ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
December 12, 2024
7:30 p.m.

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

I. <u>**Opening**</u>
   A. Call to Order
   B. Moment of Silence
   C. Pledge of Allegiance – Charles W. Elementary School
   *D. Approval of Agenda

II. <u>**Special Recognitions**</u>
   A. School Spotlight – Ms. Kelly Patton, Principal, Charles W. McCrary Elementary School
   B. Community Partner Spotlight – Ms. Kelly Patton, Principal, Charles W. McCrary Elementary School
   C. Asheboro High School Theatre Recognition – Ms. Barb Skelly, Director of Exceptional Children
   D. Asheboro High School Soccer Team Recognition – Ms. Gayle Higgs, Director of Support Services
   E. Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development Coordinator
   F. Recognition of Holiday Card Contest Winner – Dr. Aaron Woody, Superintendent
   G. Recognition of Board Chairman – Dr. Aaron Woody, Superintendent

III. <u>**Superintendent's Report**</u> **–** Dr. Aaron Woody, Superintendent

IV. <u>**Public Comments**</u>
   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. <u>***Consent Agenda**</u>
   A. Approval of Minutes for November 14, 2024, Board of Education Meeting
   B. Policies Recommended for Approval:
   - Policy 1510/4200/7270 – School Safety
   - Policy 2127 – Board Member Technology Use
   - Policy 3220 – Technology in the Educational Program
   - Policy 3225/4312/7320 – Technology Acceptable Use
   - Policy 3620 – Extracurricular Activities and Student Organizations
   - Policy 5071/7351 – Electronically Stored Information Retention
   C. Personnel
   D. Asheboro High School New Courses Request
   E. Real Property Status Report

VI. <u>**Information, Reports, and Recommendations**</u>
   A. Policies for Review – Ms. Gayle Higgs, Director of Support Services

- Policy 4231/5021/7263 – Face Coverings
   B. Welcome Center Update - Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, and Ms. Jennifer Smith, ACS Welcome Center Coordinator
   C. Data Update - Ms. Christina Kinley, Director of Accountability & Student Information, and Ms. Gayle Higgs, Director of Support Services

VII.   ***Action Items**
   A. Proposal of New Alternative High School Learning Program – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, and Asheboro High School Administrative Team

VIII.   **Board Operations** – Chairman Michael Smith
   A. Calendar of Events – Chairman Michael Smith
   B. Delegate Assembly (NCSBA Annual Conference) – Ms. Gidget Kidd, Board Member
   C. Board Leadership Decision 2025 – Dr. Aaron Woody, Superintendent

IX.   **Adjournment**

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

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

ASHEBORO CITY BOARD OF EDUCATION
Regularly Schedule Meeting
Professional Development Center
December 12, 2024
7:30 p.m.

Addendum

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

I.   **Opening**

II.   **Special Recognitions**

III. **Superintendent's Report**

IV.   **Public Comments**

V.   ***Consent Agenda**
  C. Personnel (addendum added)

VI.   **Information, Reports, and Recommendations**

VII. ***Action Items**

VIII. **Board Operations**

IX.   **Adjournment**

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

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McCrary Elementary

Student Engagement through Clubs

Benefits:

1. Create a sense of belonging
2. Improve social skills
3. Provide academic support
4. Make learning more fun
5. Build confidence
6. Reduce at-risk behaviors
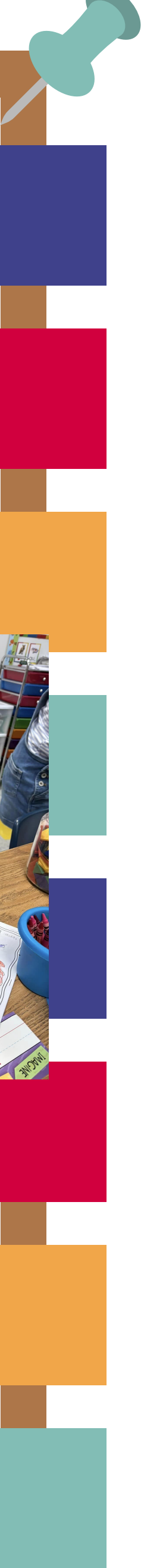
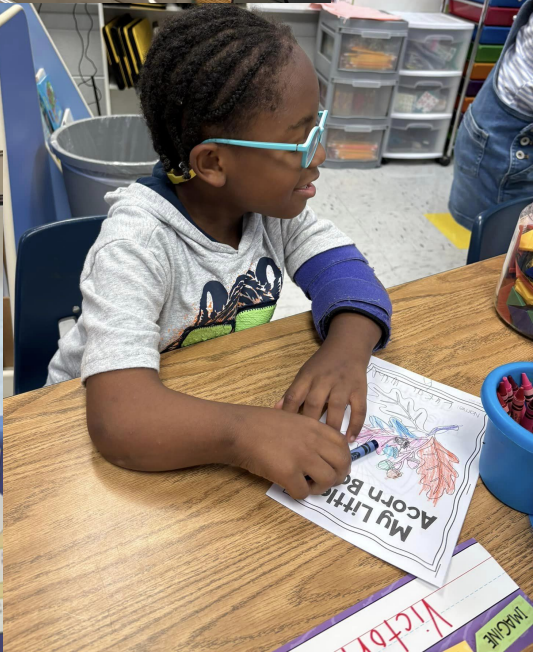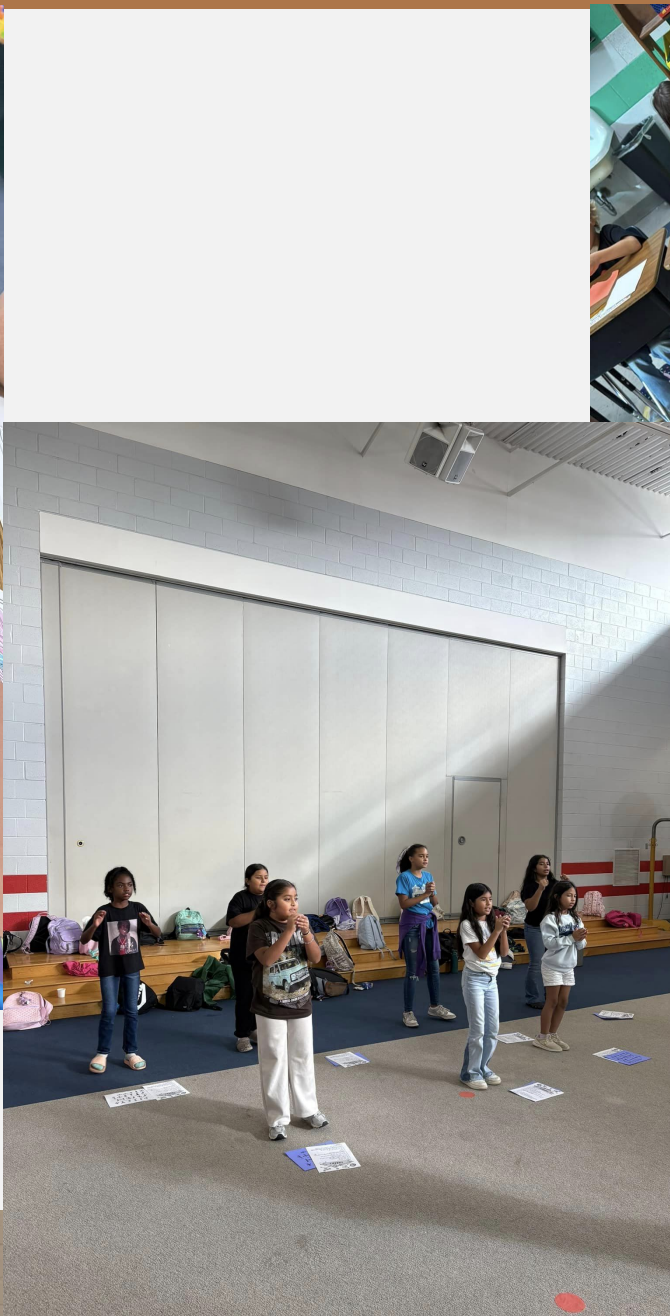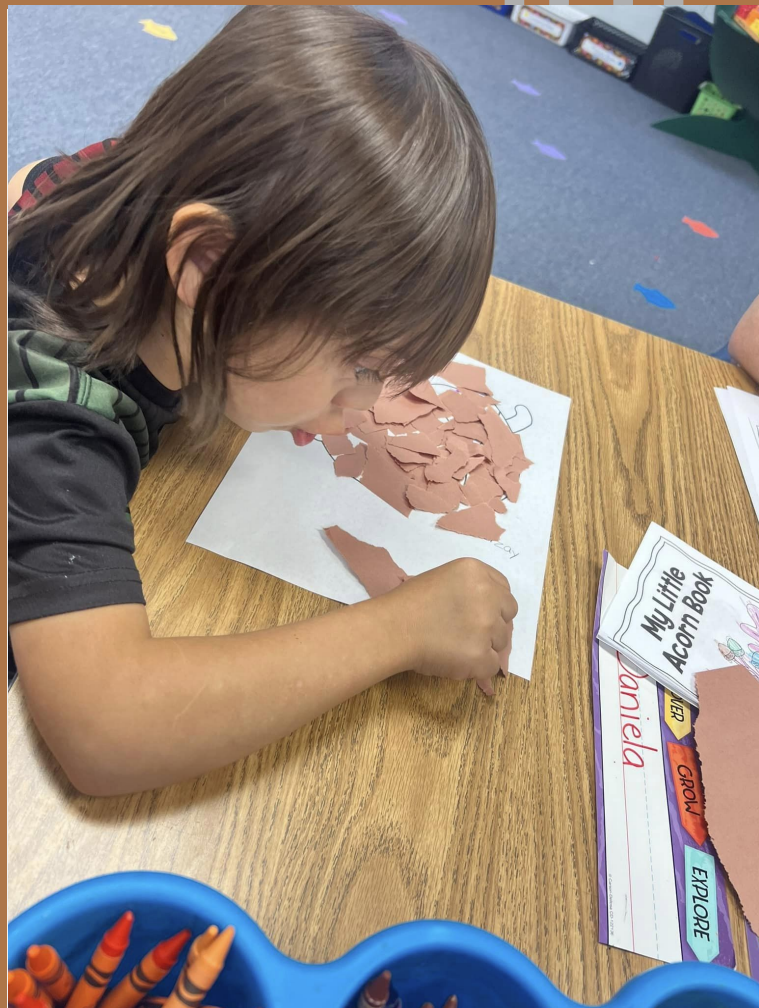www.understood.org

Fall Clubs

Fall Clubs were offered for 4 weeks, from Nov. 6 - Dec. 4 for students in grades K - 5th. Clubs were sponsored by all certified staff members.
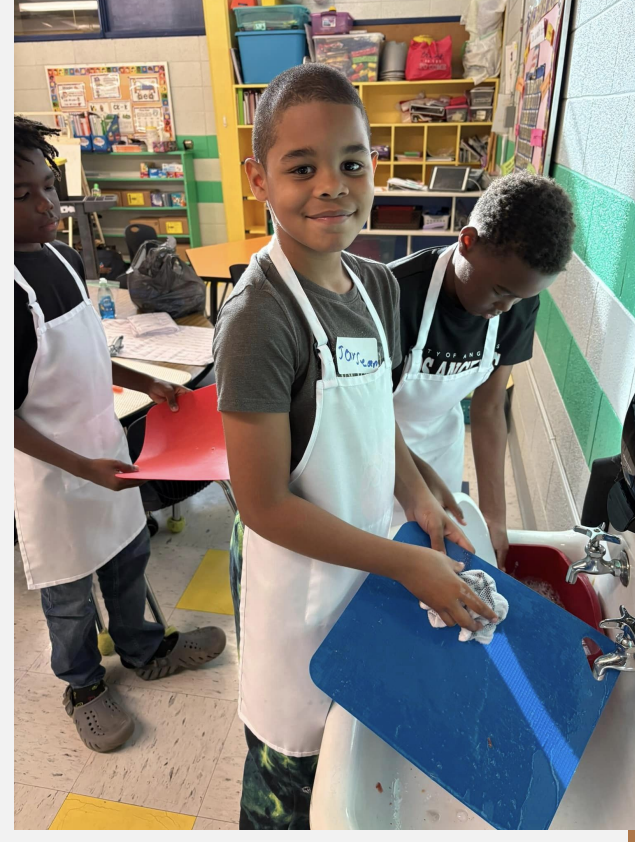
- **K - 2 Clubs**
  - Arts & Crafts
  - Board Games
  - Fun with Books

