

**ASHEBORO CITY BOARD OF EDUCATION**  
**Regularly Scheduled Meeting**  
**Professional Development Center**  
**November 14, 2024**  
**7:30 p.m.**

6:00 p.m. Policy Committee  
6:15 p.m. Finance Committee  
7:00 p.m. Points of Pride (Scrolling)

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Donna Lee Loflin Elementary School Students
- \*D. Approval of Agenda

**II. Swearing-In Ceremony**

Swearing-In of Newly Appointed Board Member Hilda DeCortez – Rep. Brian Biggs, NC House of Representatives

**III. Special Recognitions**

- A. School Spotlight – Ms. Lisa Hayes, Principal, Donna Lee Loflin Elementary School
- B. Community Partner Spotlight – Ms. Lisa Hayes, Principal, Donna Lee Loflin Elementary School
- C. Recognition of Career Development Month – Ms. Sarah Beth Cox, Director of Career & Technical Education
- D. Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development Coordinator

**IV. Superintendent's Report – Dr. Aaron Woody, Superintendent**

**V. Public Comments**

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

**VI. \*Consent Agenda**

- 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
- 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

**VII. Information, Reports, and Recommendations**

- A. Policies for Review – Ms. Gayle Higgs, Director of Support Services
  - 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, and Mr. Scott Smith, Technology Engineering & Design Teacher
- C. ACS Global Innovation Center Update – Ms. Julie Brady, Innovation Lead Teacher

VIII. **\*Action Items**

- A. South Asheboro Middle School Construction Update and Contract Amendment Approval – Ms. Sandra Spivey Ayers, Chief Financial Officer, Bobbitt Construction, and Brady Services
- B. Continuous Improvement Plans (CIP) – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent

IX. **Board Operations** – Chairman Michael Smith

- A. Calendar of Events
- B. Calendar Committee Representatives

X. **Adjournment**

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\*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.

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

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# Donna Lee Loflin

## Board Spotlight

Lion's Den  
Positive Behavior Recognition  
2024-2025







# Continuous Improvement

## **CIP GOAL:**

Donna Lee Loflin will focus on consistent student expectations documented in our School-wide Management Plan to increase positive student relationships, social emotional learning, and preferred student behavior.

## **ACTION STEP:**

Staff will promote student growth by recognizing accomplishments with a bi-weekly Lion's Den for positive behavior and following expectations.

# Schoolwide Expectations

At Loflin...

- We respect ourselves
- We respect others
- We respect learning
- We respect our school.

Lions **Give Respect Everywhere at All Times...**

Lions are **GREAT!!**





## Donna Lee Loflin Behavior Incentives

### Schoolwide Expectations



### Paws

By following the schoolwide expectations:

1. Individual Students can earn white paws to trade for privileges or to spend at the school store.
2. Whole classes can earn blue paws to trade for fun classroom activities.

### The Lion's Den

**What is The Lion's Den?** This is a fun reward for students who have followed school expectations. It will include games & activity stations.

**When will it happen?** It will take place during Specials approximately once every 2 weeks. Students will be reminded of upcoming dates.

**Who will attend?** Students who have worked hard to follow expectations, had NO major office referrals, and had no more than 2 minor incidents since the previous Lion's Den will be allowed to attend.

**What about students who do not earn the reward?** These students will participate in a lesson/activity to help them learn positive behavior skills so they can try to attend the next reward.

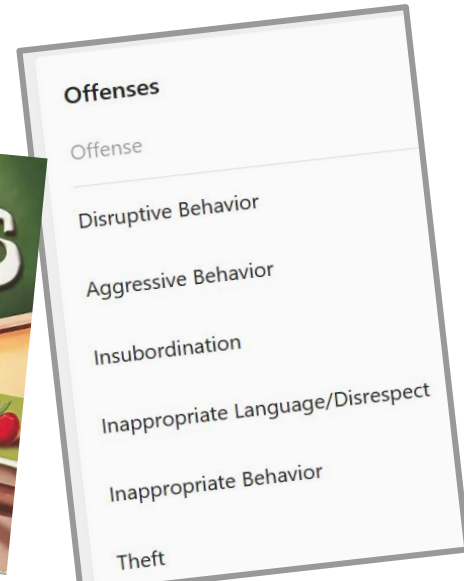
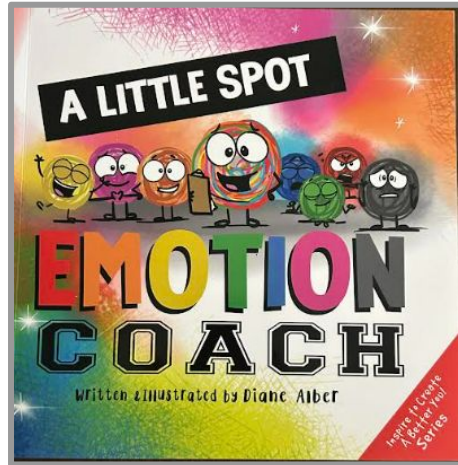
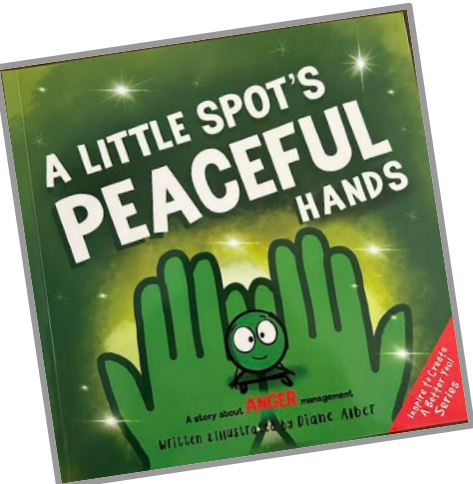
GAME  
ON



# SEL Lessons

## Ineligible Students:

Every student who does not attend The Lion's Den, receives support and/or intervention from the School Counselor to help them improve their behavior.



# Student Data

## Repeat Offenders

Lion's Den Dates	
September 20	Lion Themed Stations
October 4	Safari Themed Stations
October 18	Fall Festival Theme
October 31	Halloween Dance

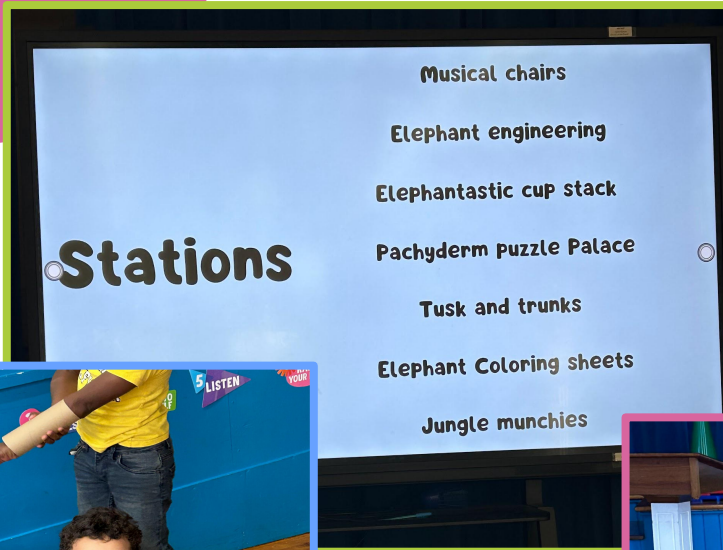
Student	Last Referral	Total Referrals 24/25	Total Referrals 23/24
1	9/13/24	2	11
2	9/19/24	11	37
3	9/25/24	1	28
4	9/25/24	3	15



# Lion Themed Stations



# Safari Themed Stations



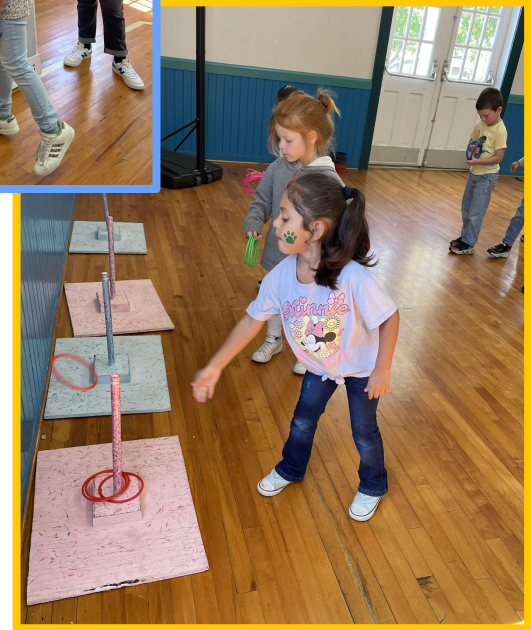


# Safari Themed Stations





# Fall Festival Theme



# Halloween Dance





# Halloween Dance



**Thank You!**



**Questions?**



# Career Development Month

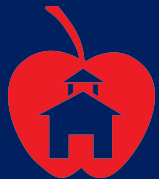
Sarah Beth Cox

Career & Technical Education

November 14, 2024



Governor  
Cooper  
proclaims that  
November is  
Career  
Development  
Month



# State of North Carolina

ROY COOPER

GOVERNOR

CAREER DEVELOPMENT MONTH

AND

NORTH CAROLINA CAREER DEVELOPMENT COORDINATOR DAY

2023

BY THE GOVERNOR OF THE STATE OF NORTH CAROLINA

A PROCLAMATION

WHEREAS, Career Development Coordinators in Career and Technical Education (CTE) programs in North Carolina's public schools are committed to helping students explore their potential in personal social development, educational achievement, and career management within the National Career Development Guidelines Framework; and

WHEREAS, Career Development Coordinators provide the supporting materials to ensure our schools meet the national standards and competencies established by the National Career Development Association; and

WHEREAS, Career Development Coordinators support the mission of North Carolina's CTE programs by providing community resources and services that help students succeed in life, college and/or careers, citizen readiness, and as productive members of society; and

WHEREAS, Career Development Coordinators empower students to make informed decisions regarding their post-high school plans, which may include immediate employment in a civilian or military occupation, or further education at a vocational program, community college, or university; and

WHEREAS, Career Development Coordinators support the work of Career and Technical Education Organizations, extending student learning based on instructional competencies; career development education can contribute to increased attendance, raise achievement, and improve graduation rates; and

WHEREAS, Career Development Coordinators assists students in understanding the 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to success in college, career, and citizen readiness; through career development education, CTE students gain the critical thinking, creativity, leadership, and essential employability skills necessary to thrive in the modern business world and contribute to the vitality of our state and nation; and

WHEREAS, NCcareers.org is the state's number resource for supporting students, families, and educators looking for high quality career information; and

WHEREAS, the National Career Development Association has declared November 2023 as the National Career Development Month, and November 15, 2023 as the National Career Development Day;

NOW, THEREFORE, I, ROY COOPER, Governor of the State of North Carolina, do hereby proclaim November, 2023, as "CAREER DEVELOPMENT MONTH" and November 15, 2023, as "NORTH CAROLINA CAREER DEVELOPMENT COORDINATOR DAY" in North Carolina, and commend its observance to all citizens.



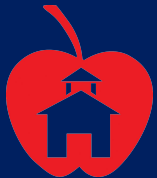
  
Roy Cooper  
Governor

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State of North Carolina at the Capital in Raleigh this eighth day of November in the year of our Lord two thousand and twenty-three and of the Independence of the United States of America the two hundred and forty-eight.



