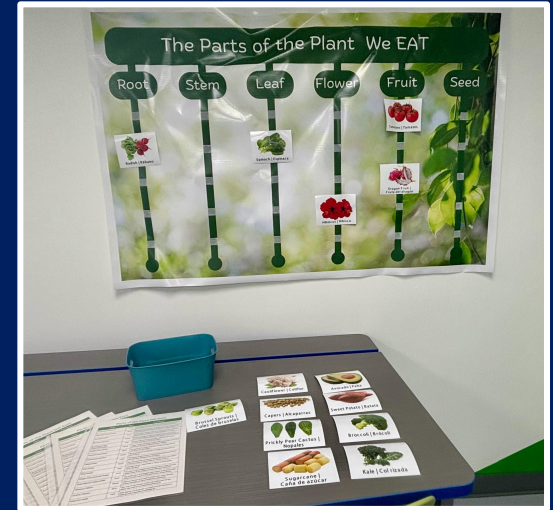
SLICE Lab

**Simulated
Lab
for
Interactive
Career
Exploration**



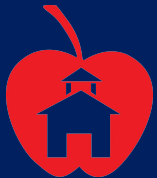
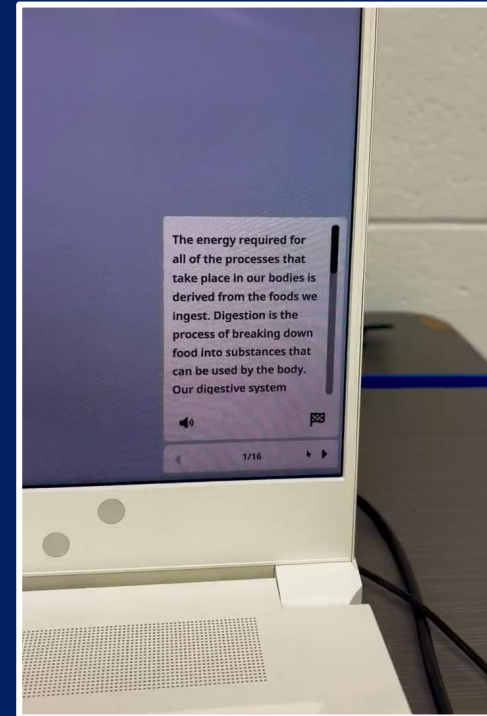
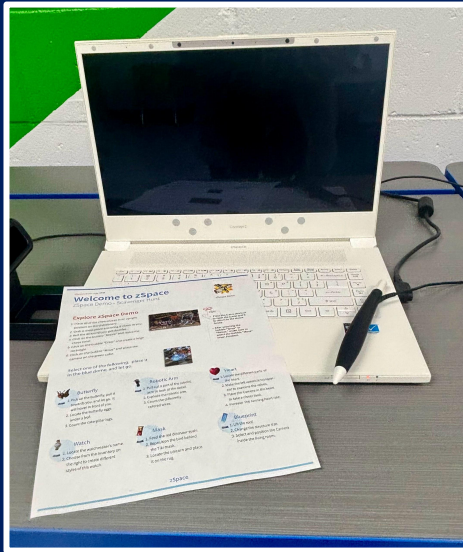
SLICE Lab