- **3 - 5 Clubs**
  - Cooking Matters Club
  - STEAM
  - Volleyball Club
  - Mustang Cheer Club
  - Art Club
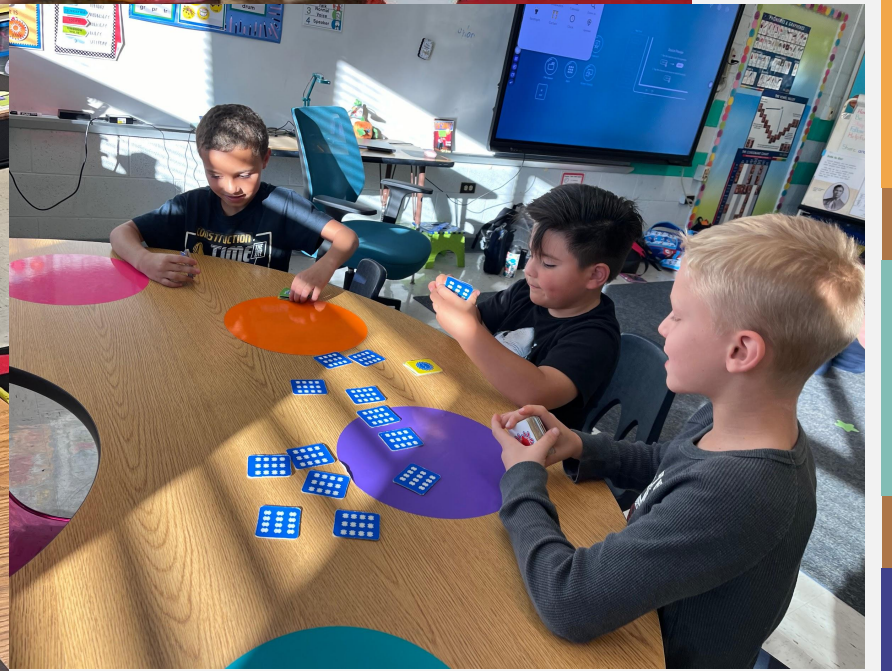
Year-Long Clubs

- We have several clubs for our older students that are offered year-long. These clubs require students to submit an interest form and explain why they want to be in the club.
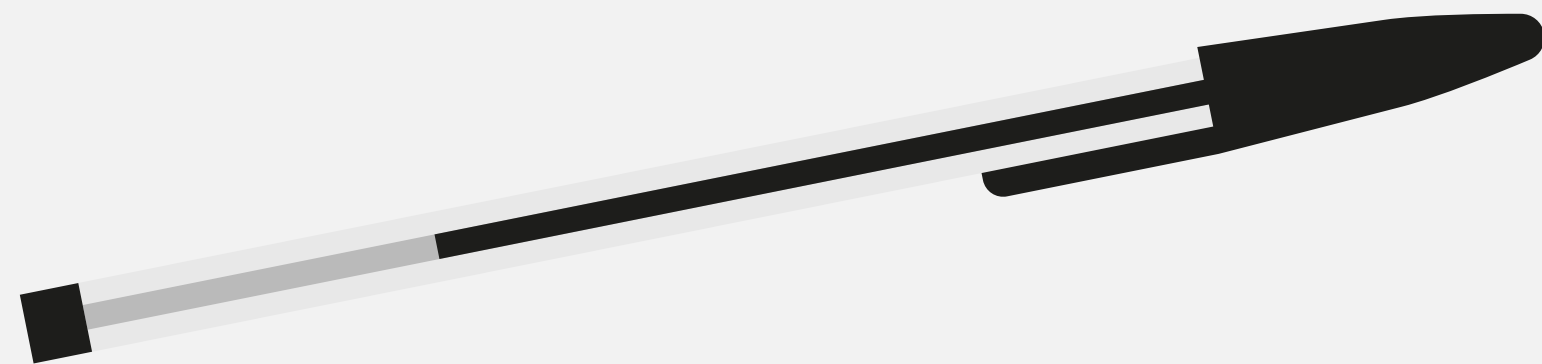
- Mustangs on the Move -Girls Only Running Club
- Musical Mustangs
- UNITE Club
- Student Council
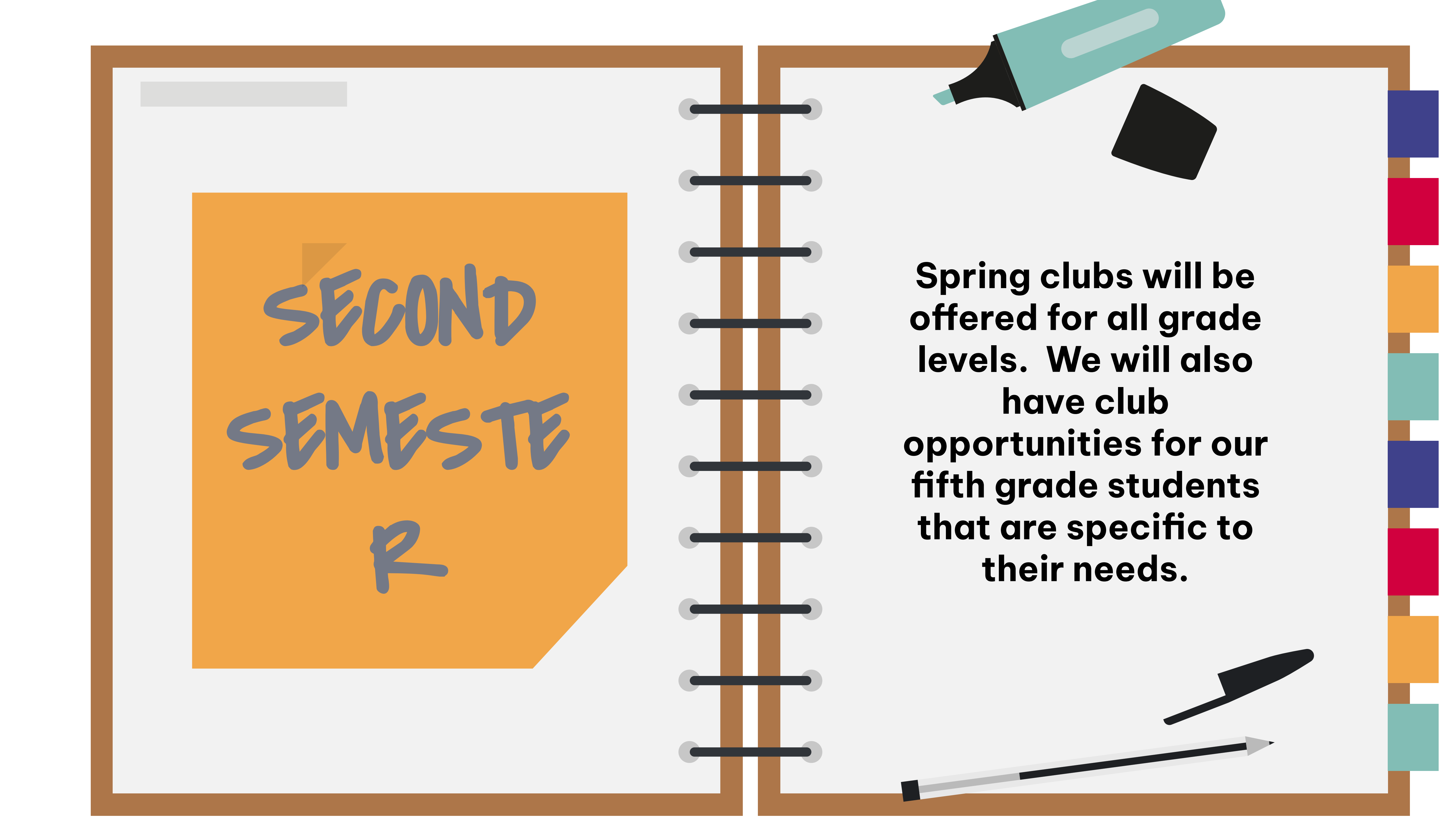
Sports Clubs

- Ms. Tester, our PE teacher, is offering some different sports opportunities this year for our students.
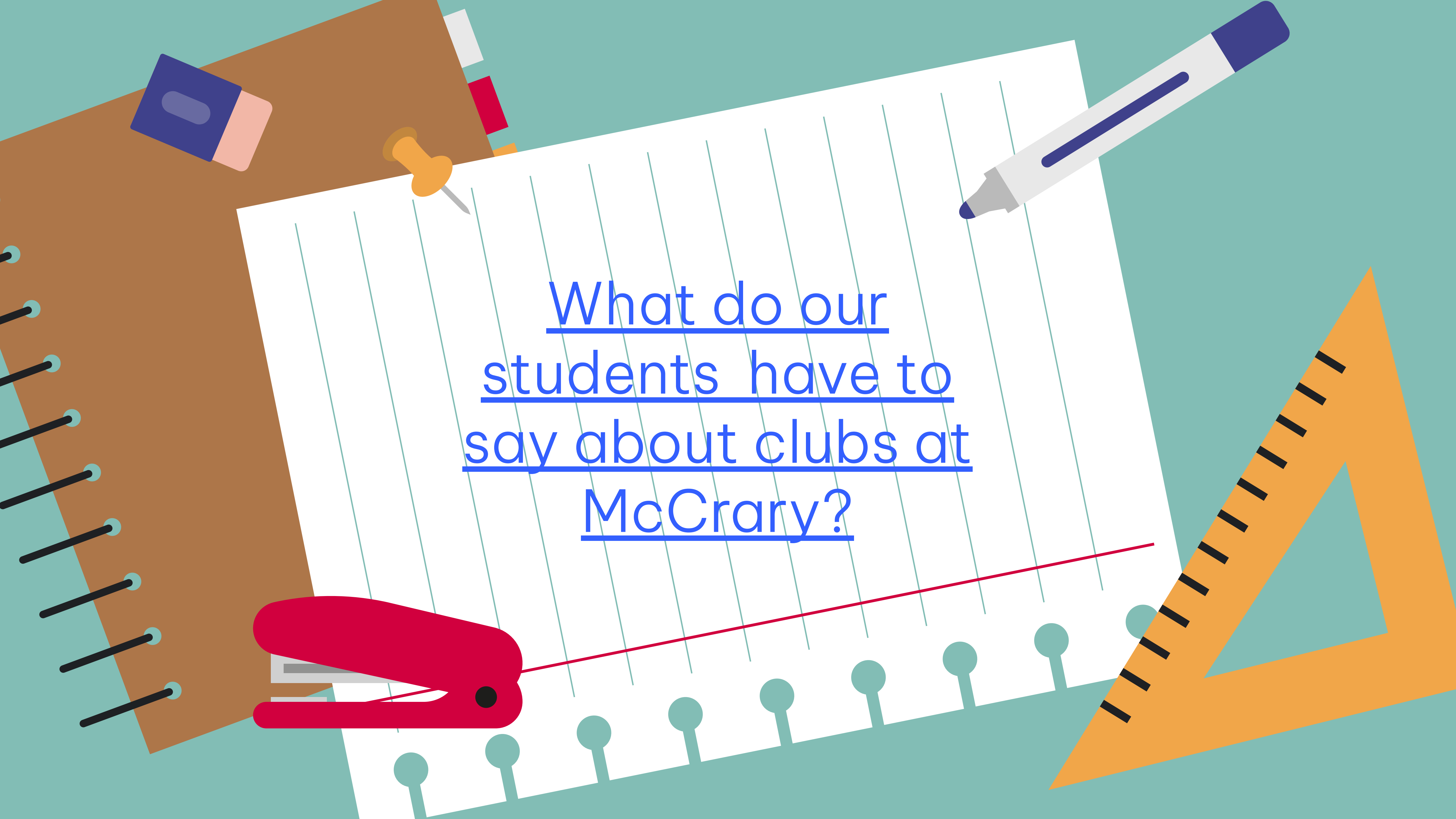
- Soccer for all ages, both fall and spring
- Basketball
- Tchoukball

SECOND SEMESTER

Spring clubs will be offered for all grade levels. We will also have club opportunities for our fifth grade students that are specific to their needs.

What do our students have to say about clubs at McCrary?

Questions?

Artwork by Angelica Hernandez (2024)
8th Grader, South Asheboro Middle School

*Warmest thoughts and best wishes
for a wonderful holiday season
and a prosperous New Year.*

Asheboro
CITY SCHOOLS
A learning community of excellence!

Aaron Woody, Ed.D., Superintendent
Asheboro City Schools Board of Education

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
November 14, 2024

Policy Committee

Committee Members Present:

Michael Smith, Chairman	Baxter Hammer, Vice Chairman	Linda Cranford
Gidget Kidd, Policy Chair	Hailey Lee	Adam Hurley

Other Board Members Present:

Melissa Calloway   Ryan Patton

Staff Members Present:

Dr. Aaron Woody   Gayle Higgs

The meeting was called to order at 6:00 p.m. by Ms. Gidgett Kidd, Policy Chair. Ms. Gayle Higgs, Director of Support Services, reviewed the following policy:

- **4231/5021/7263 Face Coverings**
  - Proposing to rescind this policy.

The meeting adjourned at 6:09 p.m. by Ms. Gidget Kidd, Policy Chair.

Finance Committee

Committee Members Present:

Michael Smith, Chairman	Ryan Patton, Finance Chair	Dr. Beth Knott
Baxter Hammer, Vice Chairman	Phillip Cheek	Melissa Calloway

Other Board Members Present:

Adam Hurley	Linda Cranford	Hailey Lee
Gidget Kidd		

Staff Members Present:

Dr. Aaron Woody	Sandra Spivey Ayers	Jody Cox
Scott Bainville	Chris Burian	Anthony Woodyard

Others Present:

Bobbitt Construction:

Chad Danforth	David Witzell	Bailey Allred
Ben Whitten	James Dennis	

Brady Services: Kevin Lynn

Mr. Ryan Patton, Finance Chair, opened the meeting at 6:16 p.m.