# More Proclamations

- November 11-15 is Career Development Week
- November 13 is Career Development Coordinator (CDC) Day



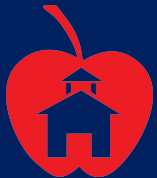
# Meet our CDCs

**Ann Callicutt**  
CTE Middle School  
Career Development  
Coordinator



**Courtney McGowan**  
CTE Coordinator  
Apprenticeship Lead

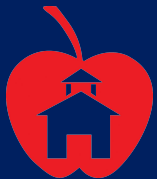
**Elizabeth Pack**  
Career Development  
Coordinator  
Asheboro High School





# Asheboro City Schools Career Development Data

- 23-24 Interns: 65
- 24-25 Interns:75
- Career Pathways Field Trips: 65 students
- Career Chat Speakers: Timken, OR Nurse, CDL day (coming soon!)
- Non-traditional Career Day: 16 speakers, all of 9th and 10th grade
- 4 summer pathways camps with 70 students registered
- 12 Junior participated in Job Shadow day and many others did individual job shadows throughout the year
- NC FAME Presentation: 180, Seniors Picked up as FAME apprentices-3
- AR Presentation: 75, 1 Senior & 1 Junior picked up by AR



We are happy to answer any questions at this time.



**ASHEBORO CITY BOARD OF EDUCATION**  
**Regularly Scheduled Meeting**  
**Professional Development Center**  
**October 10, 2024**

**Policy Committee**

**Committee Members Present:**

Michael Smith, Chairman  
Hailey Lee

Baxter Hammer, Vice Chairman

Linda Cranford

**Committee Members Absent:**

Gidget Kidd, Policy Chair

Adam Hurley

**Other Board Members Present:**

Melissa Calloway

Ryan Patton

**Staff Members Present:**

Dr. Aaron Woody

Gayle Higgs

Carla Freemyer

The meeting was called to order at 6:04 p.m. by Chairman Michael Smith. Gayle Higgs reviewed the following policies:

- **1510/4200/7270 School Safety**
  - A provision was added to Section D.3 regarding training on recognizing and reporting threats
  - A new Section E was added to address the required threat assessment teams The legal references and other resources were updated
  - The cross references were updated
- **2127 Board Member Technology Use**
  - Changes Twitter to X
  - Revises the language in subsection C.3.c to reflect the new legal standard
  - Updates the legal references

*The committee asked to update the wording to “official social media accounts”.*

- **3220 Technology in the Educational Program**
  - Adds a new Section E to address the use of generative artificial intelligence (AI)
  - Adds information about training on the use of generative AI in Section F
  - Updates the other resources
- **3225/4312/7320 Technology Responsible Use**
  - In Section G, references generative AI guidelines as described in policy 3220 Adds other resources
- **3620 Extracurricular Activities and Student Organizations**
  - Adds a new subsection B.1.d to address the participation of home school students in interscholastic athletics.

NOTE: New 16 N.C.A.C. 6E .0207 (effective July 1, 2024) states that the board may, by policy, allow students who are enrolled in a home school and whose primary residence is within the board's jurisdiction to participate in interscholastic athletics on behalf of a school under the board's jurisdiction. This policy provides three options for addressing participation of home school students. Option one permits participation of all home school students. Option two reflects the old NCHSAA rules limiting participation only to dually enrolled home school students. Option three prohibits participation by any home school students. The board may select one of the three options provided or create its own alternative. The information in the options may be modified, provided that if the board allows participation by home school students, the board either (1) agrees to cover home school student athletes under its catastrophic athletic accident insurance policy or (2) verifies that the home school student athlete is independently covered by catastrophic accident insurance.

*The committee chose to move forward with option two and removal of the sentence regarding in person classes.*

- **5071/7351 Electronically Stored Information Retention**
  - Add statement regarding personal technology Updates the legal references

The meeting adjourned at 6:41 p.m. by Chairman Michael Smith.

#### Finance Committee

**Committee Members Present:**

Michael Smith, Chairman

Baxter Hammer, Vice Chairman

Ryan Patton, Finance Chair

Phillip Cheek

Dr. Beth Knott

Melissa Calloway

**Other Board Members Present:**

Adam Hurley

Linda Cranford

Hailey Lee

**Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey Ayers

Mr. Ryan Patton, Finance Chair, opened the meeting at 6:45 p.m.

Ms. Spivey Ayers reviewed items included in the Consent Agenda in the Board Packet:

- The Amendment to the Sewer Easement Agreement with Cone Health is to adjust the coordinates to actual placement of the sewer line connection. The work on our property at North Asheboro Middle School is complete. The Sewer Easement Agreement will be converted to a Utility Easement and maintained by the City of Asheboro.
- The 2024-2025 Bus Driver Salary Schedule reflects the 3% increase approved by the State Legislators effective July 1, 2024.
- The 2024-2025 Rental of School Facility Fee Schedule has no changes from the prior year.
- The 2024-2025 School Fees Schedule has a minor change to yearbook costs and an addition of some club dues and competition fees.
- The 2024-2025 Consolidated Federal Funding Application Summary is an overview of the grant funds received for Title I, II, III, and IV. We continue to use these funds in the same manner as the prior school year.
- The Resolution to Increase the Micro-Purchase Threshold allows our district to increase the \$10,000 purchasing threshold under Uniform Guidance rules to \$30,000.

Ms. Spivey Ayers reviewed other items of interest related to Finance and Facilities:

Our external auditors, Anderson, Smith & Wike will be onsite November 4<sup>th</sup> and 5<sup>th</sup>.

We had a design review with Bobbitt Construction and Brady Services this week to review the overall scope of the

project and the estimated timeline of construction phases. Bobbitt and Brady will be providing a detailed update to the Board of Education at the November meeting.

There being no further business, Ryan Patton adjourned the meeting at 7:10 pm.

### Board of Education

#### Board Members Present:

Michael Smith, Chairman  
Melissa Calloway  
Dr. Beth Knott  
Scott Eggleston, Attorney

Vice Chairman Baxter Hammer  
Linda Cranford  
Adam Hurley

Melissa Calloway  
Ryan Patton  
Phillip Cheek

#### Board Members Absent:

Gidget Kidd

#### Staff Members Present:

Dr. Aaron Woody  
Deanna Wiles  
Sandra Spivey Ayers  
Angel Etheridge  
Jody Cox  
Graham Groseclose  
Keisha Dawalt  
Chris Burian  
Dr. Ana Floyd  
Corey Culp  
Laura King  
Sarah Beth Cox

Dr. Wendy Rich  
Chandra Manning  
Carla Freemyer  
Barb Skelly  
Scott Bainville  
Michelle Harger  
Holly White  
Jordan Seagraves  
D'Vera Tune  
Brandon Wysong  
Blake Brewer

Anthony Woodyard  
Christina Kinley  
Gayle Higgs  
Claudia Marini  
Josh McDonald  
Nikki Domally  
Kelly Patton  
Lisa Hayes  
Suzanne Cash  
D.R. Cash  
Megan Smith

#### 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 Lindley Park Elementary School to lead the Pledge of Allegiance.

Upon motion by Phillip Cheek and seconded by Hailey Lee, the board unanimously approved the meeting agenda.

#### Special Recognitions

- A. Ms. Keisha Dawalt, Principal, Lindley Park Elementary School, presented the School Spotlight titled *Leaping Beyond Limits Peer Mentoring*. The presentation centered around a new peer mentoring program at Lindley Park. The primary goal of the program is to enhance students' sense of community and provide leadership opportunities for older students. This is a new initiative designed to foster connections and a sense of belonging for all students.
- B. Ms. Keisha Dawalt, Principal, Lindley Park Elementary recognized the Marie C. Boone family as their Community Partner. Ms. Boone's husband and sister were in attendance for the recognition. Ms. Dawalt shared that Ms. Boone was a teacher at Lindley Park for many years. In Ms. Marie Boone's memory, the Boone family recognizes one outstanding educator at Lindley Park each year and supports students and staff in various ways, including donating a book to the media center each year in honor of Ms. Boone.
- C. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included:

**Hispanic Heritage Month:** Our district has been proud to highlight the incredible contributions of our Latino staff, who inspire us every day with their dedication and hard work. Throughout the month, there have been exciting events, including vibrant dance performances that showcase the rich traditions of Hispanic cultures. There was an amazing collaborative event where AHS students were in a stunning quinceañera dress parade at Balfour Elementary.

**National Principals Month:** October is National Principals Month, and it's the perfect time to recognize and celebrate the incredible impact our principals have on our schools. Principals are the backbone of our learning community—they set the vision and create a culture to ensure that both students and staff have the support they need to thrive.

**NC AT&T Innovation Station STEM Bus:** SparkNC Students were able to board a mobile lab that brought cutting-edge science, technology, engineering, and math experiences right to our doorstep of AHS. Students explored coding and engaged with a STEM expert from NCA&T.

**AHS Tutoring:** Sophomores Madalynn Adams and Melanie Cantu created a tutoring program for 3rd-5<sup>th</sup> graders called LEAD which stands for Library Education and Afterschool Development. The teen volunteers have weekly sessions with over 20 teen tutors and 30 elementary aged students from 3:45-5 p.m.

**Timken Visit:** National Advanced Manufacturing Day (October 4), the CTE department hosted The Timken Company on campus at AHS. Representatives led the students through different hands-on activities.

**NCASCD Whole Child Conference:** District team of Dr. Aaron Woody, Dr. Wendy Rich, Anthony Woodyard, and Gayle Higgs prepared a virtual presentation for the NCASCD Whole Child Conference. Their session was “Investing in Family & Community Engagement” and highlighted the development of the Welcome Center.

**Welcome Center Staff:** We have hired two highly esteemed educators with decades of experience and a heart of service. Jennifer Smith is the Welcome Center Coordinator and brings a background in leadership and impeccable organizational skills while Matt Dunn, whose assets include bilingualism and great relationships.

**The Children’s Theatre of Charlotte:** Our 4th and 5th graders headed to the Sunset Theatre for a special interactive performance of *The Odyssey Experience*, brought to life by the Children’s Theatre of Charlotte. Meanwhile, our kindergarten and 1st graders enjoyed *The Real Story of the 3 Little Pigs*, a fun and creative twist on the classic story.

**AIM Conference:** Dr. Woody and our Early Learning Specialist Laurie Johnson shared how Asheboro City Schools created a successful plan for implementing the Science of Reading (LETRS) at the district, school, and classroom level through capacity building, creating buy-in with all stakeholders, and staying nimble and flexible with our plans.

**Recognizing Dr. Woody:** Dr. Woody’s achievement as a PTEC Regional Superintendent of the Year is outstanding. It speaks volumes about his dedication, vision, and the positive impact you’ve made on our schools, staff, and students. We’re incredibly proud of him and grateful for his leadership.

### **Superintendent’s Report**

- **Support for Western North Carolina:**
  - We continue to offer prayers and assistance to our friends in the western part of the state. Each school is actively collecting supplies, food, and other resources for those in need. Additionally, our district remains open to families seeking refuge here in Asheboro. We will keep the Board of Education informed as we continue these efforts to serve as loving neighbors.

- **First Nine Weeks of the School Year:**
  - We are concluding the first nine weeks of the academic year. Over the past three weeks, our central office team and I have visited all our schools, conducting data meetings focused on reading, math, and enrollment, attendance, and discipline trends. These meetings included classroom walk-throughs, where we collaborated with principals, instructional facilitators, and curriculum staff to provide coaching for instructional improvements.
- **Instructional Leadership Teams (ILT):**
  - ILTs in each of our schools are actively working with the support of grant funding, providing additional coaching to classrooms. During CASA meetings and faculty meetings, teams are engaging in meaningful discussions about problems of practice, focusing on deeper strategies and interventions that better support student learning.
- **Upcoming Administrative Leadership Team Meeting and Early Release Day:**
  - Next week, we have an Administrative Leadership Team meeting scheduled for Tuesday, followed by an early release day on Wednesday. We deeply appreciate the Board of Education for approving these professional development half-days, which are invaluable for ongoing staff growth.
- **Homecoming Week:**
  - Next week marks our annual Homecoming celebrations, which brings our entire community together. Dr. Woody encouraged everyone to participate in the festivities, including Friday's parade at 4:00 p.m., followed by our football game against North Davidson. Weather permitting, paratroopers will jump in before kickoff. The Homecoming dance will take place on Saturday evening at Asheboro High School.
- **State-Wide Presentations:**
  - Dr. Woody highlighted two state-wide presentations that our team was a part of this month: On Thursday, October 3, Dr. Wendy Rich, Anthony Woodyard, Gayle Higgs, Dr. Beth Knott, Vice Chairman Baxter Hammer, and Dr. Woody delivered a presentation to the North Carolina Association for Supervision and Curriculum Development on our Welcome Center and updated family engagement approaches. The presentation was well received, and Dr. Knott's passion for our district's work was especially commendable.
  - This past Tuesday, Laurie Johnson and Dr. Woody presented at the North Carolina AIM (Accelerate. Invigorate. Motivate) Conference at the Raleigh Convention Center. We shared our district's best practices in literacy instruction and the progress we've seen in aligning our educators' approaches. Laurie did a fantastic job representing Asheboro.