Flexibility of Planning for Teachers



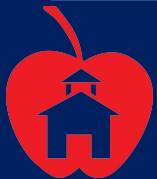
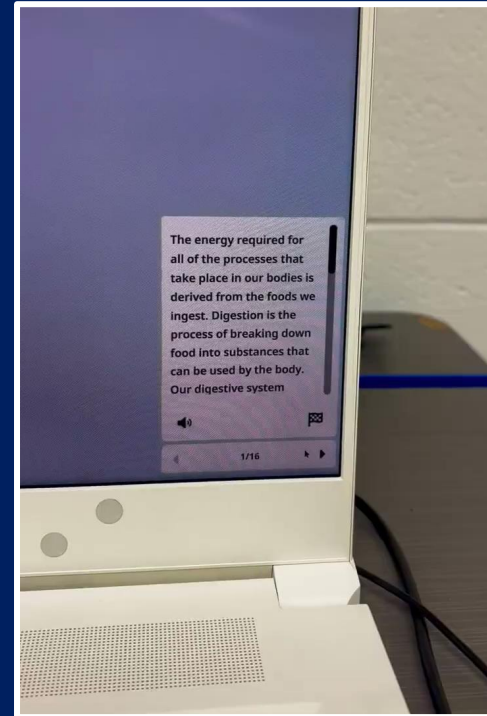
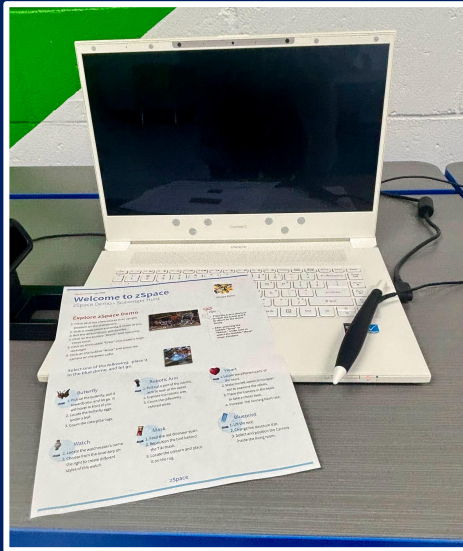
SLICE Lab Technology

ZSpace Machines

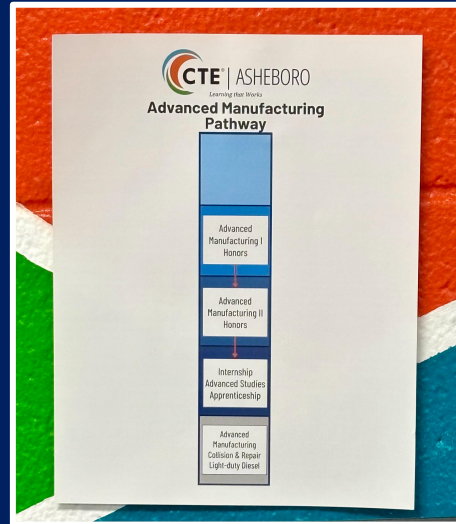


SLICE Lab Technology

ZSpace Machines



SLICE Lab



SLICE Lab

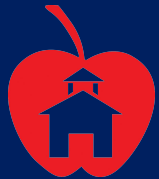
Teacher Developed Pathway Activities



- Business/Marketing - Lemonade Stand Activity
- Computer Science - Input/Output Processing
- Interior Design - Furnishing a House(Funding and Design)
- Health Science - Empathy Lab
- Advanced Manufacturing - Solo Cup Force Motion Car
- Adobe - Logo Identification Game



We are happy to answer any questions at this time.



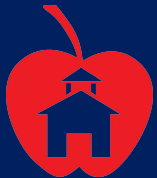


2026-2027 Calendar for Approval

Gayle Higgs

Director of Support Services

February 13, 2025

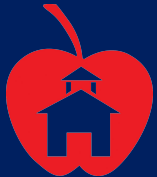


School Calendar Legislation

School Calendars must meet the following requirements:

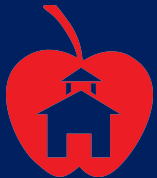
***No new updates since June 30, 2020**

- Start date no earlier than the Monday closest to August 26
- Cover at least nine (9) calendar months
- Must have a minimum of 185 days **or** 1,025 hours of instruction
- Must have at least nine (9) teacher workdays
- Two (2) designated workdays on which teachers may take accumulated vacation leave
- Minimum of ten (10) annual vacation leave days
- Same or equivalent number of holidays as required by the State Personnel Commission for State Employees (11 Holidays + July 4)
- End date no later than the Friday closest to June 11
- Must include 215 Teacher/Staff days