Ms. Spivey Ayers, Chief Financial Officer, recognized Bobbitt Construction and Brady Services team members. Bobbitt and Brady provided an overview of the progress to date on the design phase of the South Asheboro Middle School Renovation Project. Asheboro City Schools employees have been meeting regularly with Bobbitt and Brady to work through logistics and priorities for the renovation. Bobbitt and Brady reviewed the projected timeline for each phase of the project. Some demolition work will take place over the Christmas Holiday while the building is vacant.

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

Board of Education

Board Members Present:

Michael Smith, Chairman	Vice Chairman Baxter Hammer	Melissa Calloway
Melissa Calloway	Linda Cranford	Ryan Patton
Dr. Beth Knott	Adam Hurley	Phillip Cheek
Gidget Kidd	Hilda DeCortez	
Scott Eggleston, Attorney		

Staff Members Present:

Dr. Aaron Woody	Dr. Wendy Rich	Anthony Woodyard
Chandra Manning	Christina Kinley	Sandra Spivey Ayers
Gayle Higgs	Lisa Hayes	Angel Etheridge
Sarah Beth Cox	Jody Cox	Scott Bainville
D.R. Cash	Courtney McGowan	Elizabeth Pack
Scott Smith	Julie Brady	Michelle Harger

Opening
Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Smith opened the meeting with a moment of silence. Chairman Smith then invited two students from Donna Lee Loflin Elementary School to lead the Pledge of Allegiance.

Swearing-in Ceremony
New board member Hilda DeCortez was sworn in by NC House Representative Brian Biggs.

Upon motion by Phillip Cheek and seconded by Gidget Kidd, the board unanimously approved the meeting agenda.

Special Recognitions
   A. Ms. Lisa Hayes, Principal, Donna Lee Loflin Elementary School, along with staff, presented the School Spotlight titled *Lion's Den Positive Behavior Recognition.* The presentation centered around a new program to promote positive behavior called the Lion's Den. The Lion's Den includes games and activities and aligns with Donna Lee Loflin's continuous improvement plan goal to increase positive student relationships and behavior. Students are recognized bi-weekly for positive behavior and following expectations. Their slogan is GREAT, **G**ive **R**espect **E**verywhere at **A**ll **T**imes.
   B. Ms. Lisa Hayes, Principal, Donna Lee Loflin Elementary recognized St. John's Lutheran Church as their community partner spotlight. Ms. Hayes shared various ways the church has partnered with Donna Lee Loflin to

support students and staff. These include providing take home food bags for families in need and providing meals, snacks, and treats for students and staff on special occasions.

C. Ms. Sarah Beth Cox, Director of Career & Technical Education, recognized Asheboro City Schools Career Development Coordinator Ms. Elizabeth Pack, Career & Technical Education Coordinator Ms. Courtney McGowan, and CTE Middle School Career & Development Coordinator Ms. Ann Callicutt. November is Career Development Month. These ladies are an integral part of the Career & Technical Education department. Ms. Cox shared Asheboro City Schools career development data.

D. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included:

Blue Comet Career Academies: Asheboro City Schools, in collaboration with Randolph Community College, has expanded and designed a program to provide students with industry-focused training and a direct pathway to successful careers, called Blue Comet Academies.

ACS Bridge Building Competition: The CTE Department organized the first-ever Bridge Building Competition for middle school girls on October 30. The event was sponsored by NC FAME (Federation for Advanced Manufacturing Education). Madison Hicks, an 8th grader from North Asheboro Middle School, and Rosalee Lockamy, a 6th grader from South Asheboro Middle School were the winners.

EC Transition Fair: Asheboro City Schools and OCS students participated in the Randolph County Transition Fair in late October at Randolph Community College. This is an opportunity for students to meet local vendors and agencies who support students with disabilities who are or soon will be transitioning to adulthood.

Unity Day at Donna Lee Loflin Elementary: Unity Day was on October 16 and is the signature event of National Bullying Prevention Awareness Month. Donna Lee Loflin Elementary students read the book *One* by Kathryn Otoshi. This book tells a story of how one character took a stand against a bully who intimidated others.

October Early Release Day: In October our teachers engaged in dynamic, conference-style professional development, with most sessions led by ACS teacher-leaders and administrators. Topics ranged from art and music to technology and AI, project-based learning, inclusion, math, literacy, and wellness.

Project AIM PD: Project AIM, a partnership with NC State College of Education, is a year-long professional development program that helps elementary school teachers learn to promote mathematics discourse for all learners using techniques adapted from literacy instruction to mathematics.

Student Led PD: The district Equity Council met for the second time on October 24. The council is comprised of representatives form all schools who meet to discuss issues of equity and social justice specific to Asheboro City Schools. Students shared their experiences as multilingual learners and being newcomers.

Theatre Performances: Congratulations to Asheboro High School for an outstanding performance at the North Carolina Theatre Conference (NCTC) Regional High School Play Festival! Over two days, Asheboro High School joined 12 other schools in presenting their plays, Finding Nemo Kids and Radium Girls. The Asheboro team truly shined, earning multiple prestigious awards.

SparkNC Student Leaders: Leonardo Acosta and Melanie Cantu were among the top five finalists in the SparkNC App Showcase, selected from 16 pitches across 13 North Carolina districts. Their innovative prototype app aims to support fellow SparkNC scholars, highlighting empathy and impactful design. Their dedication has secured them a spot at the App Showcase on December 11 at the Apple campus in Cary.

Sports Media and Civil Engagement Course: The Asheboro High School Sports Media and Civic Engagement class had an incredible field trip covering the video production and marketing department at the Murphy Center at Carter Finley Stadium where they covered control room operations, video board content creation, behind-the-scenes technology, and fan engagement and analytics.

National Celebrations: In addition to Career Development, we want to highlight School Psychology Week. Special thanks to Lora Reid and Peter Brown for their work in our district. Also, a special thanks to the Asheboro City Schools maintenance team and Asheboro High School AFJROTC for their work with the Field of Honor on display from November 9-11 in celebration of Veterans Day.

Superintendent's Report

Second Nine Weeks of the School Year: We are well into our second quarter of the school year. Our district office administrators and principals continue to have meetings bi-weekly to discuss instructional practices, programming, attendance, and discipline data. We continue to find positive practices as well as supports needed to enhance classroom rigor and instructional best practices.

Strategic Plan Goal 1: We will direct the modification and improvement of academic instruction in each school. Dr. Woody discussed strategies/metrics and timetable for this plan.
- Instructional Leadership Teams "restructured and organized" to focus on the WORK of learning.
- This goal connects to Goal 1 (Focusing Direction) and Goal 3 (Deepening Learning) of our ACS 2022-26 Strategic Plan.

Instructional Leadership Teams (ILT) Update: This year we have ILTs in each of our schools. They have been actively working with the support of grant funding, providing additional coaching to classrooms. Yesterday grant support staff visited Asheboro and worked with administrators at four different schools. The feedback was extremely positive in terms of our structures, programming, and classroom walkthroughs.

ACS Conference Presentations: Today we had over 20 Asheboro City Schools teachers presenting at the state-wide Math Conference. Dr. Rich attended with these educators and reported glowing updates about professionalism, positive practice, and how they shined in representing our school district. Next Tuesday, November 19th, our district, along with board member Dr. Beth Knott, will present at the North Carolina State Boards Association Conference. The title of the presentation is *"Investing in Family and Community Support".* We plan to lift up our global innovation center, our welcome center, our various labs, and our parent and family engagement nights at each school, and the ways we are working strategically to partner with our families and our community.

Grants and Dreams:
- We continue to have meetings with Toyota as well as other business partners in our community. We continue to pursue grants and philanthropic opportunities.
- We have applied for a grant in collaboration with Patrick O'Hara and the Asheboro YMCA. We have worked together to apply for a youth swim lesson grant. If we receive this grant, we hope to provide swim lessons for all second-grade students in Asheboro City Schools.
- Cone Health has expressed an interest in working with our district for in-school, robo-medical support. This could become a wonderful opportunity to keep students in school and accommodate basic care when a student has a minor medical treatment need. This would operate as a virtual visit supported by our nurses and staffing with Cone Health. We hope to launch some type of model for the 2025-26 school year.
- There will be a presentation this evening on the planning and execution of the construction project at South Asheboro Middle School.

Culture and Climate in ACS: We have had many exciting events taking place at our schools to enhance parental and community involvement and to further engage our learners.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Ryan Patton and seconded by Linda Cranford, the board unanimously approved the following items:
- **A.** Approval of Minutes for October 10, 2024, Board of Education Meeting
- **B.** Policies Recommended for Approval:
    - Policy 1760/7280 – Prohibition Against Retaliation
    - Policy 4040/7310 – Staff-Student Relations
    - Policy 7130 - Licensure
- **C.** Personnel (see list below)

D. Overnight Field Trip – Asheboro High School Wrestling Tournament, Chapel Hill, N.C.

E. Overnight Field Trip – Asheboro High School DECA to Koury Convention Center, Greensboro, NC

Asheboro City Schools
Personnel Transactions
November 14, 2024

*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE

*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bainville	Zachary	AHS	Non-Faculty Coach - Assistant Wrestling	10/30/2024
Crutchfield	Andrew	AHS	Non-Faculty Coach - Assistant Wrestling	10/30/2024
Fletcher	Lee	CO	Transportation Supervisor	11/1/2024
Hay	James	SAMS	Non-Faculty Coach - Assistant Wrestling	10/29/2024
Simmons	Colton	AHS	Non-Faculty Coach - Assistant Wrestling	10/30/2024
Summers	Dyron	AHS	Non-Faculty Coach - Assistant Wrestling	10/30/2024

Asheboro City Schools
Personnel ADDENDUM
November 14, 2024

*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Freeman	Tiffany	SAMS	Custodian	11/7/2024
Marini	Claudia	CO	EC Coordinator	2/28/2025
McDonald	Joshua	CO	Network System Analyst	11/7/2024
Smitherman	Kayla	LP	ESL Teacher	12/4/2024

*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Clark	Lee	CO	Interim Network System Analyst	11/12/24 - 2/12/25
Jones	Jonyah	CO	Bus Safety Assistant	11/6/2024
Kidd	Robert	SAMS	Non-Faculty Coach - Baseball	11/13/2024
Mendoza-Hernandez	Lesly	AHS	Instructional Assistant - EC	11/20/2024

Information, Reports, and Recommendations

A. Ms. Gayle Higgs, Director of Support Services reviewed the following Policies for Review:
- Policy 1510/4200/7270 – School Safety
- Policy 2127 – Board Member Technology Use
- Policy 3220 – Technology in the Educational Program
- Policy 3225/4312/7320 – Technology Acceptable Use

- Policy 3620 – Extracurricular Activities and Student Organizations
- Policy 5071/7351 – Electronically Stored Information Retention

B. NC FAME STEM Bridge Competition – Ms. Sarah Beth Cox, Director of Career & Technical Education, Ms. Julie Brady, Innovation Lead Teacher, Mr. Scott Smith, Technology, Engineering & Design Teacher, and Career & Technical Education Coordinator Ms. Courtney McGowan, shared a presentation about the NC FAME STEM Bridge Competition held on October 30. The Toyota company created an apprenticeship program called FAME (Federation for Advanced Manufacturing Education). This program is designed to build interest in STEM careers in young girls. There are yearly STEM competitions within the program. For our Bridge Competition, all 6th-8th grade girls are invited to participate.. The school level winners were Madison Hicks, 8th grader from North Asheboro Middle School, and Rosalee Lockamy, 6th grader from South Asheboro Middle School. The final competition will be held on November 21 at Guilford Technical Community College.

C. Ms. Julie Brady, Innovation Lead Teacher, shared an ACS Global Innovation Center update. Ms. Brady discussed the partnership between BrickEd and Asheboro City Schools and shared information about the new Robotics Lab. Elementary and middle school students have been able to visit the lab since September. Teachers are being trained so they can take their students to the Robotics Lab without Ms. Brady being present. We are also hosting professional learning opportunities, kids from the George Washington Carver Community Center Afterschool program and local business partners at the lab. Dr. Wendy Rich, Chief Academic Office/Assistant Superintendent, added that Toyota has committed to sponsoring space in our innovation center and supporting Asheboro City Schools with software, robotics equipment and more.

*Action Items

A. Ms. Sandra Spivey Ayers, Chief Financial Officer, Bobbitt Construction, and Brady Services shared an update on the South Asheboro Middle School Renovation Project and proposed contract amendment. Ms. Spivey Ayers requested approval to proceed with future Contract Amendments. Upon motion by Gidget Kidd and seconded by Linda Cranford, the board unanimously approved as presented.

B. Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, requested approval of the continuous improvement plans (CIP) that were presented at the October 10 board meeting. Upon motion by Phillip Cheek and seconded by Ryan Patton, the board unanimously approved the plans as presented.

Board Operations

A. Chairman Smith reviewed information regarding upcoming events.
  o The next regularly scheduled board meeting will be on December 12, 2024, at 7:30 p.m. in the Professional Development Center, unless otherwise posted.

B. Chairman Smith asked for volunteers to serve on the as Calendar Committee Representatives. Linda Cranford and Phillip Cheek agreed to serve.

Adjournment

There being no further business and upon motion by Dr. Beth Knott and seconded by Hailey Lee, the board unanimously approved to adjourn at 9:46 p.m.