### **Public Comments**

There were no public comments.

### **Consent Agenda**

Upon motion by Linda Cranford and seconded by Ryan Patton, the board unanimously approved the following items:

- A. Approval of Minutes for September 12, 2024, Board of Education Meeting
- B. Personnel (see below)
- C. Overnight Field Trip-Asheboro High School DECA to Charlotte, NC
- D. Out-of-State Field Trip-Drone Soccer to Charlotte, NC & Rock Hill, SC
- E. Cone Health Amendment to Sewer Easement Agreement with Asheboro City Schools
- F. Bus Drivers Salary Schedule 2024-2025
- G. Facility Rental Fees 2024-2025
- H. School Fees 2024-2025
- I. Consolidated Federal Funding Application Summary 2024-2025
- J. Resolution to Increase Micro-Purchase Threshold 2024-2025

**Asheboro City Schools  
Personnel Transactions  
October 10, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	Matthew	CO	Computer Technician	10/11/2024
Gomez	Marystella	GBT	Instructional Assistant	9/16/2024
Hinshaw	Griffin	AHS	Instructional Assistant/EC	9/19/2024

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brady	Deanna	CO	School Nurse	10/28/2024
Hardy	Crystal	CO	Bus Driver/Safety Assistant	9/23/2024

**Asheboro City Schools  
Personnel ADDENDUM  
October 10, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Diggs	Ronnie	CO	Bus Driver	10/9/2024
Palmer	Angela	CO	Transportation Supervisor	10/15/2024

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Parsons	Brett	CO	Bus Driver	10/9/2024
Ramirez	Jeanine	GBT	School Secretary	10/17/2024

**C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Laura	CO to DLL	Office Support to Instructional Assistant	10/21/2024

**Information, Reports, and Recommendations**

A. Ms. Gayle Higgs, Director of Support Services reviewed the following Policies for Review:

- Policy 1760/7280 – Prohibition Against Retaliation
- Policy 4040/7310 – Staff-Student Relations
- Policy 7130 - Licensure

B. Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, stated that the principal from each school would share their school's Continuous Improvement Plan (CIP) and she would share the district plan. The North Carolina Department of Public Instruction (NCDPI) requires board approval of the CIPs. The CIPs will be posted for public review and the board will be asked to approve the plans at the November board meeting.

The Continuous Improvement Plans (CIP) were shared as follows:

- Early Childhood Development Center – Ms. Holly White, Coordinator
- Balfour Elementary School – Ms. Nikki Domally, Principal
- Charles W. McCrary Elementary School – Ms. Kelly Patton, Principal



- Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal
- Guy B. Teachey Elementary School – Mr. Jordan Seagraves, Principal
- Lindley Park Elementary School – Ms. Keisha Dawalt, Principal
- North Asheboro Middle School – Mr. Graham Groseclose, Principal
- South Asheboro Middle School – Mr. Chris Burian, Principal
- Asheboro High School – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent
- Asheboro City School District – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent

**\*Action Items**

- A. Ms. Hailey Lee, board member and Ad Hoc Committee Chair, shared a report from the Ad Hoc Committee regarding board applicant interviews and the selection of a candidate by the Ad Hoc Committee. The Ad Hoc Committee included Hailey Lee, Ryan Patton and Dr. Beth Knott, with Chairman Smith and Vice Chairman Hammer serving in an ex-officio capacity. Ms. Lee shared the committee interviewed ten applicants and all were highly qualified applicants. Ms. Lee then requested approval of Hilda DeCortez to be appointed as a board member to serve the remainder of the term through November 2025. Upon motion by Linda Cranford and seconded by Phillip Cheek, the board unanimously approved the committee’s recommendation to appoint Ms. Hilda DeCortez to the board to serve the remaining unexpired vacant term through November 2025.

**Board Operations**

- A. Chairman Smith requested volunteers to act as voting delegates at the NCSBA Annual Conference in Greensboro in November and asked for those interested to let him know before November 8.
- B. Chairman Smith reviewed information regarding upcoming events.
- The next regularly scheduled board meeting will be on November 14, 2024, at 7:30 p.m. in the Professional Development Center, unless otherwise posted.

**Adjournment**

There being no further business and upon motion by Dr. Beth Knott and seconded by Ryan Patton, the board unanimously approved to adjourn at 9:13 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

Policies  
For  
Approval

## **PROHIBITION AGAINST RETALIATION**

*Policy Code:* 1760/7280

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Board members and employees are expected to be honest and ethical in the performance of their duties and to comply with applicable federal, state, and local laws, policies, and regulations. The board encourages employees to report possible financial improprieties, ethical violations, and other illegal practices and intends that employees who report such matters in good faith will not be subject to retaliation or other adverse employment consequences.

If an employee reasonably believes that (1) there has been a violation of federal, state, or local law, policy, or regulation, public policy, or an individual's ethical duties and (2) the violation is due to a practice, policy, act, or omission of the board of education, an individual board member, a school system employee, or an entity/person with whom the school system has a business relationship, the employee should report that matter in accordance with policy 1750/7220, Grievance Procedure for Employees, unless a policy with a more specific reporting or complaint procedure applies. Any complaint alleging a violation by the superintendent or the board should be filed with the board chair for investigation. The board chair will report the complaint to the board, and the board will authorize a prompt and thorough investigation or other action as necessary.

The board prohibits and will not tolerate any form of reprisal, retaliation, or discrimination against any employee who (1) in good faith, has made or intends to make a report of wrongdoing described in this policy; or (2) has refused to carry out a directive which may constitute a violation of federal, state, or local law, policy, or regulation, or poses a substantial or specific danger to public health and safety.

To be protected by this policy, employees who report violations or suspected violations must be acting in good faith based on a reasonable belief that the reported information represents wrongdoing of the sort described in this policy. The protection extends to those whose allegations are made in good faith but prove to be mistaken. The board reserves the right to discipline employees who know or have reason to believe that the report is inaccurate. Further, except as otherwise required by law, the provisions of this policy apply only to those situations in which an employee brings the alleged wrongdoing to the attention of school officials or the board and provides school officials or the board with a reasonable opportunity to investigate and correct the alleged wrongdoing. If necessary, school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

Each employee will receive a copy of this policy and will sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Grievance Procedure for

Employees (policy 1750/7220), Code of Ethics for School Board Members (policy 2120), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Discrimination and Harassment in the Workplace (policy 7232), Staff Responsibilities (policy 7300), Employee Conflict of Interest (policy 7730)

Adopted: October 9, 2008

Revised: July 12, 2012, July 14, 2016, May 13, 2021

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors, school safety officers, and volunteers, but do not include student employees or student volunteers.

**A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED**

All employees are prohibited from dating, courting, or entering into a romantic relationship or having sexual contact with any student enrolled in the school system regardless of the student’s age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal, and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32. Further, school system personnel shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or a student in violation of the law.

**B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS**

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.
3. Employees are prohibited from engaging in other forms of one-to-one electronic

communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:

- a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), or is conducted via an electronic video-conferencing platform (e.g., Zoom, Webex, Google Meet) that has been approved by the superintendent or designee for instructional use, and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur and when they will occur;
- b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
- c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
5. Violations of this subsection will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
  - a. the content, frequency, subject, and timing of the communication(s);
  - b. whether the communication(s) was appropriate to the student's age and

maturity level;

- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

**C. REPORTING INAPPROPRIATE CONDUCT**

**1. Reporting by Employees**

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy; or
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this subsection may be subject to disciplinary action, up to and including dismissal.

**2. Reporting by Students**

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

**3. Report of Criminal Misconduct**

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

4. Report to State Board of Education

In accordance with Section F of policy 7130, Licensure, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a student and resulting in dismissal, disciplinary action, or resignation.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse and Related Threats to Child Safety, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-27.32, -202.4; 115C-47(18), -270.35(b), -326.20; 16 N.C.A.C. 6C .0601, .0602, .0604, .0608; State Board of Education Policy EVAL-014

Cross References: Governing Principle – Removal of Barriers (policy 1700), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Student and Parent Grievance Procedure (policy 1740/4010), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Licensure (policy 7130), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Revised: December 11, 2008, March 11, 2016, September 14, 2017, February 8, 2018, May 14, 2020, September 10, 2020, March 11, 2021, August 12, 2021, January 11, 2024



The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

**A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS**

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy.
3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

**B. EXCEPTIONS TO LICENSURE REQUIREMENTS**

1. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

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In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. Cherokee Language and Culture Instructors

An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. Driver Education Instructors

An individual not licensed in driver education is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy DRIV-003.

6. Service Members and their Spouses Relocating to North Carolina

A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by 50 U.S.C. 4025a or State Board of Education Policy LICN-001 will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

**C. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

**D. LICENSE CONVERSION**

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Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

#### **E. LICENSE RENEWAL**

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment. (See policy 1610/7800, Professional and Staff Development.)

#### **F. REPORTING MISCONDUCT**

Any administrator who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b), has resulted in a criminal charge or indictment for any of the crimes listed in G.S. 115C-270.35(b), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in dismissal, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the dismissal, determination of disciplinary action, or acceptance of resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, or resigns as the result of

conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under 16 N.C.A.C. 6C .0604, the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, or resignation.

#### **G. PARENTAL NOTIFICATION**

At the beginning of each school year, school system officials shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

#### **H. EQUITABLE DISTRIBUTION OF TEACHERS**

The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 50 U.S.C. 4025a; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.1, -270.15, -270.20, -270.21, -270.35, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -326.20, -333, -333.1; 16 N.C.A.C. 6C .0604, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, LICN-021, LICN-022, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 1610/7800)

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019, March

12, 2020, January 14, 2021, August 12, 2021, February 10, 2022, February 9, 2023, March 14, 2024

**Asheboro City Schools  
Personnel Transactions  
November 14, 2024**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
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**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
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**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
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**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Clark	Lee	CO	Interim Network System Analyst (temporary)	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

**Overnight Trip**

Group Making Request:	Wrestling team		School:	Asheboro High School	
Destination:	4217 Senwell School Rd, Chapel Hill		Date of Trip:	12/27	12/28
Number of Students Involved:	14		Percent of Total Group:		
Reasons for Students Not Attending:					
Transportation Method:	<input checked="" type="checkbox"/> Activity Bus	<input type="checkbox"/> Charter Bus	<input type="checkbox"/> Private Automobile	<input type="checkbox"/> Other:	
Charter Bus Service, state name of vendor here:					
If using Travel Company, state name of Vendor here:					
**The Travel Company must use an approved ACS Charter Bus Company					
Number of Vehicles Needed (to be secured by the Central Office):			1		
Number of Drivers Needed (to be secured by the Central Office):			Coach Thompson is driving		
Departure Time:	7:00 AM	Return Time:	6:30 PM	Round Trip Miles 150	
Estimated Cost to the Student:					
<b>ASHEBORO CITY SCH FIELD TRIP / TRANSPORTATI SEND TO SUPERINTENDENT - C</b>					
Purpose(s) of the Field Trip: <del>Wrestling tournament</del> + tournament Wrestling tournament					

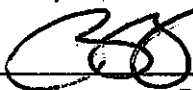
List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "\*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Asst Coaches Scott, Colton, Oxton, Andrew

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

Asheboro Wrestling 1 Cliff Thompson 10/17/2024  
Sponsor (Group Responsible for Paying for the Trip) Date

**Approved:**



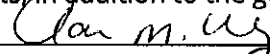
Principal

10/18/24

Date

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

**Approved:**



Superintendent or Designee

10/18/24

Date

**Transportation Scheduled:**

Transportation Supervisor

Date

Special Comments/Response:

**POLICY: FIELD TRIPS**



# CTE Field Trip/Transportation Request (Applies to CTE Field Trip/Transportation Requests\_

Submission ID: 2eed10bd-4965-4f49-b39e-20f14bd91613

Status: Submitted

## General Details

Submission ID: 2eed10bd-4965-4f49-b39e-20f14bd91613

Asheboro High School

Kim

Hoffman

khoffman@asheboro.k12.nc.us

## Fields

Overnight Trip

Group Making Request: \*

AHS DECA

School: \*

Asheboro High School

Destination: \*

Sheraton Four Seasons/Koury Convention Center

Date of Trip: \*

 February 27, 2025

Number of Students Involved: \*

Approx 60

Percent of Total Group: \*

65%

Reasons for Students Not Attending: \*

Will not qualify to compete at State competition

Transportation Method: Check box

Activity Bus

Charter Bus

Private Automobile

Other: Provide details

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

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

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

2

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

0

Departure Time: \*

8:00

Return Time: \*

4:00 Saturday

Round Trip Miles (estimated) \*

54

Estimated Cost to the Student: \*

\$ 180

Purpose of the Field Trip: \*

NC DECA State Competition and Conference

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

Unknown at this time

Sponsor (Group Responsible for Paying for the Trip) \*

AHS DECA

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

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

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

Special Comments/Response:

Want to make sure this overnight has time to go before the board but I won't know the number of kids or who will chaperone until after District competition in December.