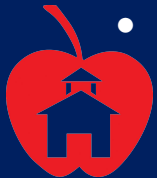
Proposed 2026-2027 Calendar Drafts

	Draft 1	Draft 2
Total Staff Days	215	215
Holidays	11	11
Annual Leave	10	10
Workdays	15	16
1st Quarter Days	45	45
2nd Quarter Days	44	44
3rd Quarter Days	46	45
4th Quarter Days	44	44
Total Student Days	179	178
Total Hours	1074	1068
5 Early Release Days	-15	-15
Net Hours	1059	1053
Banked Hours	34	28



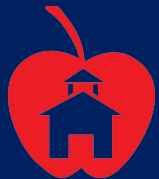
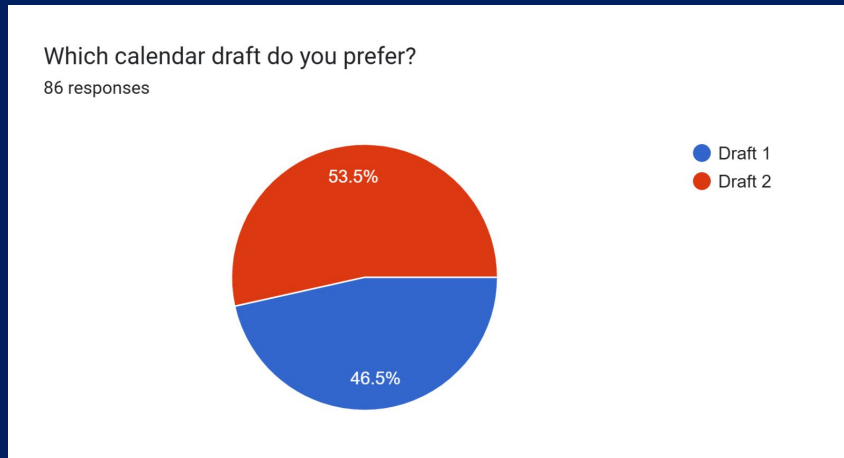
Key Elements of Proposed Calendars

- First Day for Staff: August 13
 - Draft 1 - Optional
 - Draft 2 - Required
- First Day for Students: August 24
- Early Release Days: 5 total, including Winter Break and Last Day
- Winter Break: December 21 - January 1
 - Draft 1 - Optional Workday
 - Draft 2 - Annual Leave Day
- Required Workdays in October, January, and June
- Spring Break:
 - Draft 1 - Begins on March 26 with a Holiday and Optional Day on April 2
 - Draft 2 - Begins on March 25 with an Optional Day and ends on April 2
- Last Day for Students and Graduation: Friday, June 4
- Last Day for Staff: June 9 - Optional Workday

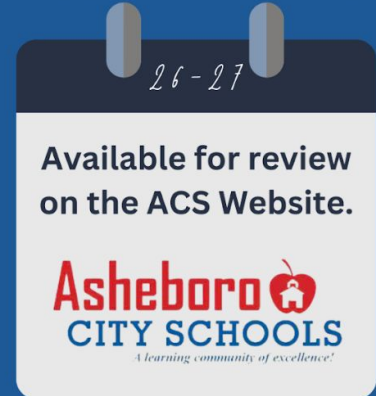


Feedback

- The 2026-2027 calendar was placed on the district website and social media for a 30-day review and public comment period.
- Zero public comments were received.
- Results of Calendar Draft Poll:



ACS 2026-2027 Calendar Under Public Review



Send Feedback to
feedback@asheboro.k12.nc.us

Asheboro City Schools Calendar 2026-2027 DRAFT 2

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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19	20	21	22	23	24	25
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July	
3	Holiday
August	
13-21	Required Workdays
24	First Day for Students
September	
7	Holiday
23	Early Release Day/Staff PD

October	
26	End of First Quarter
27	Required Workday
November	
11	Holiday
25	Optional Teacher Workday
26-27	Holiday

December	
18	Early Release Day/Winter Break
21	Optional Teacher Workday
22-23	Vacation/Annual Leave
24,25,28	Holiday
29-31	Vacation/Annual Leave

January	
1	Holiday
15	End of Second Quarter
18	Holiday
19-20	Required Workdays
February	
17	Early Release Day/Staff PD