_____

Chairman

_____

Secretary

Policies

For

Approval

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during, and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES

1. Responding to Student Altercations and Other Threats to Safety

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgment to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2.   School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3.   Training

Staff training must include detailed instruction on how to respond to a variety of emergency situations. Staff should also be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. In

addition, middle and high school employees must receive adequate training on the operation of the school's anonymous safety tip line.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety. Middle and high school students must also be informed of the anonymous safety tip line and its purpose and function.

Training must be provided annually for all school system stakeholders (including staff, students, parents, coaches, volunteers, and community members) on how to recognize, and how and when to report, threats to the school population or community.

4.   Safety Equipment

School employees shall provide students and visitors with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5.   Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The board, in coordination with local law enforcement and emergency management agencies, will adopt a school risk management plan relating to incidents of school violence for each school in the school system. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must also provide the Division and local law enforcement with schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent shall provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

At least one school-wide tabletop exercise and drill that meets the requirements of state law and is based on the procedures documented in the school risk management plan will be held annually at each school. Principals shall also conduct fire drills as required by law.

6. Reporting Risks to the School Population

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Middle and high school students may also use the anonymous safety tip line to report any risks to the school population or buildings. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

School officials shall investigate and act upon any report of such behavior, including, when appropriate, referring reports to the school threat assessment team and reporting criminal activities to law enforcement, the State Board, the State Superintendent of Public Instruction, and the superintendent or designee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1725/4035/7236, Title IX Sex Discrimination – Prohibited Conduct and Grievance Procedures, 4040/7310, Staff-Student Relations, 4329/7311, Bullying and Harassing Behavior Prohibited, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

E. **THREAT ASSESSMENT TEAMS**

In accordance with G.S. 115C-105.65, the superintendent shall establish a multidisciplinary threat assessment team for each school within the school system to identify, assess, and manage behavior of students or others who may pose a risk of violence or harm to self or others. The threat assessment teams will include, but are not limited to, individuals with expertise in counseling, instruction, school administration, and law enforcement. When practicable, at least one school psychologist, one staff member knowledgeable about and experienced in working with students with special needs, and one staff member knowledgeable about and experienced in working with students with disabilities will be assigned to each threat assessment team. If a school psychologist is not available, a licensed mental health professional may be assigned instead. A member of each threat assessment team will operate as team leader with the responsibility to ensure

adherence to the threat assessment process, ensure proper documentation of reports of threats and threat assessment activities, and facilitate collaborative team discussions to ensure various perspectives are considered.

The superintendent shall designate a school system administrator to oversee the school system's threat assessment program and to serve as liaison between the school system and the North Carolina Center for Safer Schools (CSS). The superintendent or designee shall also establish a committee composed of individuals with expertise in human resources, education, school administration, mental health, and law enforcement that will coordinate and monitor the threat assessment teams operating within the school system.

1.   Training

All team members will receive behavioral threat assessment and management training annually prior to the start of the school year. Individuals who join the team in the middle of the school year must receive training within 60 calendar days of joining the team.

2.   Assessment and Intervention

Unless the superintendent establishes a different classification system in the threat assessment protocols developed pursuant to subsection E.4 of this policy, threat assessment teams will use the levels of concern table listed in the behavioral threat assessment and management guidance issued by CSS in assessing the level of threat posed and forming a response to threats.

Upon determining that a student poses a threat, the threat assessment team will develop a written student support, intervention, and monitoring management plan that establishes interventions and specifies required monitoring times of the student based on the level of concern the student presents. To effectively manage and mitigate potential risk, interventions must focus on building resilience and protective factors for the student while also addressing safety concerns.

3.   Information Sharing

Parents of a student or minor will be notified as soon as practicable that a threat assessment will be or is being conducted on their child. The threat assessment team will contact the parents and provide them the opportunity to participate in the threat assessment. The team is not required to extend the invitation to participate if the student or minor discloses abuse or neglect from the parent. Once a threat assessment is completed, the team will provide its findings and conclusions to the parents, including any interventions the team is recommending be put in place for the well-being of their child and the school community and any school system or community resources that may be useful for the parents in seeking help for their child.

When the threat assessment team learns that an individual has threatened specific harm to an identifiable potential victim, the team will provide notice of the threat to the potential victim and, if the potential victim is a student or minor, provide notice to the parents.

Any information sharing by, with, or between members of the threat assessment teams will be done in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and any other applicable state or federal law. (See policy 2125/7315, Confidential Information). Members of a threat assessment team who are not school system employees must sign a written agreement to adhere to the responsibilities and requirements of FERPA before having access to student records.

4.   Threat Assessment Protocols

In consultation with CSS guidance and with established threat assessment teams within the school system, the superintendent shall develop, implement, and update threat assessment protocols and procedures that comply with the requirements of G.S. 115C-105.65. At a minimum, these protocols and procedures will delineate the roles and duties to be performed by designated threat assessment team members, the expertise and training of professionals who will serve on threat assessment teams, the steps to be followed in the threat assessment process, including the implementation of interventions, supports, and community services, the timeframe required to responsibly act upon reported concerns, and the engagement of school resource officers and/or law enforcement in the threat assessment process, and the process of documenting reports of threats and threat assessment activities. The protocols and procedures will differentiate between assessment and intervention at the elementary, middle, and high school levels, as appropriate.

The superintendent or designee shall send a copy of this policy and the threat assessment protocols and procedures to CSS when approved or revised. In addition, the superintendent shall ensure that quantitative data on the activities of all threat assessment teams is reported to CSS as required by G.S. 115C-105.65(g) and CSS guidance.

Legal References: 29 C.F.R. part 1904; G.S. 14-208.18; 95-129(1); 115C-36, -47, -105.49, -105.51, -105.53, -105.54, -105.65, -166, -167, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; 13 N.C.A.C. 7A .0301; 16 N.C.A.C. 6E .0107; State Board of Education Policy SCFC-005

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sex Discrimination – Prohibited Conduct and Grievance Procedures (policy 1725/4035/7236), Confidential Information (policy 2125/7315), School Improvement Plan (policy 3430), Staff-Student Relations (policy 4040/7310), Student Sex Offenders (policy 4260), Student Behavior Policies (4300 series), Bullying and Harassing Behavior Prohibited (policy 4329/7311), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public

Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education, Office of Safe and Drug-Free Schools (January 2007), available at http://www2.ed.gov/admins/lead/safety/crisisplanning.html; *Behavioral Threat Assessment and Management: Best Practice Guidance for North Carolina Behavioral Threat Assessment and Management Teams for Harm Prevention*, N.C. Department of Public Instruction Center for Safer Schools (March 2024), available at https://www.dpi.nc.gov/best-practice-guidance-north-carolina-behavioral-threat-assessment-and-management-teams-harm

Adopted: July 14, 2011

Revised: June 13, 2013; April 10, 2014; May 14, 2015, July 14, 2016, September 14, 2017, January 11, 2018, June 13, 2019, May 13, 2021, January 13, 2022, January 12, 2023

A.   BOARD MEMBER USE OF SCHOOL SYSTEM TECHNOLOGICAL RESOURCES

The board provides its members with access to certain school system technology devices and accounts, including laptops and email accounts, for use in conducting school system business. Board members have a responsibility to use such devices and accounts in a manner that is ethical, respectful, and supportive of the board's duty to provide students with the opportunity to receive a sound, basic education. Like all users of school system technological resources, board members are expected to abide by the generally accepted rules of network etiquette.

1.   Responsible Use of School System Technological Resources

Whenever a board member uses school system computers or other technology devices or accounts or accesses the school network or the Internet using school system resources, the board member must comply with the rules for use listed in Section B of policy 3225/4312/7320, Technology Responsible Use. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

2.   Privacy Expectations when Using School System Technological Resources

Board members should have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used on school system property or elsewhere, and even if the use is for personal purposes. Files or communications created, transmitted, or displayed using school system technological resources or stored on servers or on the storage mediums of individual devices will not necessarily be private. School system personnel may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes, and system outputs, such as printouts, for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel may monitor online activities when the Internet is accessed via a school system-owned device. By using the school system's network, Internet access, email system, devices, or other technological resources, board members consent to have that use monitored by authorized school system personnel as described in this subsection.

B. **BOARD MEMBER USE OF PERSONAL TECHNOLOGICAL RESOURCES FOR SCHOOL SYSTEM BUSINESS**

As much as is practicable, board members should use school system technology devices and accounts for conducting school system business and storing school system electronically stored information ("ESI"). Though use of personal technology devices and accounts may be convenient for conducting school system business, such use is discouraged when school system resources are reasonably available.

1. Definition of Personal Technology Devices and Accounts

   For purposes of this policy, "personal technology devices and accounts" means technology devices or accounts that are not under the control of the school system and which the school system does not have the ability to access without the board member's assistance. Personal technology devices include, but are not limited to, computers, phones, tablets, and other technological devices that are owned or leased by a board member. Personal accounts include, but are not limited to, personal email accounts and online file storage services (e.g., file hosting services, cloud storage services, social media sites, and online file storage providers that host user files via the Internet). Board member use of personal social media sites is also subject to Section C of this policy.

2. School System ESI on Personal Technology Devices and Accounts

   School system business-related ESI sent and/or received by a board member using a personal technology device or account may constitute a public record or student education record and, as a result, may require retention and disclosure by the school system. In the event of litigation, school system business-related ESI located on a personal technology device or account may be subject to discovery and a litigation hold. Board members are cautioned that using personal technology devices or accounts to conduct school system business or to store school system business-related ESI will significantly reduce their expectation of privacy in those devices or accounts. Board members should avoid the use of personal technology when conducting school system business to prevent a conflict between board members' interests in privacy in their personal technology devices and accounts and the school system's legal obligation to preserve certain school system business-related ESI.

   Board members are expected to immediately transfer any school system business-related ESI sent and/or received by the board member using a personal technology device or account to a school system account for proper retention and storage. Board members shall cooperate with school officials in accessing any school system business-related ESI stored on personal technology devices or accounts.

C. BOARD MEMBER USE OF PERSONAL SOCIAL MEDIA

The board recognizes that board members may engage in the use of personal social media to communicate with friends, family, and/or the community. Board members are expected to exercise good judgment in their online interactions, remaining mindful of their ethical obligations as described in policy 2120, Code of Ethics for School Board Members.

1. Definition of Personal Social Media

    For purposes of this policy, "personal social media" means any social media networks, tools, or activities that are not under the control of the school system. Social media refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content. Examples of social media include Web 2.0 tools, Facebook, X (formerly Twitter), LinkedIn, Flickr, YouTube, Instagram, Google+, and social media components of learning management systems such as Canvas, Moodle, or Edmodo.

2. Guidelines for All Types of Personal Social Media Use

    Content posted online may be viewed by anyone, including students, parents, employees, and community members. As public officials, board members should be aware that their online behavior serves as an example to employees and students even when they are not engaging directly in school system-related business. The following standards should guide board members' online conduct.

    a. Board members should be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.

    b. Board members may not post confidential information about students, employees, or school system business.

    c. Board members should not post identifiable images of a student or student's family on a personal social media site without permission from the student and the student's parent or legal guardian.

    d. Board members may not use postings to libel or defame the board, individual board members, students, or school system employees.

    e. Board members should not use personal social media to harass, bully, or intimidate students, employees, or other board members.

    f. Board members may not use personal social media to engage in any other

conduct that violates board policy or administrative procedures or state and federal laws.

3.   Guidelines for Personal Social Media Use That Is School System-Related

The school system controls and maintains the school system's official website, as well as the school system's official social media accounts. The school system website and social media accounts present information from the local school administrative unit and are not forums for expressing views of individual board members, employees, or members of the public.

Individual board members, acting in their capacity as public officials, may choose to establish personal social media accounts to facilitate their own communications with the community. The following standards are provided to guide board members' personal social media use for school system-related purposes.

a.   When presenting information on personal social media, board members should clearly indicate that the information posted reflects the views of the individual board member and is neither endorsed by the board nor necessarily reflective of the views of the board or of an official board policy.

b.   A personal social media platform that allows comments from the community may elicit complaints or inquiries from parents or interested citizens concerning school matters. In such cases, the board member should refer the complainant to the appropriate school system administrator in accordance with policy 2122, Role of Board Members in Handling Complaints.

c.   Board members should be aware of the potential for liability when they use a personal social media account in their capacity as a public official. Actions taken on social media platforms may subject a board member to legal liability if the actions infringe upon someone's free speech or other constitutional rights and the actions are authorized by the board and carried out in the board member's official capacity or in furtherance of the member's official responsibilities. Board members must be particularly aware of this risk when allowing community members to post comments publicly on the member's personal social media account, as such comments may be deemed speech protected by the First Amendment. Viewpoint discrimination, such as deleting a community member's comment because the board member does not like the view expressed in the comment or blocking only certain individuals from being able to post based on their views, may then be an unlawful infringement of protected speech. Board members are encouraged to consult with an attorney to create viewpoint-neutral rules to govern their school system business-related personal social media accounts.