POLICY: FIELD TRIPS

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

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

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

Also keep the following regulations governing field trips in mind:

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

### Approval History

- Submission Date: 10/23/2024, 2:00 PM
1. Submitter: Kim Hoffman  
Submitter Email: khoffman@asheboro.k12.nc.us

Approved

10/25/2024

2. Signer Name: Sarah Beth Cox  
Signer Email: sbcox@asheboro.k12.nc.us  
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Policies  
For  
Review

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.

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**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.

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**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



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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:

## **TECHNOLOGY IN THE EDUCATIONAL PROGRAM**

*Policy Code:* **3220**

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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

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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](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](https://go.ncdpi.gov/AI_Guidelines)

Adopted: June 1997

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](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

## **EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS**

*Policy Code:*

**3620**

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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.



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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

## **ELECTRONICALLY STORED INFORMATION RETENTION**

*Policy Code:* **5071/7351**

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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

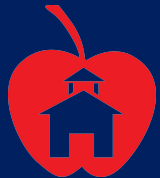
Revised:



# Middle School Girls Building Bridges STEM Competition

Career & Technical Education

November 14, 2024



# Introductions

**Ann Callicutt**

CTE Middle School  
Career Development  
Coordinator

**Scott Smith**

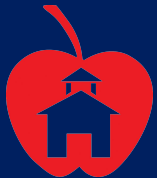
AHS Technology,  
Engineering & Design  
Teacher

**Courtney McGowan**

CTE Coordinator  
Apprenticeship Lead

**Julie Brady**

ACS Innovation Lead  
Teacher

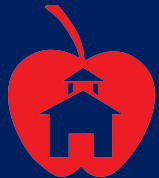




# NC FAME Pitches the Bridge Building Competition



- Toyota created Apprenticeship Program
- FAME = Federation for Advanced Manufacturing Education
  - Manages all FAME chapters across the country
- NC FAME is the first and only chapter in North Carolina
- To build and sustain interest in STEM careers in young girls
  - Yearly STEM competitions



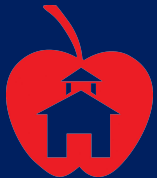


# Recruitment



All girls, 6th-8th grades, were invited to participate.

- Ms. Callicutt spoke to CTE classes, announcements were made and girls signed up.
- We had a face-to-face meeting with all interested students to ensure they understood the commitment.



# Planning

We have the students, now what?

- Create a schedule of work and learn times for the students
- Meet with Mr. Smith to build **OUR** knowledge plus determine what our students will need to understand and be able to do



# Planning

## The Timeline

- **October 7:** Intro Meeting
- **October 9, 1:45-5:00:** Learning/Designing/Model Making
- **October 14, 3:30-5:00:** Model Making/Building
- **October 15, 3:30-5:00:** Model Making/Evaluating/Building
- **October 21, 3:30-5:00:** Building Competition Bridge
- **October 22, 3:30-5:00:** Building Competition Bridge
- **October 25, 11:15-1:15:** Complete All Competition Bridges
- **October 30, 10am:** Competition Day

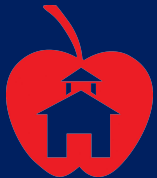
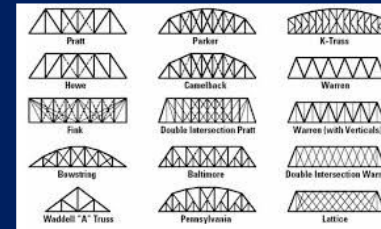
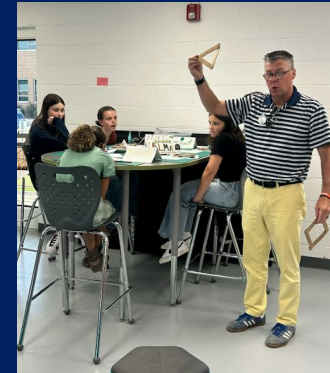
**Total Meeting Time**  
**11 hours and 15 minutes**



# Building Bridges

## Building Background

- Understanding the importance of bridges
  - Relevance of current events
- Brief history of bridges
  - Covered bridges → masonry bridges → truss bridges
- What is a truss? Are triangles really stronger?



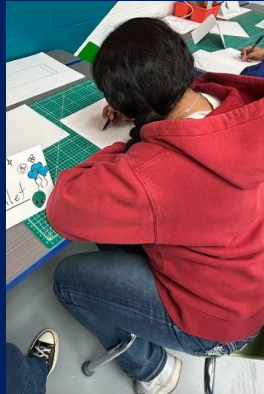
# Building Bridges

## Understanding the Specifications



## Designing

## Building



### Job Specifications

1. The bridge must be constructed **ONLY** from the materials included with this program (15 pieces of wood and 1 oz. of wood glue). **NO OTHER MATERIALS** may be used.
2. The bridge must be built within these dimensions:

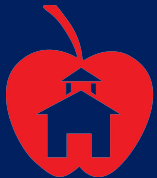
	Bridge	Roadbed	Optional Underhang
Length	250 to 300mm	200 to 300mm	less than 180mm
Width	50 to 75mm	50 to 75mm	50 to 75mm
Height	less than 100mm	less than 50mm	less than 20mm*



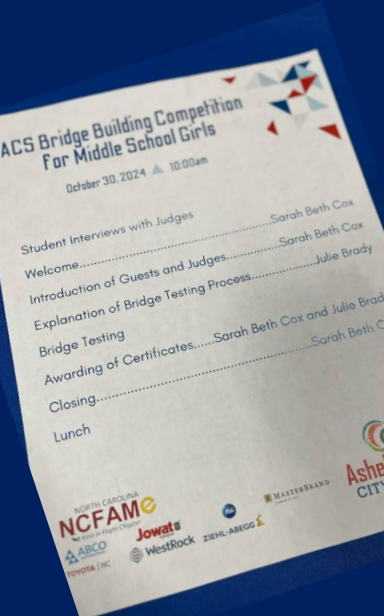
**Caution:**  
Always wear  
protective eyewear  
when testing bridges.

\*Included in the overall height of the bridge.  
Note: The construction must have a clearance of 50mm above the roadbed to allow for "traffic". See dimensional envelopes on the back side of this instruction sheet.

3. In the interest of fairness, it is essential that **only** the materials above be used. In particular, this means that the wood cannot be treated in any way to change its strength or appearance, and **only** the amount and type of materials specified should be used in construction of the bridge. Only water and/or steam treatment will be allowed in order to facilitate bending of the wood. Wood pieces may be bonded together with glue **ONLY** at joints, and may not be laminated together in parallel fashion. If two or more strips of wood are placed parallel to each other, they must be at least the thickness of this page apart from each other. Splitting or laminating are not allowed.

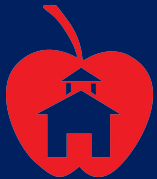
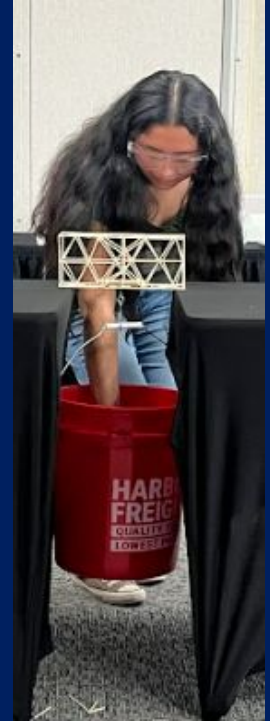
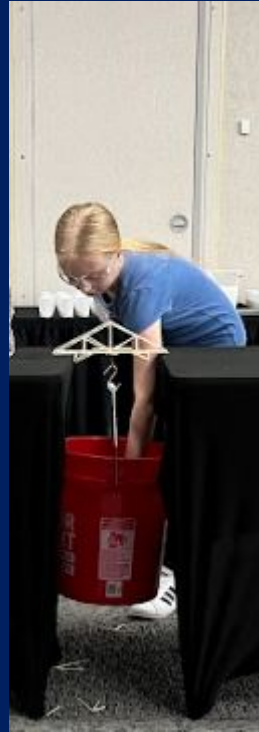


# Competition Day





# Competition Day



# School Level Winners

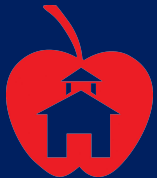


***Madison Hicks***

North Asheboro Middle  
8th grade

***Rosalee Lockamy***

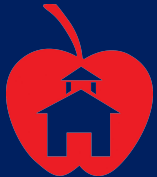
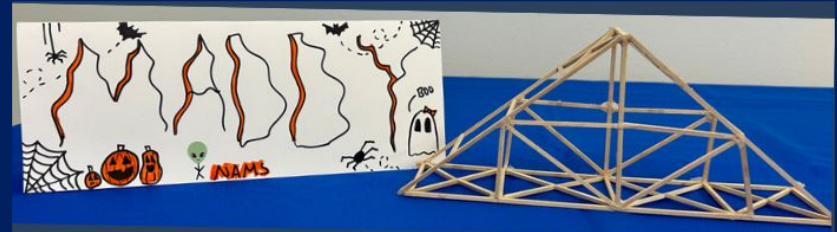
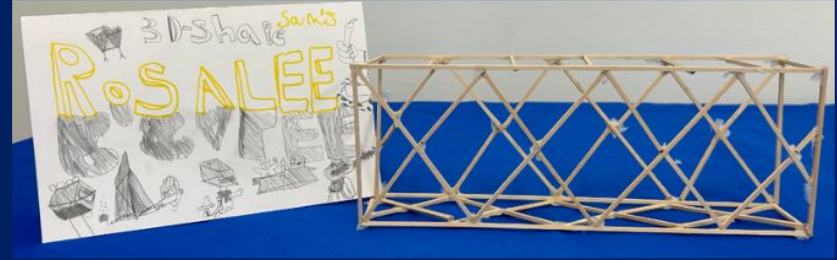
South Asheboro Middle  
6th grade





# Final Competition-November 21st

- 12 Winners from ACS, GCS, & Uwharrie Charter
- Competition, Lunch, & Awards at GTCC
- Winner is GUARANTEED an interview for NC FAME their Senior year



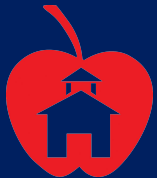
We are happy to answer any questions at this time.