March	
24	End of Third Quarter
25	Optional Teacher Workday
26	Holiday
29-31	Vacation/Annual Leave
April	
1-2	Vacation/Annual Leave
28	Early Release Day/Staff PD

May	
24	Holiday
June	
4	Early Release Day/Last Day
7-8	Required Workdays
9	Optional Teacher Workday

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

January 2027						
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February 2027						
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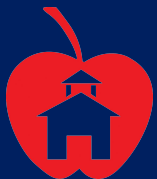
March 2027						
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April 2027						
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May 2027						
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June 2027						
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Recommended 2026-2027 Asheboro City Schools Calendar for Approval



Asheboro City Schools Calendar 2026-2027 DRAFT 1

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Asheboro City Schools Calendar 2026-2027 DRAFT 2

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27	28	29	30			

CALENDAR OF UPCOMING EVENTS - February 13, 2025 Board Meeting

DATE	TIME	EVENT	LOCATION
Saturday, February 15	9:00 a.m. - 3:00 p.m.	Drone Soccer District IV Qualifier Competitions	Asheboro High School
Monday, February 17	All Day	Required Workday	All Schools
Tuesday, February 18	9:00 a.m. - 1:00 p.m.	Elementary Special Olympics - Swimming	YMCA
Thursday, February 20	5:00 - 6:30 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Thursday, February 20	5:00 - 6:30 p.m.	Teachey Family Engagement Night	Guy B. Teachey Elementary School
Thursday, February 20	5:30 - 7:00 p.m.	McCrary Family Engagement Night	Charles W. McCrary Elementary School
Friday, February 21	7:00 p.m.	All County Honor Band Concert	AHS Performing Arts Center
Saturday, February 22	8:30 a.m. - 2:30 p.m.	ACS Board of Education Retreat	Professional Development Center
Wednesday, February 26	9:00 a.m. - 1:00 p.m.	Secondary Special Olympics - Swimming	YMCA
Monday, March 3	4:00 - 6:00 p.m.	Youth Art Reception	The Randolph Arts Guild
Monday, March 3	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Tuesday, March 4	5:00 - 7:00 p.m.	Asheboro High School Family Engagement Night	Asheboro High School
Tuesday, March 4	5:00 - 6:30 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary School
Tuesday, March 4	7:00 p.m.	Middle School/High School Choral MPA Showcase	AHS Performing Arts Center
Wednesday, March 5	11:30 a.m. Elementary 12:30 Secondary	Early Release/Staff Professional Development	All Schools
Thursday, March 6	4:00 - 6:00 p.m.	Future Chef Competition	Balfour Elementary School
Friday, March 7	9:00 a.m.	District Spanish Spelling Bee	Lindley Park Elementary School
Tuesday, March 11	7:00 p.m.	Middle School Choral MPA Showcase	AHS Performing Arts Center
Wednesday, March 12	10:00 a.m.	Secondary Battle of the Books	South Asheboro Middle School
Thursday, March 13	7:00 p.m.	Asheboro High School Festival Showcase Concert	AHS Performing Arts Center
Thursday, March 13	7:30 p.m.	Board of Education Meeting (Budget/Finance Meeting @ 6 p.m.)	Professional Development Center
Friday, March 14	9:30 a.m.	Elementary Battle of the Books	Charles W. McCrary Elementary School
Tuesday, March 18 & Wednesday March 19	10:00 - 11:30 a.m.	Fourth Graders to Greensboro Symphony Concert	Tanger Center, Greensboro
Tuesday, March 18	5:00 - 6:30 p.m.	NAMS Family Engagement Night	North Asheboro Middle School
Thursday, March 20 - Sunday, March 23	All Day	COSSBA Conference for the Board	Atlanta, Georgia
Monday, March 24	5:30 - 7:00 p.m.	SAMS Family Engagement Night	South Asheboro Middle School
Thursday, March 27	4:00 - 6:30 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Friday, March 28	8:00 - 10:00 a.m.	Legislative Breakfast	Professional Development Center
Friday, March 28	All Day	Required Workday	All Schools