Legal References: U.S. Const. amend IV; Stored Communications Act, 18 U.S.C. 2701, *et seq.*; Computer Fraud and Abuse Act, 18 U.S.C. 1030; G.S. 14-454, -458; *Lindke v. Freed*, 601 U.S. (2024)

Cross References: Code of Ethics for School Board Members (policy 2120), Role of Board Members in Handling Complaints (policy 2122), Technology Responsible Use (policy 3225/4312/7320), Use of Personal Technology to Conduct School Business (policy 3228/7323), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Electronically Stored Information Retention (policy 5071/7351)

Adopted: July 15, 2021

Revised:

In alliance with the North Carolina Digital Learning Plan, the board is committed to establishing and supporting effective digital teaching and learning practices supported by contemporary information and communications technology systems to foster globally competitive students prepared for modern life. The board recognizes the benefits of digital and technology-enabled and -enhanced teaching and learning resources that provide the ability to make data more accessible, personalize learning, easily customize curriculum, provide access to current information, and enable access to quality materials at a lower cost than traditional materials. To that end, the board supports classroom digital and technology-enabled and -enhanced teaching and learning resources that are aligned with the current statewide instructional standards. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the skills necessary for future-ready learners.

The board expects that information and communications technologies will be integrated seamlessly across the curriculum and used to support student achievement and to prepare students to be successful in college, in careers, and as globally engaged, productive citizens. The curriculum committee should provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to personalize learning and improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if they require the transfer of funds or otherwise relate to any components of the school improvement plan.

The superintendent shall oversee development of the school system's digital teaching and learning vision as part of the school system's strategic plan and a yearly action plan that aligns to the vision. The development and ongoing review of the vision and the action plan will include various stakeholders such as curriculum leaders, teachers, administrators, students, parents, and representatives from technology services, instructional technology, finance, and other departments as required. The action plan will include adequate data privacy protections to secure student data and will take into account the level of out-of-school Internet access for students.

The superintendent may establish relationships with businesses and seek grants and other funding sources in an effort to acquire additional technological resources for the educational program and to support continuous out-of-school Internet access for students.

A. SELECTION OF TECHNOLOGICAL RESOURCES

Technological resources are information and communications technologies including, but not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, smartphones,

and gaming devices; (2) software, including cloud-based and web-based applications, programs, and platforms; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding, and other purchase requirements, accessibility for students with disabilities, staff duties, and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1.   Technological resources must support the current statewide instructional standards or the programs of the school system.

2.   Technological resources must support the current use of learning and instructional management technologies in the school.

3.   Technological resources must be compatible with the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions, and similar requirements must be maintained to the highest standards.

4.   There must be sufficient staff to operate and maintain the technological equipment, programs, and systems.

5.   There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

Procurement of technological resources should be done in collaboration with teachers and technical support staff, as appropriate. Whenever possible, a pilot period to test the resource should occur prior to full purchase.

B.   DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system's technology deployment and refresh plan. The plan will be designed to ensure organized, effective, efficient, and sustainable means of deploying and maintaining technology resources and will establish appropriate refresh/replacement cycles. The superintendent shall develop procedures that outline the strategy of the technology deployment and refresh plan.

C.   BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

The superintendent is authorized to investigate and develop a plan to allow staff and

students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security, and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student and staff member who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

D.   ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent is authorized to permit instructional personnel to incorporate email, social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing, online collaborations, instant messaging, texting, virtual learning environments, and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective, and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

E.   GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Generative artificial intelligence (AI) is an artificial intelligence tool that responds to a user's input or prompt by generating new text, images, audio, video, or content based on what it learned in its training data set. The board encourages the use of generative AI by school system employees and students to expand their skills and capabilities and to prepare students for a future AI-enhanced world. The superintendent or designee shall develop and maintain guidelines that detail the acceptable and responsible use of generative AI by school system employees and students. See also policy 3225/4312/7320, Technology Responsible Use.

F.   TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of professional development for digital teaching and learning that prepares administrators, teachers, coaches, school library media coordinators, and technical support staff to utilize digital tools and resources in accordance with the N.C. Digital Learning Competencies for Teachers and Administrators. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated online-learning activities throughout the course of study and the provision of personalized learning.

Professional development shall also address the ethical, legal, and practical issues related to social networking and mobile devices in the classroom and other topics deemed necessary by the superintendent or technology director. In addition, professional development shall involve training on generative AI, including its impact, effective use, capabilities, limitations, concerns, and responsible use. Staff will be trained both to use generative AI professionally and to guide students to effectively and ethically use generative AI as a learning partner. To the extent possible, job-specific professional development opportunities should be made available, as well as professional development that is personalized to meet the needs of individual staff.

School improvement teams should identify any staff development appropriations for technology-related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-522, -528; 143B-1341; State Board of Education Policy SBOP-018

Cross References: Professional and Staff Development (policy 1610/7800), Curriculum and Instructional Guides (policy 3115), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records – Retention, Release, and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Gifts and Bequests (policy 8220)

Other Resources: North Carolina Digital Teaching and Learning Competencies for Teachers and Administrators, available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-teaching-learning-standards#digital-learning-competencies-for-educators; The North Carolina Digital Learning Plan (2022), available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-learning-initiative#:~:text=The%20North%20Carolina%20Digital%20Learning%20Plan%20describes%20the,Learning%20Initiative.%202022%20North%20Carolina%20Digital%20Learning%20Plan; North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools, available at https://go.ncdpi.gov/AI_Guidelines

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Revised: July 15, 2005; January 20, 2009; June 30, 2009; December 1, 2009; August 29, 2012, November 21, 2013, February 12, 2015, July 9, 2015, March 8, 2018, February 9, 2023

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

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

A.   EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

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

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

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

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

Failure to adhere to the requirements of this policy will result in disciplinary action, including revocation of user privileges. Willful misuse may result in criminal prosecution under applicable state and federal law, disciplinary action for students, and/or adverse personnel action for employees.

B. **RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES**

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited unless approved for special situations by the teacher or school administrator. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure.

2. Unless authorized by law to do so, users may not make copies of software purchased by the school system. Under no circumstance may software purchased by the school system be copied for personal use.

3. Users must comply with all applicable laws, board policies, administrative regulations, and school standards and rules, including those relating to copyrights and trademarks, confidential information, and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.

4. Users must follow any software, application, or subscription services terms and conditions of use.

5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.

6. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.

7. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.

8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

9. Users must respect the privacy of others.

    a. Students must not reveal any personally identifying, private, or confidential

information about themselves or fellow students when using email, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person's home address or telephone number, credit or checking account information, or social security number. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.

b. School employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.

c. Users may not forward or post personal communications without the author's prior consent.

d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such media in any way, without consent of the students and/or employees and the principal or designee. An exception will be made for settings where students and staff cannot be identified beyond the context of a sports performance or other public event or when otherwise approved by the principal.

10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.

11. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.

12. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts.

13. Users are prohibited from using another individual's ID or password for any technological resource or account without permission from the individual. Sharing of an individual's ID or password is strongly discouraged. If an ID or password

must be shared for a unique classroom situation, students must have permission from the teacher or other school official.

14. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner's express prior permission.

15. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.

16. If a user identifies or encounters an instance of unauthorized access or another security concern, he or she must immediately notify a teacher, school system administrator, or the technology director or designee. Users must not share the problem with other users. Any user identified as a security risk will be denied access.

17. It is the user's responsibility to back up data and other important files.

18. Employees shall make reasonable efforts to supervise students' use of the Internet during instructional time.

19. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

20. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other reasonable rules or guidelines issued by the superintendent or technology director for the use of such devices.

C. **RESTRICTED MATERIAL ON THE INTERNET**

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

D. **PRIVACY**

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

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

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

E.   USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

Users may not use private WiFi hotspots or other personal technology on campus to access the Internet outside the school system's wireless network. Each principal may establish rules for his or her school site as to whether and how other personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Students' devices are governed also by policy 4318, Use of Wireless Communication Devices. Use of personal technology devices is also subject to any rules established by the superintendent under a bring your own device plan authorized by Section C of policy 3220, Technology in the Educational Program, and for employees, policy 3228/7323, Use of Personal Technology to Conduct School Business. The school system assumes no responsibility for personal technology devices brought to school.

F.   PERSONAL WEBSITES

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

1. Students

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

2. Employees

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

3. Volunteers

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

G. USE AGREEMENTS

All students, parents, and employees will be informed annually of the information in this policy and in any applicable generative artificial intelligence (AI) guidelines developed in accordance with policy 3220, Technology in the Educational Program. Prior to using school system technological resources, students and employees must agree to comply with the requirements of this policy and the generative AI guidelines and consent to the school system's use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student's parent must consent to the student accessing the Internet and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system and must sign a copy of the generative AI guidelines.

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

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Web Page Development (policy 3227/7322), Use of Personal Technology to Conduct School Business (policy 3228/7323),

Copyright Compliance (policy 3230/7330), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Other Resources: North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools, available at https://go.ncdpi.gov/AI_Guidelines

Adopted: July 15, 2005

Revised: January 20, 2009, August 29, 2012, November 21, 2013, March 12, 2015, February 9, 2017, March 10, 2022

The board recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to all students attending that school unless a restriction is justified and has been approved by the principal. The principal shall ensure that students and parents are notified of the various opportunities for participation in extracurricular activities and shall establish rules, as necessary, to govern such activities.

A.   REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board, the superintendent, or the school.

Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has failed to meet any applicable attendance requirements; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct or (5) has not passed the required physical examination. School administrators choosing to exercise this authority to restrict participation shall provide this policy and any additional rules, including attendance requirements, developed by the superintendent or the principal to all parents, guardians, and students.

The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

B.   ADDITIONAL RULES FOR SPECIFIC ACTIVITIES

1.   Interscholastic Athletics

    a.   General Rules

        In addition to meeting the general requirements listed above, to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all applicable eligibility standards of law and the State Board of Education as well as any locally established requirements for interscholastic athletics participation.

A student participating in high school interscholastic athletics may participate only on the team consistent with the gender on the student's birth certificate.

b.   Participation by Sixth Graders

Students in the sixth grade are eligible to participate in all interscholastic athletics except tackle football.

c.   Students Who Transfer Schools Within the School System

It is the policy of the board that a student who transfers from one school in the school system to another school in the school system will be immediately eligible to participate in interscholastic athletics at the new school, if otherwise permitted under the rules of the State Board of Education.

d.   Home School Students

Any home school student whose primary residence (as defined in 16 N.C.A.C. 6E .0207) is in the school system and who is dually enrolled in accordance with the school system's enrollment and assignment policies and procedures is eligible to participate in high school interscholastic athletics if the student complies with the requirements of this subsection and meets all applicable eligibility standards of law and the State Board of Education as well as any applicable locally established requirements for interscholastic athletics participation.

The student must present a home school card from the Division of Non-Public Education for the previous and current years as well as a transcript, attendance record, and immunization records. Prior to the first date of practice, the student must provide the results of a nationally standardized achievement test, taken within the last year, that indicates the student was on grade level at the time the test was taken. The student must also present proof of catastrophic accident insurance coverage unless the student is covered under the board's catastrophic athletic accident insurance policy.

The student must have been enrolled in a registered home school for 365 days prior to participation in athletics. Once dually enrolled and deemed eligible to participate in athletics, the student must maintain continuous dual enrollment. Failure to maintain continuous dual enrollment would render the student ineligible for athletic participation for 365 days.

The student must participate in a class schedule at the assigned school that is at least one half of the assigned school's instructional day. The student must pass all classes in which the student is enrolled at the assigned school

in order to maintain athletic eligibility.

The student must notify the principal of the assigned school in writing of the student's intent to try out for an athletic team at least 10 days prior to the first practice date of each sport season in which the student wishes to participate. Failure to comply with this requirement renders the student ineligible for that sport season.

2. Student-Initiated, Noncurriculum-Related Student Groups at the Secondary Level

Student-initiated, noncurriculum-related, secondary school student groups will be permitted to conduct voluntary meetings on school grounds during noninstructional time, regardless of the size of the group or the religious, political, philosophical, or other content of the speech at the meetings, provided that the meetings do not materially and substantially interfere with the orderly conduct of the educational activities of the school. The principal shall establish viewpoint neutral rules governing such meetings, including restrictions on when and where meetings may occur. Efforts should be made to assure equity for all student groups is maintained.

School employees may not promote, lead, or participate in student-initiated meetings but may be present at meetings to maintain order and discipline, to protect the well-being of the students and faculty, and to assure that attendance of students at the meetings is voluntary. School employees may not influence the form or content of any prayer or other religious activity or require any person to participate in prayer or other religious activity. In addition, non-school persons may not direct, conduct, control, or regularly attend the activities of the groups.

No public funds will be expended on behalf of the student-initiated, noncurriculum-related student groups except for the incidental cost of providing space for the group meetings.

Student-initiated, noncurriculum-related groups will have the same access to communication channels for publicizing their meetings as is allowed to all other noncurriculum-related student groups. However, school officials may indicate in such communications that the meetings are not sponsored by the school.

For purposes of this subsection, a noncurriculum-related student group is one that is not directly related to the curriculum. A student group will be considered curriculum-related only if (1) the group's subject matter is taught in a regularly offered course or relates to the curriculum as a whole; (2) participation in the group is required as part of a course; or (3) participation in the group results in course credit.

C. SPECIAL CIRCUMSTANCES

1. Students with Disabilities

Students with disabilities must be accorded the legal rights required by federal and state law.