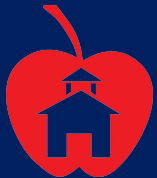
**ACS Global Innovation Center  
Robotics Lab Update**  
Julie Brady, Innovation Lead Teacher

November 14, 2024



# Getting Started

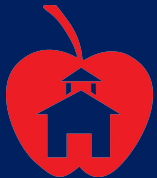
- Partnership between BrickEd and Asheboro City Schools
- August 15th--our first credentialing session
- Sharing at opening staff meetings about our Global Innovation Center and Robotics Lab



# Working with Teachers



- Teachers attend a 2 hour Robotics Lab introduction
- Teachers meet with Innovation Lead Teacher to plan and schedule a lesson for their students
- Innovation Lead Teacher visits classrooms followed by a coaching session



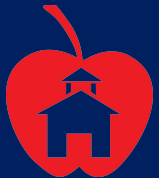
# Student Visits

- Our first group of students visited the lab on Monday, September 16th and were transported on the Global Innovation Center bus
- Students from each of our five elementary schools as well as our two middle schools have visited the lab; visits are in the works for students from the Early Childhood Developmental Center and Asheboro High School
- Students and their teachers have been AMAZING
- Once teachers have brought their students to the lab, and feel sure of themselves, they can bring their students to the lab without the support of the Innovation Lead Teacher

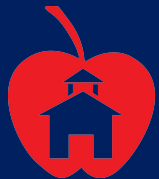
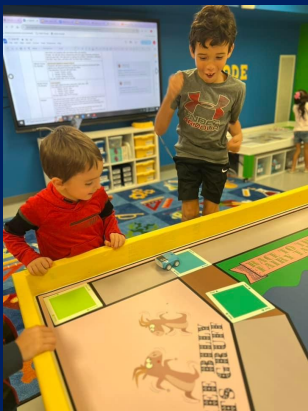




# Student Visits



# Student Visits





# Other Projects

We are sharing the Robotics Lab in other ways as well!

- Mini professional learning opportunities
- George Washington Carver Community Center Afterschool Program
- Local business partners



# Questions?



**GOAL 1:**

**At ECDC, we will focus on professional growth and recruitment of staff by orienting and acclimating new staff members to ECDC.**

**Target date for Implementation:**

August 2024 - June 2025

**Definition of Successful Implementation:**

At ECDC there will be a 90% success on our culture survey, 90% attendance at monthly socials, and 90% at our instructional meetings. Our goal is to retain 7 out of 8 new staff members (88%).

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The back to school meeting will focus on orienting new staff to ECDC processes and procedures. Team building and 'getting to know you' activities will help teachers know the school and expectations.	Holly White	August 19,2024
We will hold monthly instructional assistant meetings on the first Wednesday of each month. These meetings will address specific needs of the instructional assistant staff.	Holly White	1st Wednesday, 2024-2025
We will hold monthly staff socials on the second Tuesday of each month. The social committee will be responsible for planning and setting the climate for the meetings	Holly White Marie Peele	2nd Tuesday 2024-2025
Each classroom will develop a substitute guide that provides specific detailed information about each portion of the day to ensure consistency. This will also be helpful for our new instructional assistants.	Holly White Each classroom teacher	By August 27,2024
A culture survey will be conducted at the beginning of the year and at the end of the year.	Holly White	September, 2024 May 2025

**GOAL 2:**

**At ECDC, we will equip teachers and families with professional development, support, and information in order to increase the growth and development of students with Individualized Education Plans.**

**Target date for Implementation:**

August 2024 - June 2025

**Definition of Successful Implementation:**

At ECDC, we have had an increase of 52% of students with Individualized Education Plans. Our goal will be to have an increase in overall development by more than 10% for students with an Individualized Education Plans on overall development in math, literacy and social skill concepts as measured on Teaching Strategies Gold.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The exceptional children’s team will lead the staff meetings on the first Tuesday of each month to problem solve for our students with Individualized Education Plans.	Kimberly Borden MariBeth Phillips Erin Britton Laura Roberts Erica Rosencrans	1st Tuesday of each month
We will provide information to families to support behavior management with their child. These are parent resources from CSEFEL. They are specific to individual behavior issues.	Kimberly Borden	August 28, 2024 - June 10, 2025
Professional development will be provided for staff about behavior management, determining the meaning of challenging behaviors, and supporting children's social emotional development as well as addressing challenging behaviors. Conscious Discipline training will be offered to all staff members.	Holly White	August 24, 2024
All classrooms will consistently use the Incredible Flexible You curriculum that helps children build foundational social competencies and essential life skills.	Holly White	September, 2024 - May, 2025

**GOAL 3:**  
**ECDC will implement intentional strategies to increase the social emotional development of all students.**

**Target date for Implementation:**  
 August 2024 - June 2025

**Definition of Successful Implementation:**  
 At ECDC there will be an increase in social emotional development proficiency by more than 10% as measured by Teaching Strategies Gold. At least 70% of all students will have mastered social development concepts expected by their age level by the end of the year.

Current Actions:	Assigned to:	Target Date:
Teachers will complete beginning of year home visits to establish positive transitions to ECDC.	All staff Holly White	August 28, 2024
Teachers will regularly and explicitly teach and reinforce routines, rituals, and daily schedules.	Holly White Kimberly Borden	October 2024
All staff will use CSEFEL and Conscious Discipline strategies throughout the school year.	Kimberly Borden Amber Watts Venise Lawrence-Smith Holly White	August 2024-May 2025
Students that are not on target with social development concepts at the target dates will have intervention plans developed to meet their needs. Plans will be monitored weekly.	Marie Peele	September 2024-May 2025

**GOAL 1:**

**By the end of the 2024-25 academic year, we will meet or exceed growth in all subgroups as measured by student EOC assessment scores.**

**Key Indicators:**

A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

**Target date for Implementation:** June 10, 2025

**Definition of Successful Implementation:**

Successful implementation and attainment of this goal will occur when AHS meets or exceeds growth in all of the categories listed in the chart below, as indicated by performance on EOC exams. The overall growth index from the 2023-2024 school year was 0.63; success in regards to this goal will be a growth index of +2.0 or higher (exceeding expected growth).

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	541			76	300	24	127	415	121	47			63	
#Scores	597			83	327	25	142	456	127	50			72	
Index	0.63			0.89	0.45	-1.66	0.49	-0.33	-1.60	0.36			0.83	
Status	Met			Met	Met	Met	Met	Met	Met	Met			Met	

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Staff will attend professional development opportunities on the implementation of small group instruction.	Jonathan Dillion	June 2025
Classroom teachers will implement targeted small group instruction.	Ryan Moody Instructional Leadership Team	June 2025

ILT will progress monitor the effectiveness of small group instruction.	Instructional Leadership Team	June 2025
Classroom teachers will attend and actively participate in weekly subject area CASA meetings.	Roberts/Biology Hanner/Math 3 Evans/Math 1 Dillion/English 2	September 9, 2024 - June 2025
Classroom teachers and the ILT will analyze relevant student data weekly.	Classroom Teachers/ Instructional Leadership Team	October 2024-June 2025
Instructional staff will receive, review, and prioritize coaching and instructional feedback.	Admin. Team/ Instructional Staff	October 2024-June 2025
Select staff will be asked to visit the lab classroom and observe practices related to the Instructional Problem of Practice and/or other “look for” issues.	Admin. Team	October 2024-June 2025
Classroom teachers will implement Tier 2 interventions for students who have been identified during CASA meetings.	Marian Hanner	September 2024-June 2025
Classroom teachers will plan and implement standards aligned direct instruction.	Admin. Team/ Instructional Leadership Team	June 2025
The MTSS team will meet monthly to discuss student data and progress.	Marian Hanner	September 2024-June 2025
Teachers will make biweekly contact with parents through School Status for students who are in danger of failing.	Admin. Team	September 2024-June 2025

**GOAL 2:**

**By the end of the 2024-25 school year, we will increase student attendance from 90.6% to 96% as measured by attendance data collected in School Status/Infinite Campus.**

**Key Indicators:**

A4.06 All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level to level.

**Target date for Implementation:** June 2025

**Definition of Successful Implementation:**

Based on the 2023-24 Average Daily Attendance Report, overall attendance was 90.6%, the report at the end of this year will show an average of 96% of students present on a daily basis.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Classroom teachers will communicate biweekly through School Status on students in danger of failing due to attendance.	Admin. Team	September 2024-June 2025
Classroom teachers will complete the MTSS Concern Form if attendance issues apply.	Marian Hanner	September 2024-June 2025
The Administration Team will monitor the log of two-way parent/teacher communication from School Status.	Admin. Team	September 2024-June 2025
The Attendance Team will progress monitor student attendance bi-weekly. Members of the team will meet with identified students who have missed 12 blocks of class. At this point, a non-official Introductory Attendance Letter will be sent home to parents.	Jeff Melberger	September 2024 - June 2025
Classroom teachers will create engaging classroom lessons using Engaged Classroom strategies.	Instructional Leadership Team	September 2024 - June 2025





**Asheboro High School**  
**2024-2025 Continuous Improvement**

Classroom Teachers will check in with Melberger or School Counselors when a student has missed five cumulative days.	Jeff Melberger	September 2024 - June 2025
Classroom teachers will reach out to Mr. Melberger and parents/guardians if a student has missed 3 consecutive days.	Jeff Melberger	September 2024 - June 2025
Classroom teachers will submit the attendance during the first 15 minutes of class.	Admin. Team	September 2024 - June 2025

**GOAL 3:**

**By the end of the 2024-25 school year, we will increase parent engagement within our school community.**

**Key Indicator:**

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of curriculum of the home (what parents can do at home to support their children’s learning).

**Target date for Implementation:** June 2025

**Definition of Successful Implementation: By the end of the 2024-25 school year, we will increase attendance at family engagement nights to at least 20%. We will measure by using sign-in logs.**

**When goal is complete:**

- Family engagement has been shown to positively affect student performance. With more families involved, there will likely be a noticeable improvement in student motivation, attendance, and academic success.
- The use of sign-in logs to measure attendance will provide concrete data on which events are most effective, allowing the school to refine its approach and focus on what works best for engaging families in the future.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
<p>School Leadership Team (SLT) will create and implement a family engagement night team/committee to plan the engagement nights on October 1, December 10, and March 4, 2025. The family engagement team will help plan additional events below.</p> <p>Additional Events: Military Appreciation Night, Hispanic Night, FASFA Night, Athletic Recruitment Night, Awards Night, Parent Meetings, College/Career Night (CTE), Freshman Meetings</p>	<p>Ms. Roberts</p>	<p>September 2024</p>

<p>The Family Engagement Team will communicate with more local businesses to hold sessions and provide incentives for attendance.</p>	<p>Family Engagement Team</p>	<p>September 2024-June 2025</p>
<p>The Family Engagement Team will incorporate more opportunities for students to showcase their learning and their talents during Family Engagement Night.</p>	<p>Family Engagement Team</p>	<p>September 2024-June 2025</p>
<p>Content area departments will develop themed family engagement nights facilitated by students.</p>	<p>Brittany Roberts, Department Chairs/Family Engagement Team</p>	<p>September 2024-June 2025</p>
<p>The Family Engagement Team will provide more opportunities for parents/guardians to volunteer/participate during family engagement nights by utilizing a Google Form for sign ups.</p>	<p>Family Engagement Team</p>	<p>Oct 1 Dec 10 Mar 4 June 10</p>

**GOAL 1:**

**Balfour Elementary School will enhance core instructional practices across all grade-level teams and departments, ensuring that all students receive high-quality, engaging, and differentiated instruction to meet the diverse learning needs of our student population.**