2.   Children of Military Families

School administrators shall facilitate the inclusion and participation in extracurricular activities of children of military families, as defined in policy 4050, Children of Military Families, transferring into the school, to the extent they are otherwise qualified, by:

a.   providing information about extracurricular activities to incoming children of military families; and

b.   waiving application deadlines.

D.   APPEALS PROCESS

The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-12(23), -47(4), -390.2, -407.5, -407.55, -407.59, -407.60, -407.65, -407.70, -407.75; 16 N.C.A.C. 6E .0207; State Board of Education Policy ATHL-001; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; N.C. High School Athletic Association Handbook, available at https://www.nchsaa.org/handbook; Middle/Junior High School Athletic Manual (NCDPI), available at http://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/nc-healthy-schools/athletics

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Domicile or Residence Requirements (policy 4120), Homeless Students (policy 4125), School Assignment (policy 4150), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

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

Revised: February 12, 2009, July 9, 2015, July 14, 2016, April 6, 2017, August 10, 2017, February 13, 2020, August 13, 2020, July 15, 2021, January 12, 2023, August 13, 2024

Public record-keeping requirements and federal and state law require that the school system properly manage its electronically stored information ("ESI"). To the extent required by law, school personnel shall maintain ESI in accordance with this policy and/or the applicable records retention and disposition schedule(s) ("Schedule") issued by the North Carolina Department of Natural and Cultural Resources.

School business-related ESI sent and/or received by an employee using a personal technology device or account is subject to this policy and policy 3228/7323, Use of Personal Technology to Conduct School Business.

A. SYSTEM-WIDE E-MAIL RETENTION AND EMPLOYEE RESPONSIBILITY FOR ESI

All e-mails produced and received using the school system email system are the property of the school system and will automatically be retained by the school system for a minimum of three years. In some cases, business-related e-mails must be retained longer, according to the Schedule, and individual employees are required to review the Schedule and save such e-mails, in hard copy or electronic format, for the applicable time period. For ESI other than e-mail, each employee shall retain such records, in hard copy or electronic format, for the time period required by the Schedule.

B. LITIGATION HOLDS FOR ESI

The school system will have an ESI team. The ESI team is a designated group of individuals who implement and monitor litigation holds, which are directives not to destroy ESI that might be relevant to a pending or imminent legal proceeding. The ESI team must include a designated school administrator, the school board attorney, and a member from the technology department. In the case of a litigation hold, the ESI team shall direct employees and the technology department, as necessary, to suspend the normal disposition procedure for all related records.

C. INSPECTION OF ESI

Any requests for ESI records should be made in writing and will be reviewed by the records officer (see policy 5070/7350, Public Records – Retention, Release, and Disposition), in consultation with the school board attorney if needed, and released in accordance with North Carolina public records laws.

D. DELEGATED AUTHORITY

The board of education delegates to the superintendent or designees the right to implement and enforce additional procedures or directives relating to ESI retention consistent with this policy.

Legal References: Fed. R. Civ. P. 16, 26, 33, 37, 45; North Carolina Public Records Act, G.S. 132; *E-Mail as a Public Record in North Carolina: A Policy for Its Retention and Disposition*, N.C. Department of Natural and Cultural Resources (2009), available at https://archives.ncdcr.gov/government/digital-records/digital-records-policies-and-guidelines/e-mail-public-record-north; *Program Records Schedule: Local Public School Units*, N.C. Department of Natural and Cultural Resources (2021), available at https://archives.ncdcr.gov/documents/local-education-agencies-schedule; *General Records Schedule: Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2021), available at https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules/general-records-schedule-local-government

Cross References: Use of Personal Technology to Conduct School Business (policy 3228/7323), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: July 15, 2021

Revised:

Asheboro City Schools
Personnel Transactions
December 12, 2024

*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE

*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Boyd	Madison	CO	Substitute Bus Safety Assistant	12/2/2024

*C. LEAVES OF ABSENCE

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Kelly	Rodney	CO	Bus Driver	12/01/2024-06/05/2025

Asheboro City Schools
Personnel ADDENDUM
December 12, 2024

*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Alvarez	Mariana	CO	Substitute Bus Driver	12/9/2024

*B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE

*C. LEAVES OF ABSENCE

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Johnson Adkins	Brandi	GBT	4th Grade	1/3/25 - 6/12/25

Level II Honors Blue Comet Leadership Lab: Advanced Sports Media & Civic Engagement
Course Code: TBD
Credit: 1
Type: Level II Honors
Grade: 11-12

Course Description:
Building on the skills developed in Level I, this advanced interdisciplinary course focuses on leadership development, communication studies, broadcasting techniques, sports management, and civic engagement, with a primary emphasis on marketing and overseeing video board operations. Students will refine leadership qualities such as integrity, empathy, and critical thinking while taking a lead role in school and community initiatives.

Students will spearhead ad sales efforts, working directly with local businesses and organizations to secure sponsorships, design advertisements as needed, and develop marketing campaigns for the school's video boards. They will also take a hands-on approach in overseeing the creation of engaging, dynamic content for the video boards, such as animations and event-specific graphics, to enhance the experience at athletic and other school events.

In addition, students will rotate as leaders managing the technical operations of video boards during events and mentor Level I students in media production and broadcasting. This focus on marketing and operations ties directly into civic engagement by fostering community connections as well as school pride and school culture. By the course's end, students will demonstrate advanced leadership and technical expertise, preparing them for prominent roles in marketing, media production, and community-focused initiatives.

Course Objectives:

- Lead ad sales efforts, including securing sponsorships and designing advertisements for video boards.
- Oversee and manage the creation of dynamic, engaging content for video boards to enhance school events.
- Rotate as leaders managing video board operations during athletic and school events.
- Mentor Level I students in media production and broadcasting techniques.
- Strengthen leadership skills through project management and event oversight.
- Develop civic engagement by fostering community partnerships through marketing efforts.
- Apply advanced sports management principles in event planning and facility coordination.

Assessment:
Ad sales campaigns, video board content projects, leadership evaluations, broadcasting assignments, presentations, reflective essays, and civic engagement impact reports.

Proposal for AFJROTC Course Updates and New Offerings

In alignment with our commitment to improving curriculum flexibility and providing enhanced educational opportunities for our students, the Air Force Junior ROTC (AFJROTC) program has conducted a comprehensive review of its current course offerings. This review identified areas where adjustments could streamline the registration process and increase accessibility for students while maintaining the program's rigorous academic and leadership standards.

The following recommendations are proposed for implementation beginning in the 2025-2026 school year (SY 25-26):

1. **Course Structure Flexibility:**
   To address the limitations of the current AFJROTC course structure—which requires specific course sequences (ROTC 1, ROTC 2, ROTC 3, and ROTC 4)—we propose that all AFJROTC courses, except AS-100 *Introduction to AFJROTC*, be available to eligible 2nd, 3rd, and 4th-year cadets. This adjustment will be detailed in the Asheboro City Schools Course Catalog for SY 25-26 and beyond, providing counselors with greater flexibility during student registration.
2. **7-Year Curriculum Plan Integration:**
   All AFJROTC courses will adhere to the established 7-Year Curriculum Plan, ensuring that no cadet repeats Aerospace Science (AS) or Leadership Education (LE) content during their four-year program. The AFJROTC staff will communicate annually with counselors regarding which courses will be offered, based on the unit's curriculum plan. Health and Wellness instruction and uniform wear will continue to be integral components of all AFJROTC courses.
3. **Introduction of Honors-Level Courses:**
   Two new Honors-level courses are proposed for inclusion:
   - *FAA Ground School (AS-500)*
   - *AFJROTC Senior Project (AS-510)*
4. These courses, which utilize materials approved by the AFJROTC Curriculum Guide, represent advanced opportunities for cadets to deepen their knowledge and skills. While these courses may not be implemented in SY 25-26, they will be approved and ready for future execution. Detailed descriptions of these courses are included in the proposals for what would appear in the course catalog.
5. **Approval Process and Implementation:**
   We recommend that the attached AFJROTC courses be approved by Asheboro City Schools leadership and submitted to the Board of Education for final approval. Upon approval, the courses should be added to the SY 25-26 Course Catalog to prepare for the upcoming registration process.

These proposed changes are designed to enhance the AFJROTC program's accessibility, flexibility, and academic rigor while aligning with district goals for student achievement and curriculum development. If you need additional information, Col. Henry Gaither would be a good point of contact.

Proposed AFJROTC Course Descriptions

Aerospace Science 100: Orientation to the Air Force
Grade Level: 9-12
Credit: 1
Weight: Standard
Prerequisites: None

Cadets are introduced to the AFJROTC program and its mission, including the importance of leadership and citizenship. The course covers the Air Force Core Values, the Cadet Honor Code, and the AFJROTC Cadet Creed as they relate to character development. Cadets study leadership in the context of Air Force customs and courtesies, including proper U.S. flag etiquette, and as it relates to developing an appreciation for the discipline associated with military activities. Cadets also receive instruction on the proper wear and care of the uniform and will wear the Air Force uniform once per week. Additionally, cadets study the science of flight, the effects of flight on the human body, and the protective measures used to ensure safety while flying, as well as the milestones of aviation history leading up to the World War I era. Lastly, cadets will participate in a Health and Wellness Program focused on nutrition and exercise in an effort to develop life-long habits to ensure physical fitness, which will include the Cadet Physical Fitness Test, administered twice each semester.

Aerospace Science 200: The Science of Flight
Grade Level: 9-12
Credit: 1.0
Weight: Standard
Prerequisites: Aerospace Science 100 (AS-100) and instructor approval

This course introduces cadets to the principles of aircraft flight and aviation, with a focus on the aerospace environment. The curriculum begins with a study of the atmosphere and weather, followed by an exploration of how these factors influence flight. Cadets will learn about the four fundamental forces of flight: lift, drag, thrust, and weight. Basic navigation concepts, including map reading, course plotting, and understanding the effects of wind, will also be covered. In addition to aviation concepts, the course emphasizes discipline and leadership development, as well as basic drill movements. Cadets will wear the Air Force uniform once per week. The course also includes a Health and Wellness Program that focuses on nutrition and physical fitness, helping cadets develop lifelong habits. Cadets will participate in the Cadet Physical Fitness Test, administered twice per semester.

Aerospace Science 210: Milestones of Aviation History Part II, Leadership Education
Grade Level: 9-12
Credit: 1
Weight: Standard
Prerequisites: Aerospace Science 100 (AS-100) and instructor approval

This course continues the study of aviation history, focusing on the period after World War I through the present day. Cadets will explore the technical advancements that led to the development of the jet engine and examine the role of air power in various conflicts throughout modern history. The Leadership Education component includes Principals of Management, Life Skills and Career Opportunities, and Unlocking Your Potential. Cadets will learn strategies for planning their post-high school careers, including resume writing and interview techniques. The course also addresses managing change, stress, and innovation, equipping cadets with skills to navigate personal and professional challenges. Throughout, the curriculum emphasizes personal integrity, leadership, and core values such as service and excellence. Cadets will wear the Air Force uniform once per week and participate in a Health and Wellness Program focused on developing lifelong habits of nutrition and exercise. The Cadet Physical Fitness Test will be administered twice per semester.

Aerospace Science 220: Introduction to Global and Cultural Studies Part I and Leadership Education
Grade Level: 9-12
Credit: 1
Weight: Standard
Prerequisites: Aerospace Science 100 (AS-100) and instructor approval

This course introduces cadets to the concept of global awareness and its importance in understanding cultural and economic trends worldwide. With the rise of technological advancements and a global economy, the course emphasizes the impact of other nations on the international stage. Cadets will explore the rapid changes shaping the global economy and the need for adapting to maintain social and economic stability in the United States, which will include a focus on the Middle East. Cadets will create and present group and individual projects to deepen their understanding of this content. The Leadership Education component emphasizes Life Skills and Career Opportunities and focuses on the AFJROTC mission of "building better citizens for America." Cadets will develop essential life skills, explore educational and career pathways, and learn values such as community service, responsibility, character, and self-discipline. The underlying theme reinforces the idea that life skills and responsibility form the foundation for good citizenship. Cadets will wear the Air Force uniform once per week and participate in a Health and Wellness Program designed to promote lifelong habits of nutrition and physical fitness. The Cadet Physical Fitness Test will be administered twice per semester.

Aerospace Science 230: Introduction to Global and Cultural Studies Part II and Leadership Education
Grade Level: 9-12
Credit: 1.0
Weight: Standard
Prerequisites: Aerospace Science 100 (AS-100) and instructor approval

This course introduces cadets to the concept of global awareness and its importance in understanding cultural and economic trends worldwide. Cadets will explore the concept of the "global village" and how advancements in technology and communication have created a highly interconnected global economy. The course examines the significant cultural and economic impact of various nations, with a focus on those in Latin America, while emphasizing the importance of adapting to rapid global changes to ensure the social and economic stability of the United States. Cadets will create and present group and individual projects to deepen their understanding of this content. The Leadership Education component of the course emphasizes Life Skills and Career Opportunities as part of the AFJROTC mission of "building better citizens for America." Cadets will develop essential life skills, explore educational and career pathways, and cultivate values such as community service, responsibility, character, and self-discipline. The course reinforces the connection between responsibility, life skills, and good citizenship. Cadets will wear the Air Force uniform once per week and participate in a Health and Wellness Program designed to promote lifelong habits of nutrition and physical fitness. The Cadet Physical Fitness Test will be administered twice per semester.

Aerospace Science 310: Exploring Space and Rocketry, Leadership Education
Grade Level: 9-12
Credit: 1
Weight: Standard
Prerequisites: Aerospace Science 100 (AS-100) and AFJROTC instructor approval

This course explores the science and technology of space exploration and rocketry. Cadets will study the importance of entering space, including both manned and unmanned spaceflights, space vehicles, launch systems, and space missions. The course also examines advancements in space technology, such as robotics in space and the commercial uses of space. Cadets will engage in hands-on STEM opportunities in rocketry, which will also foster interest in engineering and mathematics. Cadets will build and launch rockets while simultaneously learning about the history of rocketry, the scientific principles of flight, and the safety measures involved in rocketry. The Leadership Education component of the course emphasizes Life Skills and Career Opportunities. Cadets will develop practical financial skills, including strategies for budgeting, saving, investing, and avoiding debt. They will explore real-life topics such as understanding contracts, leases, and warranties, along with practical strategies relating to budgeting money, paying bills, and selecting a residence. The life skills explored will reinforce the AFJROTC mission of developing responsible citizens and leaders. In addition, the course includes instruction on discipline, leadership, and basic drill movements. Cadets will wear the Air Force uniform once per week and participate in a Health and Wellness Program focused on

developing lifelong habits of nutrition and physical fitness. The Cadet Physical Fitness Test will be administered twice per semester.

Aerospace Science 400: Survival Skills, Leadership Education
Grade Level: 9-12
Credit: 1
Weight: Standard
Prerequisites: Aerospace Science 100 (AS-100) and AFJROTC instructor approval

This course focuses on essential survival skills in diverse settings—urban, suburban, rural, and wilderness environments. Additionally, it provides cadets with critical life skills to navigate the transition out of high school to the workforce, higher education, or the military. Cadets will complete self-assessments and create interest and skill inventories. Cadets will learn how to properly complete job applications, develop resumes, refine interview techniques, and improve job-seeking skills. These experiences are designed to support informed decision-making and ease the transition to post-secondary life. Cadets will also focus on leadership development, and upperclassmen will understand the importance of fulfilling responsibilities as members of the cadet staff and upholding the standards of the AFJROTC program. Successful completion of this course, including maintaining an overall average of 69 or higher and demonstrating good conduct in other classes, is required to advance to other AFJROTC courses. Cadets will wear the Air Force uniform once per week and participate in a Health and Wellness Program designed to promote lifelong physical fitness and nutrition habits. The Cadet Physical Fitness Test will be administered twice per semester.

AFJROTC Leadership Lab I, II, and III
Grade Level: 9-12
Credit: 1
Weight: Leadership Lab I (Standard), Leadership Lab II (Honors), Leadership Lab III (Honors)
Prerequisites:

- **Leadership Lab I:** Aerospace Science 100 (AS-100)
- **Leadership Lab II (H):** Completion of two AS courses and Leadership Lab I
- **Leadership Lab III (H):** Completion of three AS courses, and Leadership Lab I & II (H)
- For all Leadership Lab Classes: Grade of "A" in all previous AFJROTC courses and instructor approval

Leadership Lab courses are dynamic, hands-on experiences reserved for hand-selected cadets who have demonstrated exceptional performance in previous AFJROTC courses. These cadets are chosen by instructors based on their leadership, dedication, and performance in basic Air Force JROTC courses. In the Leadership Lab, cadets assist in managing the cadet corps, working directly under the supervision of instructors. They reinforce lessons for AFJROTC I and II cadets and contribute to the completion of special projects. Depending on the specific Leadership Lab course, cadets will engage in focused studies related to various topics not covered in other AFJROTC courses. These may include Global Studies, the Science of Flight, Exploring Space, Management of the Corps, and Survival Skills and Leadership Education.

Details for each of these areas are included in the specific course syllabi. Additionally, cadets will participate in the Health and Wellness Program, focusing on nutrition, fitness, and long-term health habits. The Cadet Physical Fitness Test will be administered twice per semester to track progress and ensure cadets maintain physical readiness.

Aerospace Science 500 Honors: Aviation Ground School and Advanced Drill
Grade Level: 11-12
Credit: 1.0
Weight: Honors
Prerequisites: Aerospace Science 100 (AS-100) and Aerospace Science 200, 210, 300, or 400; successful current or past enrollment in other Honors and/or AP courses (e.g., English, Math, Science, Social Studies); a grade of A in all previous AFJROTC courses; and AFJROTC instructor approval

This Honors-level course is designed for hand-selected cadets who demonstrate exceptional dedication and performance in AFJROTC and their academic studies. Cadets will engage in a comprehensive study of aviation topics, including the flight environment, propulsion systems, navigation, weather, flight planning, and aircraft systems. The course prepares cadets for the Federal Aviation Administration (FAA) written examination. As part of the program, cadets will have the unique opportunity to fly a small airplane with an instructor, applying their knowledge in a practical, real-world setting. In addition, cadets will participate in advanced drill training, with opportunities to compete at drill meets, honing their leadership, teamwork, and precision skills. Cadets will also take part in the Health and Wellness Program, which focuses on lifelong physical fitness and nutrition. The Cadet Physical Fitness Test will be administered twice per semester.

Aerospace Science 510 Honors: JROTC Cadet Staff Leadership and Management
Grade Level: 11-12
Credit: 1.0
Weight: Honors
Prerequisites: Aerospace Science 100 (AS-100) and Aerospace Science 200, 210, 300, 400, or 500; Lead Lab I, II (H), or III (H); a grade of A in all previous AFJROTC courses; successful current or past enrollment in other Honors and/or AP courses (e.g., English, Math, Science, Social Studies); and AFJROTC instructor approval

This advanced-level honors course is designed for top-performing cadets who demonstrate exceptional leadership, organizational, and academic abilities. It provides an intensive, challenging version of "Management of the Cadet Corps," offering cadets the opportunity to refine and showcase their leadership, management, and communication skills while earning honors credit. A centerpiece of the course is the Honors Senior Project, which allows cadets to demonstrate mastery in leadership and management through rigorous reading, writing, speaking, production, and performance components. This project also emphasizes skills in analysis, logic, and creativity, requiring cadets to present a well-researched, comprehensive final product. Designed primarily for senior cadets in three or four-year AFJROTC programs, the course is also accessible to underclassmen who have demonstrated academic success in

Advanced Placement, Honors, or other advanced programs. Cadets will build upon their previous JROTC training, focusing on accelerated leadership development and enhanced personal fitness, military bearing, and uniform standards. Additionally, cadets will engage in advanced drill training and may compete in drill meets, reinforcing their leadership and teamwork skills. Cadets will also participate in the Health and Wellness Program, focusing on nutrition, lifelong fitness habits, and physical readiness. The Cadet Physical Fitness Test will be administered twice per semester.

Asheboro City Schools Board of Education Proposal for new CTE Course

HU45 Medical Assisting and Non-Practicum (1 credit course)

HU46 Medical Assisting and Practicum (2 credit course)

Prerequisite: Health Science II

Aligned Credential: Certified Clinical Medical Assistant (CCMA)

This is a new CTE course that will allow students seniors to follow a pathway that is directly related to patient working with physicians. The scope of practice includes taking vital signs, height/weight, patient intake, EKG, phlebotomy, front off assistant for an MD's office), billing and coding and patient scheduling. Course material will offer students multiple pathways within the medical assisting pathway. The state has plans to add additional credentials to the pathway.

Note: The non-practicum course and practicum course cover the same academic content, with the only difference being whether students will complete clinical hours. Our plan is to offer the practicum version but ask for approval for both if our teachers change and if we run into issues with placing students in clinical sites. We would not be able to change in the middle of a semester but if we know of challenges, we could make this change prior to the start of a semester.

Real Property Status Report
ATTACHMENT A (General Reporting) SF-429-A

Federal Grant or Other Identifying Number Assigned by Federal Agency (#2 on cover page)	S425U220037

Complete the applicable blocks below for each parcel of real property being reported (duplicate this page to provide information for each parcel of real property being reported under the Federal financial assistance award identified in section 2):

13. Period and type of Federal Interest (*MM/DD/YYYY*): From: 07/01/2023 To: 06/30/2024

☐ Acquisition ☒ Renovation ☐ Construction ☐ Government Furnished Property

14a. Description of Real Property:

Replacing HVAC system of a middle school.

14b. Address of Real Property (legal description and complete address including zoning information):

Street1: North Asheboro Middle School

Street2: 1861 N Asheboro School Rd

City: Asheboro   County: Randolph

State: NC: North Carolina   Province:

Country: USA: UNITED STATES   ZIP / Postal Code: 27203

Zoning Information:

GPS Location Longitude: GPS Location Latitude:

14c. Land Acreage or Square Units:

Enter Amount: 26.07

Select units: ☒ Acres ☐ Square Feet ☐ Square Kilometers ☐ Square Meters

14d. Gross and Usable Square Footage/Meters (i.e., of building, house, etc.):

Enter Amounts:

Gross 1,135,832.00 Usable 1,135,832.00

Select units: ☐ Square Feet ☐ Square Meters

14e. Real Property Ownership Type(s):

☒ A. Owned ☐ B. Co-Owned ☐ C. Fee Simple ☐ D. Corporate

☐ E. Joint Tenancy ☐ F. Partnership ☐ G. Limited Liability Partnership ☐ H. Co-Operative

☐ I. Government Furnished Property ☐ J. Other (Describe):

14f. Real Property Cost: $ Share Percentage %:

Federal Share: $ 1,014,000.00 [%]

Non-Federal Share: $ 9,124,600.00 [%]

Total (*sum of Federal and Non-Federal Share*): $ 10,138,600.00 [%]

14g. Has a deed, lien, covenant, or other related documentation been recorded to establish Federal interest in this real property?

☒ Yes ☐ No ☐ N/A

If yes (unless previously reported), describe the instrument used and enter the date and jurisdiction in which it was recorded:

NOTICE OF FEDERAL INTEREST

Date: 12/02/2024   Jurisdiction: Randolph County

14h. Has Federally required insurance coverage been secured for this real property? ☒ Yes ☐ No
See instructions for more details.

14i. Are there any Uniform Relocation Act (URA) requirements applicable to this real property? ☐ Yes ☒ No

14j. Are there any environmental compliance requirements related to the real property? ☐ Yes ☒ No

If yes, describe them:

Add Attachment   Delete Attachment   View Attachment

14k. In accordance with the National Historic Preservation Act (NHPA), does the property possess historic significance, and/or is it listed or eligible for listing in the National Register of Historic Places? ☐ Yes ☒ No

If yes, describe them:

| | Add Attachment | Delete Attachment | View Attachment |

15. Has a significant change occurred with the real property, **or is there an anticipated change expected during the next reporting period?**
☐ Yes ☒ No

If yes, describe the change:

| | Add Attachment | Delete Attachment | View Attachment |

16. Real Property Disposition Status:

☐ A. Sold   ☐ B. Transferred to different award   ☐ C. Used in other Federally sponsored project/program

☐ D. Transferred title   ☐ E. Retained Title   ☒ F. N/A

i. If the Federal agency provided the recipient disposition instructions to sell or retain title to the real property, enter the amount of funds owed to the Federal government:

ii. If applicable, enter the amount of any net proceeds from the sale of the real property and describe how the proceeds were distributed:

iii. If the Federal agency directed the recipient to transfer title to the real property, enter the amount of funds the Federal Agency owes:

17. Indicate the cumulative energy consumption for the previous 12 months:

A. Electric (kWh) 767,599   or (Btu)   B. Petroleum (Gal)

C. Natural Gas (cu ft) 447,563   D. Other   (Specify)

18. Remarks:

| | Add Attachment | Delete Attachment | View Attachment |

REAL PROPERTY STATUS REPORT SF-429
(COVER PAGE)

OMB Number: 4040-0016
Expiration Date: 02/28/2025

1. Federal Agency and Organizational Element to Which Report is Submitted:

U.S. Department of Education

2. Federal Grant(s) or Other Identifying Number(s) Assigned by Federal Agency(ies):

S425U220037

3. Recipient Organization (name and complete address including zip code):

Recipient Organization Name: Asheboro City Schools

Street1: 1126 S Park Street

Street2:

City: Asheboro   County: Randolph

State: NC: North Carolina   Province:

Country: USA: UNITED STATES   ZIP / Postal Code: 27203

4a. UEI: NEP2GJKLLYQ1

4b. EIN: 56-6000989

5. Recipient Account or Identifying Number: 181

6. Contact Person for this Report:

Prefix: First Name: Sandra   Middle Name:

Last Name: Spivey   Suffix:

Email: sspivery@asheboro.k12.nc.us

Phone: 336-625-5104   Fax:

7. Report End Date: (MM/DD/YYYY)   06/30/2024

8. Real Property Status Report – Attachments: [*check the applicable block(s)*]:

☒ : Attachment A (General Reporting) *attached*

☐ : Attachment B (Request to Acquire, Improve or Furnish) *attached*

☐ : Attachment C (Disposition Request) *attached*

9. Comments:

[Add Attachment] [Delete Attachment] [View Attachment]

10. Certification: I certify to the best of my knowledge and belief that all information presented in this report is true, correct and complete and constitutes a material representation of fact upon which the Federal government may rely.