**Student Success Indicators:**

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

**Target date for Implementation:**

June 2025

**Definition of Successful Implementation:**

At successful implementation, CORE instruction will be observably improved by the instructional leadership team as evidenced by the level of student engagement and the utilization of instructional strategies that speak to varied learning styles including but not limited to visual, auditory, and tactile. Teachers also demonstrate proficiency in the area of serving diverse learners; ensuring that all students have access to the curriculum through the differentiation of content, process, product, and environment. For reading instruction specifically, implementation of the science of reading will be evident. For math, each lesson will include at minimum mathematical practices 1(make sense of problems and persevere in solving them), 3(construct viable arguments and critique the reasoning of others), and 6(attend to precision). Teachers will receive regular and timely feedback through the kick-up application and NCEES to support their continued growth and development.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The instructional support team will help to build capacity for utilizing culturally responsive, engaging instructional strategies by modeling reading and/or math lessons for teachers including, but not limited to all BTs and those newly assigned to a grade level.	Leigha Banner Ashley Hutton Beth Bender Kerry Garner Michelle Race	Throughout the school year, beginning September 9
Laurie Johnson will collaborate with Kerry Garner and the instructional leadership team to continue to build capacity on LETRS implementation for certified staff by providing resources and supports for lesson planning.	Kerry Garner	Ongoing

<p>A peer observation protocol will be established where teachers can observe colleagues' classrooms (on-site and at other schools) to learn new instructional strategies, compare the implementation of learned skills in both reading and math, and provide structured feedback for continued growth and improvement.</p>	<p>Nikki Domally</p>	<p>October 16, 2024</p>
<p>Refresher training for experienced staff will be provided as well as full PD for new employees on crafting precise, measurable learning targets that align with grade-level standards, include kid-friendly language, and that drive instructional focus.</p>	<p>Kerry Garner Amber Andrews</p>	<p>November 5, 2024</p>
<p>A refresher of "Active Learning" PD will be provided for all staff to encourage student discourse, active student engagement, and to reduce the amount of teacher talk in any given lesson.</p>	<p>Instructional Leadership Team</p>	<p>October 8, 2024</p>
<p>All instructional assistants will attend PD on LETRS with Laurie Johnson to build their capacity for supporting whole group instruction, small group instruction, as well as tier 2 intervention groups.</p>	<p>Nikki Domally</p>	<p>September 18, 2024</p>
<p>Collaborative planning time will be optimized to focus on the implementation of instructional strategies—specifically the "how" of lesson delivery—rather than solely on the "what" content, with the objective of enhancing student engagement and deepening students' understanding across all subjects.</p>	<p>Kerry Garner Michelle Race</p>	<p>Ongoing</p>

**GOAL 2:**

**Balfour Elementary School will enhance instructional effectiveness by focusing on responsiveness to student data with the objective of closing the achievement gap between student subgroups.**

**Student Success Indicator:**

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meet regularly (at least twice a month) to review implementation of effective practices.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**Target date for Implementation:**

June 2025

**Definition of Successful Implementation:**

At successful implementation, the CASA meeting time will be effectively used to determine the efficacy of instruction and interventions. Teams of teachers will work collaboratively with the administration and instructional support staff to make data-based decisions that respond to all students' academic needs. The instructional leadership team will regularly analyze disaggregated data in order to assess efficacy of practices across subgroups and problem solve accordingly.

	<b>23-24 Math % Proficient</b>	<b>Math Goal for 24-25</b>	<b>23-24 ELA % Proficient</b>	<b>ELA Goal for 24-25</b>	<b>23-24 SCI % Proficient</b>	<b>SCI Goal for 24-25</b>
3rd	57.3	60%	31.5	50%	-----	
4th	30.1	65%	28.9	50%	-----	
5th	40	50%	22	50%	47.3	70%

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Establish and implement structured protocols for CASA (Collaboration Around Student Achievement) to maintain high standards for both teacher and student accountability, to focus on data analysis, and to drive student achievement through systematic changes in practice based on data.	Nikki Domally Kerry Garner	October 2, 2024

Utilize assessments that are rigorously designed, focused on grade-level standards/skills, and include performance based tasks	Grade Level Teams	Ongoing
Conduct professional development sessions to train teachers on effective data analysis techniques, including interpreting assessment results and identifying trends to make instructional decisions.	Kerry Garner	October 4, 2024
Implement flexible grouping during the literacy block to provide targeted support that meets individual student needs and improves overall reading proficiency.	Grade Level Teams	October 14, 2024
Create user-friendly data dashboards, disaggregated by subgroups, that provide real-time insights into student performance.	Kerry Garner Amber Andrews	Ongoing, beginning October 18, 2024
Develop and deploy targeted interventions for students who are underperforming, with a focus on subgroups with significant achievement gaps.	Grade Level Teams and Support Staff	Ongoing, beginning October 7, 2024
Engage parents throughout the MTSS process with timely communication about student progress, meaningful		

**GOAL 3:**

**Balfour Elementary School will foster student social and emotional learning to ensure that students can manage emotions and behaviors to reduce classroom learning disruptions and increase student engagement in learning.**

**Student Success Indicator:**

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06: ALL teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions.

**Target date for Implementation:**

June 2025

**Definition of Successful Implementation:**

Social and emotional learning will be aligned across the school and a regular part of instruction in all grade levels. Students will use social and emotional strategies learned, with staff support, to regulate their behavior. The school counselor will function as an “instructional facilitator” for social and emotional learning. Students in all classrooms participate and contribute to their learning. Social and emotional learning lessons will have a schoolwide completion rate of 90% or higher. Office referrals decrease by 10% from their 2022-2023 level.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Grade level teams will implement foundational restorative practices during social-emotional learning (SEL) time including the use of restorative circles and affective statements to help students build healthy metacognitive skills to improve both social-emotional and academic learning.	Grade Level Teams	Ongoing, beginning October 7, 2024
Complete relationship mapping exercises to ensure every student has a trusted adult in the building with whom they feel safe, supported, and able to whom they can communicate.	Nikk Domally John Beard	October 15th, 2024
The School Counselor will analyze the results of the Panorama survey, referrals from teachers, and the SchoolStatus “At Risk” dashboard to define those groups that need tier 2 or 3 SEL support.	John Beard	October 31st, 2024
Provide resources for parents on supporting students SEL at quarterly parent nights.	Nikk Domally	October 3rd December 5th



Targeted professional development will be provided to focus on strategies for building classroom community and best practices for addressing behavioral needs.	Instructional Leadership Team (ILT)	December, 2024
Ensure that all students, following disciplinary actions, are taught how to appropriately reflect on both their behaviors and the emotions that led to their choices in order to set goals for future success.	John Beard	February, 2025

**GOAL 1:**

**McCrary Elementary will implement consistent use of three high-leverage, high-impact instructional strategies (academic vocabulary, critical questioning techniques, and meaningful discourse) in all core subject areas.**

**Student Success Indicator:**

**A4.01:** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:**

Beginning 2024 through June 2025

**Definition of Successful Implementation:**

We will see students discussing content, using appropriate vocabulary and answering high level questions during classroom instruction. Student engagement will increase, as evidenced by more students on task during lessons. Students will move to a deeper level of content understanding and toward mastery of grade level standards. Students will show growth based on EVAAS data.

There will be a minimum increase on the following subject area EOG results:

- An increase of 7% on Math EOGs
- An increase of 5% on Reading EOGs
- An increase of 10% on Science EOGs

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Teachers will participate in professional development (PD) on the three instructional strategies (questioning, discourse, and academic vocabulary). The strategies will be reinforced and monitored bi-monthly by the Instructional Leadership Team (ILT).	Blake Brewer	June 10, 2025
First quarter will focus on academic vocabulary implemented in lesson plans during weekly CASA meetings with all teachers. CASAs will focus on <b>how</b> to introduce and reinforce vocabulary.	Laura King	October 28, 2024
Second quarter will focus on discourse strategies for all classrooms. Additionally, K-2 teachers will receive 12 three-hour modules on instructional strategies to support the improvement of discourse in mathematics classrooms for all students, in particular, emerging multilingual learners.	Kelly Patton	January 17, 2025
Third quarter will focus on selecting critical questions for lesson plans during weekly CASA meetings with all teachers.	Laura King	March 27, 2025

Fourth quarter will focus on the continued and integrated use of these strategies to prepare for end of year assessments.	K. Patton	June 1, 2025
Students create and utilize personal word walls and academic vocabulary journals throughout the year.	E. Williams	June 10, 2025

**GOAL 2:**

**Increase fifth graders' sense of connectedness to school and mitigate the effects of learning loss by enhancing student engagement and academic support.**

**Student Success Indicator:**

**A4.06:** ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

**A4.16:** The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

**Target date for Implementation:**

Beginning 2024 through June 2025

**Definition of Successful Implementation:**

Fifth grade students will increase participation in after school clubs, have less discipline referrals than the previous school year, show growth in all academic areas, and have a reduced number of threat and risk assessments to put them on a positive pathway to graduation.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Students will participate in leadership opportunities, including Flag Team, Student Council, and the Recycling Team, on a rotational basis. Leadership seminars will be held quarterly for the fifth grade students.	K. Tester	June 10, 2025
Fifth grade teachers will participate in PD on high engagement strategies. The strategies will be reinforced and monitored bi-monthly by the Instructional Leadership Team (ILT).	L. King	June 10, 2025
After school clubs and school day experiences will be offered to fifth grade students. These experiences will address the opportunity gap as well as curriculum needs. Examples include a Girls' STEM Club, Robotics Club, and Pod Casting Club, experiences at the district's Global Innovation Center..	L. English	June 10, 2025
Fifth grade classrooms will have regularly scheduled classroom SEL lessons with the school counselor. Small groups will be formed based on common needs. These small groups will meet consistently with the school counselor and other support personnel.	S. Williams	June 10, 2025
Students and their families will be involved in frequent progress monitoring conferences gauging mastery of academic skills.	K. Gardner	June 10, 2025
Individual student transition plans will be developed. Transition meetings	C. Brown	June 10, 2025

<p>will be held with the NAMS staff. Additional support sessions will be held for families as this group transitions to middle school.</p>		
<p>Teachers and the school counselor will work with Ann Callicutt, CTE Career Development Coordinator, to explore career pathways and potential plans for designing their futures.</p>	<p>S. Willams</p>	<p>June 10, 2025</p>

**GOAL 3:**  
**McCrary Elementary will focus on foundational literacy skills for at-risk students.**

**Student Success Indicator:**  
**A4.01:** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:**  
 August 2024 through June 2025

**Definition of Successful Implementation:**  
 CWM’s master schedule will reflect intentional blocks of time analyzing and discussing student data. Students will show growth and make progress toward proficiency as measured by mClass (K-3) and reading EOG scores. Less than 20% of students will measure at-risk on EOY mClass assessments.  
 For the 24-25 school year, we want to increase our reading EOG scores by an average of 7 percentage points in grades 3-5 each year for the next five years, to steadily increase our scores to meet proficiency levels.