11a. Typed or Printed Name and Title of Authorized Certifying Official:

Prefix: Mr.   First Name: Michael   Middle Name:

Last Name: Smith   Suffix:

Title: Board Chairman

11b. Signature of Authorized Certifying Official:

11c. Telephone *(area code, number, extension):*

336-625-5104

11d. Email Address:

mismith@asheboro.k12.nc.us

11e. Date Report Submitted (MM/DD/YYYY):

12. Agency use only

Policies

For

Review

Policy Code: 4231/5021/7263 Face Coverings

The board is committed to providing an in-person learning and work environment that is as safe as reasonably possible during the COVID-19 pandemic. The board recognizes that the use of face coverings helps to reduce the spread of COVID-19 and limit the need for quarantining. The board also recognizes that the Centers for Disease Control, the American Academy of Pediatrics, the Occupational Safety and Health Administration, and the North Carolina Department of Health and Human Services recommend the use of face coverings in schools. Therefore, as part of its layered mitigation strategy to lower the risk of COVID-19 exposure and spread, the board requires face coverings to be worn by all students, employees, and visitors present on school campus during the 2021-2022 school year in accordance with this policy.

A. Face Coverings Required

All individuals, including students, employees, and visitors, regardless of vaccination status, must wear face coverings at all times while inside of school buildings or on school transportation vehicles, including school buses, vans, and other group school transportation. Generally, individuals are not required to wear face coverings while outdoors or while in personal vehicles on school grounds.

B. Face Covering Exemptions

1. Individuals Exempted

The following individuals are exempted from face covering requirements:

   a. children under two years of age;

   b. individuals who should not wear a face covering due to a medical or behavioral condition or disability (including, but not limited to, any person who has trouble breathing, or is unconscious or incapacitated, or is otherwise unable to put on or remove the face covering without assistance); and

   c. children who are unable to wear the face covering safely.

2. Situations Exempted

Face coverings do not need to be worn in the following situations:

   a. when seeking to communicate with someone who is hearing-impaired in a way that requires the mouth to be visible;

   b. when giving a speech for a broadcast or to an audience if at least 20 feet away from the audience;

c. if temporarily removing the face covering to secure medical services or for identification purposes;

d. when wearing a face covering at work would put the individual at risk, as determined by local, state, or federal regulations or workplace safety guidelines;

e. if the face covering would impede visibility while operating equipment or a vehicle;

f. while sleeping, actively participating in sanctioned athletic events in adherence with procedures recommended by the North Carolina High School Athletic Association, swimming, or playing in water; and

g. while actively eating or drinking. Because face coverings cannot be worn consistently during mealtimes, students should maintain physical distancing of a minimum of three feet to the fullest extent possible when actively eating. Principals are encouraged to arrange for students to eat meals outdoors if possible.

C. Proper Face Covering

To provide the greatest protection against the spread of COVID-19, face coverings must be worn properly. The face covering should completely cover the individual's nose and mouth and fit snugly around the face with no gaps. Face coverings that have a nose wire (a metal strip along the top of the mask that is bent over the nose to fit the face covering close to the face) are recommended in order to prevent air from leaking out the top of the face covering.

Face coverings may be either disposable masks (also called surgical masks or medical procedure masks) made of multiple layers of non-woven material or cloth masks made of at least two layers of tightly-woven, washable, breathable fabric. For better fit and extra protection, a disposable mask may be worn underneath a cloth mask. Two disposable masks should not be worn together. Face shields, masks with exhalation valves or vents, single layer masks or masks made of thin fabric that don't block light, scarves, ski masks, bandannas, and turtleneck collars do not qualify as face coverings for purposes of this policy.

D. Failure to Wear a Face Covering

1. Students

Face coverings will be provided to students who need them, including students who forget to bring their face coverings to school and students who are unable to afford them. No disciplinary action will be taken against a student for failure to bring a face covering to school.

Refusing to wear, intentionally removing, or inappropriately wearing a face covering in violation of this policy may be considered noncompliance with directives. Disciplinary consequences will be handled in accordance with policy 4300, School Behavior Policies.

No discipline will be imposed on any student who has been granted an exemption to the face covering requirement as provided in Section B. Disciplinary action for a student with a disability who has not been granted an exemption as provided in Section B will be in accordance with policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities.

2. Employees

Face coverings will be provided to employees who need them. Refusal by an employee to wear a face covering in accordance with this policy will be considered insubordination and may result in disciplinary action, up to and including termination, unless the employee has been granted an exemption as provided in Section B.

3. Visitors

Visitors will not be admitted into a school building or onto a school vehicle without wearing a face covering unless an exemption, as described in Section B, applies.

E. Notice

The principal or designee shall notify all students, parents, and employees of this policy and provide guidance and information regarding the proper use, wearing, removal, and cleaning of cloth face coverings. In addition, the principal or designee shall post signs at entrances to school buildings to alert visitors to the face covering requirements.

F. Review of this Policy

This policy will remain in effect for the 2021-2022 school year only. At least once a month, the board will review this policy and consider the need for modifications. The board will vote to approve this policy, with any necessary modifications, at a regularly scheduled board meeting each month.

Legal References: S.L. 2021-130, sec. 10

Cross References: Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Disruptive Behavior (policy 4315)

Other Resources: *COVID-19 Guidance for Safe Schools*, updated July 18, 2021, American Academy of Pediatrics, available at https://www.aap.org/en/pages/2019-novel-coronavirus- covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person- education-in-schools/; *ED COVID-19 Handbook, Vol. 1: Strategies for Safely Reopening Elementary and Secondary Schools*, updated April 2021, U.S. Department of Education, Office of Planning, Evaluation and Policy Development, available at https://www2.ed.gov/documents/coronavirus/reopening.pdf; *Guidance for COVID-19 Prevention in K-12 Schools*, updated August 5, 2021, Centers for Disease Control and Prevention, available at https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12- guidance.html; *Protecting Workers: Guidance on Mitigating and Preventing the Spread of COVID- 19 in the Workplace*, updated August 13, 2021, Occupational Health and Safety Administration, available at https://www.osha.gov/coronavirus/safework; *Requirement for Persons to Wear Masks While on Conveyances and at Transportation Hubs*, Centers of Disease Control and Prevention, Department of Health and Human Services (February 3, 2021), available at https://www.govinfo.gov/content/pkg/FR-2021-02-03/pdf/2021-02340.pdf; *StrongSchoolsNC Public Health Toolkit (K-12), Interim Guidance*, updated August 26, 2021, North Carolina Department of Health and Human Services, available at https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf; *Your Guide to Masks*, updated August 13, 2021, Centers for Disease Control and Prevention, available at https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face- coverings.html
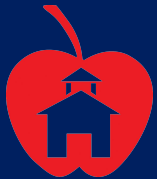
Adopted: November 4, 2021

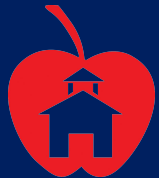**Asheboro City Schools**

Getting Started

✅ Staffing Complete 9-19-17-24

✅ Communication is Key!
   *Welcome Center Flyer
   *Welcome Center Calendar
   *Social Media
      Facebook
      Instagram
      School Status

Asheboro City Schools
Welcome Center
Empowering Families
Connecting Communities

Events to Date

- *Comet Community Room parent sessions & Welcome Center parent support: 14*

- *Welcome Center Events: 6*

- *Family Engagement Nights at Schools: 7*

- *Staff Sessions Comet Community Room: 2*

  Total # Contacts: 241

Family & Community Event Calendar

Today ◄ ► Tuesday, November 26 ▼

Tuesday, November 26

| 4:30pm | Estate Planning Seminar w/ Scott Eggleston: Comet Community Room |

Monday, December 2

| 5:30pm | Asheboro Housing Authority - Comet Community Room |

Tuesday, December 3

| 5:30pm | "Hidden in Plain Sight" Insight Human Resources Parent Session: Come |

Tuesday, December 10

| 4:30pm | Estate Planning Seminar w/ Scott Eggleston: Comet Community Room |

Monday, January 13, 2025

| 6:00pm | PALS Meeting |

Tuesday, January 14, 2025
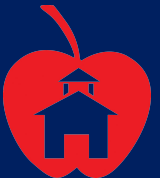
Welcome Center/Comet Community Room Events

Welcome Center/Comet Community Room Events
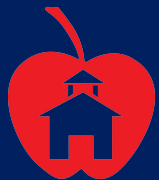
Questions

Proposal for Twilight at Asheboro High School

Overview

Twilight at Asheboro High School is designed to provide students with a flexible and supportive pathway to earning their high school diploma in an alternative setting. This innovative program is tailored to meet the needs of students 16 years or older who will benefit from a non-traditional approach to completing their education due to challenges related to personal circumstances and other qualifying hardships.

Participation in Twilight is voluntary and requires agreement from the student, the parent(s)/guardian(s), and a multidisciplinary team at the school, ensuring it is in the student's best interest. The program operates outside the traditional school day and aligns with attendance and academic requirements to ensure that students remain on track to graduate.

Program Structure

Students participating in the Twilight program will complete their coursework through online platforms (e.g. Apex and Canvas), allowing for flexibility in both when and where learning occurs. Students are required to attend in-person sessions on Tuesdays, Wednesdays, and Thursdays from 3:45 PM to 5:30 PM at AHS. These sessions are designed to provide support, accountability, and access to resources. On Mondays and Fridays, students will work independently online, which will be verified by school personnel to ensure consistent engagement and progress towards course completion. This blended approach is designed to meet state attendance requirements while providing students with the opportunity to balance their educational responsibilities and other life commitments and circumstances.

Expectations and Accountability

To remain enrolled in the Twilight Program, students must adhere to the following expectations:

1. **Attendance and Engagement**:
   ○ Students must attend weekly in-person sessions and actively work on their online coursework.
   ○ Students are limited to fewer than 10 absences. On the 10th absence, the student may be removed from the program and would have to reapply the following semester.
2. **Timeliness and Location**:
   ○ Students may not arrive earlier than 3:40 PM and must report directly to the office.
   ○ Students are not permitted in other areas of the building without staff permission.

3. **Code of Conduct**:
    ○ Students must comply with all Asheboro City Schools Student Code of Conduct policies.
    ○ Violations will result in progressive disciplinary measures, ranging from warnings to potential removal from the program.

Program Staffing
In-person sessions will be staffed by members of the AHS administrative team, school counselors, and the school social worker. This team will use a rotating schedule to monitor student progress and assist with challenges that may impact successful completion.

Additional Internship Credit Opportunity
For students whose hardships include balancing work responsibilities, Twilight may offer an opportunity to earn internship credits through the Career and Technical Education department. Internships will be monitored and supported by the school's Career Development Coordinator.

Special Education Supports
Twilight at AHS will ensure that students who receive special education services continue to have access to supports necessary for success. The staff will work closely with the counseling department and/or the Exceptional Children department and EC teachers to modify and implement IEPs and 504 Plans that address students' unique needs, including coordinating with EC teachers to schedule service delivery times.

Parental Involvement
In alignment with Asheboro City Schools' Board Policy, parental involvement is a critical component of Twilight. Parents/guardians will be included in the decision-making process to enroll their child in the program, and will receive progress updates to ensure a collaborative approach to student success.

Conclusion
Twilight at AHS represents a commitment to addressing the unique needs of students who are at risk of dropping out of school due to demonstrated hardships, and unable to thrive in a traditional educational setting. By providing a flexible and supportive pathway to graduation, the program will empower students to overcome challenges and achieve their academic goals. This initiative underscores the ACS district's dedication to equity, ensuring that every student, regardless of their life circumstances, has access to the resources and opportunities necessary to succeed.

CALENDAR OF UPCOMING EVENTS - December 12, 2024 Board Meeting			
DATE	TIME	EVENT	LOCATION
Friday, December 13	11:30 a.m.-1:30 p.m.	Superintendent's Holiday Luncheon	Professional Development Center
Friday, December 13	6:00-8:00 p.m.	Christmas on Sunset	Downtown Asheboro
Monday, December 16	7:00 p.m.	NAMS Choral Concert	AHS Performing Arts Center
Tuesday, December 17	7:00 p.m.	SAMS Winter Choral Concert	AHS Performing Arts Center
Thursday, December 19	10:00-11:30 a.m.	Central Office Holiday Brunch	Professional Development Center
Thursday, December 19	5:30-7:00 P.M.	McCrary Family Engagement Night	Charles McCrary Elementary School
Thursday, December 19	7:00 p.m.	AHS Winter Choral Concert	AHS Performing Arts Center
Friday, December 20	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release	All Schools
Monday, December 23	All Day	Vacation/Annual Leave - Schools Closed	All Schools
Tuesday, December 24- Thursday, December 26	All Day	Holiday	All Schools
Friday, December 27, Monday, December 30 & Tuesday, December 31	All day	Vacation/Annual Leave - Schools Closed	All Schools
Wednesday, January 1, 2025	All Day	Holiday	All Schools
Tuesday, January 2	All Day	Vacation/Annual Leave - Schools Closed	All Schools
Tuesday, January 2	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Wednesday, January 3	All Day	Optional Teacher Workday	All Schools
Thursday, January 9	7:30 p.m.	Board of Education Meeting	Professional Development Center
Monday, January 20	All Day	Holiday	All Schools
Tuesday, January 21 & Wednesday, January 22	All Day	Required Teacher Workdays	All Schools