Current Actions:	Assigned to:	Target Date:
The CWM staff will facilitate Family Engagement Data Nights that include student-led conferences in order for families to be informed of reading goals, progress, and strategies.	J. Walker	June 10, 2024
During core instruction, teachers will implement all research-based literacy materials to fidelity.	K. Gardner	June 10, 2024
The literacy intervention block will be intentionally planned and adapted to reflect the needs of students based on data.	K. Patton	June 10, 2024
The ILT team will monitor blocks of instructional time allocated in the master schedule for analyzing and discussing student data.	B. Brewer	June 10, 2024
Students will set, assess, and track their own literacy goals.	S. Forcini	June 10, 2024
A reading incentive program will be implemented to encourage minutes read by students.	K. Berry-Wilson	June 10, 2024
Teachers will collaborate with support staff to ensure student needs are being met and consistent strategies are being implemented.	H. Hopkins	June 10, 2024

**GOAL 1:**

**At Donna Lee Loflin there will be an intentional focus on effective planning of core instruction while consistently implementing new resources and best instructional practice across all content areas.**

**Student Success Indicator:**

A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

B1.01: The LEA has an LEA Support & Improvement Team

**Target date for Implementation:**

August 2024 - June 2025

**Definition of Successful Implementation:**

Donna Lee Loflin will meet or exceed growth in the areas of math, reading, and science in 3rd-5th grade as measured by school wide performance on End-of-Grade Assessments. In grades K-2 less than 20% of students will be identified at-risk as measured by the End-of-Year mClass Assessments.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
K-5 core reading instructional support will incorporate word study, phonics, and small groups using elements of Science of Reading and Benchmark Advance. Laura Johnson, Early Literacy Specialist, will be utilized to help plan and implement strategies.	Heather Carr Laura Johnson	June 2025
K-5 core math instructional support will focus on the standards of mathematical practice and the implementation of Illustrative math curriculum. Dr. Ana Floyd, district math curriculum specialist, will be utilized to help plan and implement strategies.	Heather Carr Ana Floyd	June 2025
Grade level planning will occur at least twice a week with dedicated time to plan for <i>how</i> instruction will be delivered in Math, Reading, and Science. Teachers will come prepared with a knowledge base of <i>what</i> they will teach in order to dig deeper into the <i>how</i> .	Heather Carr	June 2025
Administrators and the instructional facilitator will provide weekly feedback on lesson plans and conduct walkthroughs with an intentional focus on planning and implementing for the " <i>how</i> " across all content areas.	Lisa Hayes	June 2025
Teachers will implement practices from district-wide professional development across content areas. Math - K-5 Illustrative Training; K-2 Project AIM Effective Discourse; K-5 UNCG Micro Courses; Science - Implementing new Science Standards.	Danielle Hunter	June 2025
The Instructional Leadership Team (admin, IF, lab classroom teacher, lead mentor) will meet once a week using ILT Framework to determine areas of need to guide instructional coaching, model lessons, and PD.	Lisa Hayes	June 2025

**GOAL 2:**

**At Donna Lee Loflin, a Multi-Tiered Systems of Support (MTSS) will be used to implement supplemental and intensive skills-based intervention groups to increase the number of students performing on grade level.**

**Student Success Indicator:**

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

**Target date for Implementation:**

September 2024 - June 2025

**Definition of Successful Implementation:**

Alignment of the MTSS process will align instruction to individual needs and as a result assist in closing achievement gaps. The number of students receiving supplemental and intensive interventions will decrease from the beginning of the year to the end of the year through effective tiered instructional practices.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The administrative team will develop a master schedule allowing for interventionists and teachers to support students at each grade level in both math and reading.	Lisa Hayes	September 2024
The instructional facilitator and reading specialist will meet weekly with grade level teams and interventionists to assist with planning for intervention groups.	Heather Carr Darlene Player	June 2025
Intervention teams (classroom teachers, IF, reading specialist, and support staff) will collaborate to track student data, re-evaluate interventions, address students of concern, and collaborate on intervention groups and tasks. Intervention teams will create a system allowing students to contribute to their goal projections and track data throughout the year.	Heather Carr	June 2025
The MTSS Academic Team will organize digital folders for all students to keep track of data that is being collected. Data will be reviewed during bi-weekly Academic MTSS meetings.	Taylor Seagraves	June 2025
The Instructional Leadership Team will meet weekly to track progress, complete walkthroughs, and give feedback on intervention groups.	Lisa Hayes	June 2025
Teachers and interventionists will access effective, research-based intervention resources. The instructional facilitator and reading specialist will assist in providing training on resources and support for implementation.	Heather Carr Darlene Player	June 2025



**GOAL 3:**

**Donna Lee Loflin will focus on consistent student expectations documented in our School-wide Management Plan to increase positive student relationships, social emotional learning, and preferred student behavior.**

**StudentSuccessIndicator:**

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

**TargetdateforImplementation:**

August 2024-June 2025

**DefinitionofSuccessfulImplementation:**

Consistent school-wide expectations and classroom management plans will increase preferred student behavior and positive social engagement with peers and staff. This will be measured by walkthrough data, surveys, school-leadership team monitoring feedback, and a decrease in major office referrals.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
All staff will have an intentional focus on consistent school-wide expectations and procedures. All teachers and specialists will develop and submit classroom procedures and routines that align with school-wide expectations. These will be taught, modeled, and reinforced all year.	Lisa Hayes	June 2025
The School Leadership Team will create and deliver a professional learning session at the back-to-school staff meeting to explicitly review the School-wide Management Plan.	SLT	August 2025
The School Leadership Team will meet monthly to discuss data and progress toward maintaining consistent, high expectations. Professional learning opportunities will be created based on data collected throughout the year.	Meghan Joyce	June 2025
In order to ensure the fidelity of consistent school-wide expectations and procedures, a walkthrough form will provide immediate feedback. Data will be reviewed monthly at SLT meetings and staff meetings.	Lisa Hayes	June 2025
Educators Handbook will be used as a data point to align student office referrals with school-wide expectations and classroom management plans.	DR Cash	June 2025
All students will receive Social Emotional Learning (SEL) lessons. Time to implement lessons is embedded into the master schedule. Teachers will be provided resources and ongoing support for implementing successful SEL lessons.	Donna Cabiness	June 2025
Staff will promote student growth by recognizing accomplishments and promoting student voice. Strategies will include shout outs on morning announcements, positive office referrals, goal setting, school store, classroom rewards, clubs, Student Council, and bi-weekly Lion's Den for positive behavior and expectations	Chris Golden Caitlin Holloway	June 2025

**GOAL 1:**

**Guy B. Teachey will reinforce common school-wide expectations and provide support and professional development surrounding student needs and relationship-building to increase positive and preferred student behavior.**

**Student Success Indicator:**

- A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.  
 A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

**Target date for Implementation:**

June 2025

**Definition of Successful Implementation:**

- Reduction in the loss of instructional time by decreasing major office referrals by 50%.
- Students and staff will indicate positive feedback regarding safety and taking steps to solve problems on surveys.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
A school-wide management plan will be created and consistently used during the school year.	Seagraves	June 2025
Revamp and update reward systems to build a more sustained alignment between expectations and rewards. -Weekly "Tiger Celebrations" will be implemented to reward positive behaviors. -Class Dojo will be used at teacher discretion to promote positive behaviors. -Positive Office Referrals will be implemented.	Seagraves	June 2025
The school counselor will provide lessons to homeroom classes regularly to include Zones of Regulation curriculum, SEL lessons, and character lessons based on student and classroom needs.	Prince	June 2025
Monthly meetings with school-level support teams will assess threat and risk data and track progress of specific students.	Seagraves	June 2025

Data from the Educator’s Handbook will be reviewed monthly in order to address trends or concerns with the school leadership team.	Culp	June 2025
SEL and behavioral interventions will be implemented with students who exhibit repeated infractions to target behaviors that impact academic success.	Prince	June 2025
SEL instructional time will be increased in the master schedule.	Seagraves	August 2024
Our mental wellness facilitator will support on a weekly basis to assist in meeting the social and emotional needs of students.	Prince	June 2025

**GOAL 2:**

**Guy B. Teachey Elementary School will enhance instructional practices across all grade levels by leveraging the expertise of classroom lab leader and instructional facilitator, implementing a robust coaching model, and conducting targeted instructional walk-throughs. Our instructional leadership team will focus on ensuring that all teachers deliver high-quality, standards-aligned instruction that promotes student growth and achievement.**

**Student Success Indicator:**

- A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.
- A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:**

June 2025

**Definition of Successful Implementation:**

- There is a measurable improvement in student performance across all grade levels, particularly in reading, math, and science, as indicated by standardized assessments and classroom-based formative assessments.
- Classroom observations and walk-throughs consistently show teachers delivering standards-aligned, engaging, and effective instruction that meets the diverse needs of students.
- Teachers actively participate in coaching cycles, CASAs, and peer observations, leading to greater instructional expertise, collaboration, and shared best practices across the school.
- Teachers regularly analyze student data and adjust their instructional strategies accordingly, resulting in differentiated instruction that addresses individual student needs and fosters growth.
- Teachers engage in ongoing professional development, both in-house and externally, with a clear focus on enhancing instructional practices. New strategies are being successfully implemented in classrooms as a result of these efforts.
- Classrooms exhibit high levels of student engagement, with students taking ownership of their learning. Teachers use a variety of instructional techniques that promote active participation and critical thinking.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
<b>Implement a Coaching Cycle:</b> Establish regular coaching cycles where instructional leaders provide personalized feedback, model best practices, and support teachers in refining their instructional techniques.	Hartong	June 2025

<p><b>Conduct Instructional Walk-throughs:</b> Schedule walk-throughs every 5-10 school days by the instructional leadership team, focused on observing classroom practices, identifying strengths, and providing immediate, actionable feedback.</p>	Seagraves	June 2025
<p><b>Offer Profession Developments:</b> Organize professional developments based on identified instructional needs, such as differentiated instruction, engagement strategies, or effective assessment techniques.</p> <p><b>Create a Continuous Learning Culture:</b> Foster a culture of continuous learning by encouraging teachers to pursue professional development opportunities outside of school (e.g., conference, webinars, online courses) and share their learnings with the staff.</p>	Culp	June 2025
<p><b>Collaborate in CASA (Collaborating Around Student Achievement) meetings:</b> Facilitate structured CASA meetings where teachers analyze student data, share best practices, and plan aligned instruction based on curriculum standards.</p>	Hartong	June 2025
<p><b>Engage in Peer Observations:</b> Encourage teachers to participate in peer observation opportunities, allowing them to observe and learn from one another's classrooms.</p>	Seagraves	June 2025
<p><b>Utilize Reflective Practice Journals:</b> Have teachers maintain reflective journals on their instructional practices, discussing insights with their coach during coaching sessions.</p>	Culp	June 2025
<p><b>Create a Recognition Program:</b> Establish a system to recognize and celebrate teachers who demonstrate excellence in instructional practices, fostering a culture of continuous improvement and shared success.</p>	Salabak	June 2025
<p><b>Host Demonstration Lesson:</b> Lab leader and instructional facilitator will lead demonstration lessons to model effective teaching strategies, followed by debrief sessions to discuss the implementation of those strategies.</p>	Hartong/ Lawton	June 2025
<p><b>Utilize Instructional Rounds:</b> Conduct instructional rounds where small groups of teachers observe different classrooms with a specific focus (e.g., questioning techniques, student engagement), followed by reflective discussion.</p>	Seagraves/ Hartong	June 2025

**GOAL 3:**

**Guy B. Teachey will increase engagement among the school community, including students, staff, community partners, and families to foster student growth and create a positive school culture.**

**Student Success Indicator:**

A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

E2.04: The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.

**Target date for Implementation:**

June 2025

**Definition of Successful Implementation:**

- Students will take ownership of their learning and experience fulfillment in the growth they have made while striving towards personal academic goals.
- Parent survey information will be utilized in order to maximize parent involvement.
- 60% of students will be represented at Family Engagement events.
- We will have at least 150 volunteers who support in some capacity (guest reader, school event volunteer, PTO, Watch Dogs).
- We will have at least 25 community organizations/agencies participate in school activities and interact with our students and/or staff.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Students will share goals and goal progress with family members at parent engagement nights.	Grade Level Teachers	June 10, 2025
Students will have the opportunity to share out school-wide suggestions and input through quarterly student advisory sessions (including surveys, voting for incentives, school-wide problem solving).	Seagraves/ Classroom Teachers	June 10, 2025
"Earn Your Stripes" 5th grade leadership will continue with revisions to enhance this program and student leadership.	Prince	June 10, 2025

<p>Parent surveys will be utilized to gather information about preferences regarding parent engagement nights, support needs, volunteer opportunities and ideas for improvement.</p>	<p>Culp</p>	<p>October 1, 2024</p>
<p>Staff will collaborate with GBT's PTO to make stronger connections between staff and parents.</p>	<p>Seagraves</p>	<p>June 10, 2025</p>
<p>Volunteer opportunities will be promoted through weekly updates on SchoolStatus and social media (Secret Family Reader, WatchDogs, school events) and volunteers recognized with an appreciation card.</p>	<p>Seagraves, Burton, Salabak</p>	<p>June 10, 2025</p>
<p>Administration and school staff will continue partnerships with community organizations to increase awareness of volunteer opportunities and upcoming events in order to enhance student experiences and strengthen the school-community connection.</p>	<p>Seagraves</p>	<p>June 10, 2025</p>



**GOAL 1:**

**Lindley Park will utilize research-based best practices to ensure solid core math instruction takes place in all K-5 classrooms.**

**Student Success Indicator:**

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:**

June 10, 2025

**Definition of Successful Implementation:**

At full implementation, all stakeholders (students, parents, teachers, support staff, and administrators) will have a comprehensive understanding of the mathematical practices and math standards used to support proficiency on the math EOG. Master schedules and school-wide expectations for staff promote and allow devoted time for both planning and implementation of math instruction. All teachers 3-5 will implement the Illustrative Mathematics Curriculum to fidelity and consistently monitor student progress by reviewing assessment data to determine next steps. Students who need additional support will be provided interventions through MTSS. Lindley Park Elementary School will increase math proficiency by 5.26% in 3rd grade, 6.21% in 4th grade, and 4.93% in 5th grade as measured by the End of Grade Assessment for math.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Grade-level teams will collaboratively design or select formative assessments for each lesson and unit of study in mathematics that include depth of knowledge questions. Grade-level teams will use the data gained from assessments to guide core instruction in math.	Caroline Rush	Ongoing- June 2025
Grade-level teams will implement strategies learned from the ACS Elementary Math Curriculum Specialist as presented in math training.	SLT Reps	Ongoing- June 2025
Grade-level teams will plan and implement all parts of Illustrative Mathematics lessons to fidelity during the math block to support implementation.	Keisha Dawalt	Ongoing- June 2025
The 3-5 LEAP block will be focused on mathematics using the intervention tools from Bridges.	Nicole Brewer	Ongoing- June 2025
Teachers will consistently collect and document intervention data for Tier 2 and Tier 3 students.	Karen Moss	Ongoing- June 2025

MTSS Teams will meet bi-weekly to review data for Tier 2 and Tier 3 students and use district data decision rules to determine next steps.	Caroline Rush	Ongoing- June 2025
The Instructional Leadership Team (ILT) team will review KickUp walkthrough data trends in weekly meetings and work to determine the next steps to address instructional gaps. The analysis will focus specifically on questioning strategies, student discourse, and teacher response to instruction.	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025
The ILT will work together to identify instructional trends and discuss next steps to improve areas of concern. These trends will be shared with teachers in CASA.	Keisha Dawalt	Ongoing- June 2025
Administration and the Instructional Facilitator will use district-aligned walkthroughs in KickUp to monitor and assess the alignment of instruction to district expectations, adjusting the walk-through tool as needed based on identified areas of focus by the School Improvement Team (SIT).	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025
K-2 teachers will implement discourse strategies from Project AIM (All Included in Mathematics) training.	Keisha Dawalt	September 2024- June 2025
Teachers will increase their level of questioning to include more DOK 2 and 3 questions to support a deeper understanding of the content. Questions will be preplanned and added to lesson plans.	Keisha Dawalt	Ongoing- June 2025
Students will engage in discourse around mathematics to improve their level of mastery.	Keisha Dawalt Brandon Wysong	Ongoing- June 2025
Teachers will incorporate strategies for multilingual learners listed in the Illustrative Mathematics curriculum to increase growth for this subgroup.	Kayla Smitherman	September 2024-June 2025

**GOAL 2:**

**Lindley Park will utilize research-based best practices to ensure solid core literacy instruction takes place in all K-5 classrooms.**

**Student Success Indicator:**

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.  
 B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:**

June 10, 2025

**Definition of Successful Implementation:**

At full implementation, all stakeholders (students, parents, teachers, support staff and administrators) will be able to support all mCLASS domains as these components are used to support proficiency on mCLASS. Master schedules and school-wide expectations for staff promote and allow devoted time for both planning and implementation of literacy instruction. Students in grades K-2 will benefit from the coherent vertical alignment as their background knowledge will increase due to a focus on vocabulary and rich reading. Lindley Park will increase reading proficiency by 5% in Kindergarten, 5.8% in first grade, and 9.4% in 2nd grade as measured by composite scores from mCLASS.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The Early Literacy Specialist will provide ongoing literacy professional development for staff to address instructional needs.	Keisha Dawalt	Ongoing- June 2025
Grade-level teams will plan and implement all parts of Benchmark Advance lessons to fidelity during the literacy block to support the implementation of LETRS as well as vertical alignment K-2.	Caroline Rush	Ongoing- June 2025
Administration and the Instructional Facilitator will use district-aligned walkthroughs in KickUp to monitor and assess the alignment of instruction to district expectations, adjusting the walk-through tool as needed based on identified areas of focus by the SIT team.	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025
K-2 LEAP block will be focused on Literacy and will utilize UFLI resources to support student deficits.	Karen Moss	Ongoing- June 2025
ILT team will review KickUp walkthrough data trends in weekly meetings and work to determine the next steps to address instructional gaps. The analysis will focus specifically on questioning strategies, student discourse, and teacher response to instruction.	Keisha Dawalt Brandon Wysong Caroline Rush	Ongoing- June 2025

After each administration of mCLASS, teachers will review data with the Early Literacy Specialist.	Caroline Rush	September 2024 January 2025 May 2025
Grade-level teams will collaboratively design or select formative assessments for each lesson and unit of study in literacy that include depth of knowledge questions. Grade-level teams will use the data gained from assessments to intentionally plan instruction in literacy.	Caroline Rush	Ongoing- June 2025
Teachers will consistently collect and document intervention data for Tier 2 and Tier 3 students.	Keisha Dawalt	Ongoing- June 2025
MTSS Teams will meet bi-weekly to review data for Tier 2 and Tier 3 students and use district data decision rules to determine the next steps.	Caroline Rush	Ongoing- June 2025
The ILT will work together to identify instructional trends and discuss next steps to improve areas of concern. These trends will be shared with teachers in CASA.	Keisha Dawalt	Ongoing- June 2025
Teachers will increase their level of questioning to include more DOK 2 and 3 questions to support a deeper understanding of the content. Questions will be preplanned and added to lesson plans.	Keisha Dawalt	Ongoing- June 2025
Students will engage in discourse around literacy content to improve their level of mastery.	Keisha Dawalt Brandon Wysong	Ongoing-June 2025
Teachers will incorporate strategies for multilingual learners listed in the Benchmark Advance curriculum to increase growth for this subgroup.	Kayla Smitherman	September 2024-June 2025

**GOAL 3:**

**Lindley Park will implement a schoolwide Social Emotional Learning (SEL) block aimed at fostering restorative practices, building a strong sense of community, and promoting healthy emotional regulation. This time will support both social and emotional growth and academic growth across all K-5 classrooms.**

**Student Success Indicator:**

- A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.
- E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
- A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:**

June 10, 2025

**Definition of Successful Implementation:**

At full implementation, students will know that they are valued, experience support for social and emotional growth, and have the skills they need to recognize and regulate their emotions and behaviors. They will be able to build positive relationships with their peers and teachers. Lindley Park Elementary will decrease major office discipline referrals by 20% (322 to 258) as measured by Educator's Handbook.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Major and minor behavior incidents will be defined and expectations for how they are addressed will be established.	Keisha Dawalt	Ongoing- June 2025
All staff will review discipline data in the Educator's Handbook each month at the staff meeting in order to inform decision-making and next steps.	Brandon Wysong	Ongoing- June 2025
A comprehensive SEL Resource Guide will be created and utilized. The guide will support teachers in implementing restorative practices and supporting SEL instruction.	Jamie Reynolds	October 1, 2024
Small group interventions will be implemented at the beginning of the year for students based on incidents from the Educator's Handbook from 23-24 school year.	Jamie Reynolds	October 1, 2024
SEL themes will be created for weekly/monthly topics as a schoolwide focus for the month.	Jamie Reynolds	August 26, 2024

<p>A Peer Mentor Initiative, Leaping Beyond Limits Peer Mentoring, will be developed to promote student leadership and a sense of belonging across the school.</p>	<p>Keisha Dawalt</p>	<p>October 1, 2024</p>
<p>Relationship mapping will be utilized along with SchoolStatus and Panorama data to identify and intervene with students who are at risk.</p>	<p>Keisha Dawalt</p>	<p>October 1, 2024</p>
<p>Relationship mapping will be used to match students with staff mentors.</p>	<p>SLT Reps for each team</p>	<p>October 1, 2024</p>
<p>Professional Development will be provided to staff on MTSS behavior intervention.</p>	<p>Stacy Dillion</p>	<p>November 1, 2024</p>
<p>A SEL block will be implemented in the daily schedule (can be adjusted by grade level), Community/Restorative circle focus. Grade-level teams will implement foundational restorative practices during social-emotional learning (SEL) time including the use of community circles and affective statements to help students build healthy metacognitive skills to improve both social-emotional and academic learning. The school counselor will train and help teachers implement responsive practices.</p>	<p>Jamie Reynolds</p>	<p>Ongoing- June 2025</p>
<p>Positive parent contacts for every student will be made via SchoolStatus within the first 2 weeks of school.</p>	<p>Brandon Wysong</p>	<p>September 4, 2024</p>
<p>Parents will be offered at least two parent conferences per year (once each semester) to review student data and discuss progress toward mastery of standards. Teachers will maintain a contact log for face-to-face conferences with students' families and maintain a copy of the minutes from those meetings.</p>	<p>Brandon Wysong</p>	<p>Ongoing - June 2025</p>
<p>The equity team will collaborate with the school counselor and teacher teams to implement strategies for supporting the SEL needs of our Black and Hispanic subgroups, including but not limited to, parent group meetings and outreach, after-school enrichment, and partnerships with community agencies.</p>	<p>Brandon Wysong</p>	<p>Ongoing - June 2025</p>
<p>De-escalation strategies and whole staff Mindset Training to support relationships and student engagement will be fully implemented.</p>	<p>Keisha Dawalt</p>	<p>October 1, 2024</p>

**GOAL 1:**

All teachers will effectively employ a variety of research based instructional strategies (discourse and questioning strategies) tailored to students’ learning needs.

**Student Success Indicator:**

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**Target date for Implementation:**

06/2026

**Definition of Successful Implementation:**

Walkthrough data will reflect the use of research based instructional strategies by 100% of teachers. EOG cohort proficiency data will improve by ten percentage points and NAMS will meet or exceed growth for all subgroups as measured by the End of Grade tests in Math, Reading, and Science.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The Instructional Leadership Team (ILT) will compile historical data of students' math performance, EVAAS projections, and previous end-of-grade assessment results to identify areas of improvement and target groups.	Groseclose	9/30/2024
The ILT members will each focus on a separate content area to provide walkthroughs, feedback, coaching and professional development. This will ensure vertical alignment and depth of understanding of content.	Belote, Gold, Groseclose, Harger	6/10/2025
The ILT will establish a collaborative planning protocol focused on understanding how to unpack standards and how to intentionally plan opportunities for discourse and embedding higher depth of knowledge questions. This protocol will be used during planning sessions.	Belote, Freeman, Clawson, Haigler	6/2025



<p>All math teachers will utilize Open Up curriculum to fidelity in the implementation of compacted math curriculum to help students meet or exceed their EVAAS projections.</p>	<p>Belote, Caviness, Robbins, Britt, Reedy</p>	<p>6/2025</p>
<p>Teachers will integrate formative assessments twice per quarter to monitor student progress, identify learning gaps, and adjust instructional approaches accordingly. Formative assessment results will be monitored during weekly Instructional Leadership Team (ILT) meetings.</p>	<p>Belote, Freeman, Clawson, Haigler</p>	<p>6/2025</p>
<p>The Instructional Facilitator will provide individual and content team coaching on research-based strategies. The Teaching Channel will be used to lead discussions around identified areas for improvement.</p>	<p>Belote</p>	<p>6/2025</p>
<p>The Instructional Facilitator will collaborate with the secondary math lead teacher to utilize instructional resources as it relates to long-term planning.</p>	<p>Belote, Gardner, Sheffield, Britt, Reedy</p>	<p>6/2025</p>
<p>Math teachers will participate in district-led professional development related to academic discourse in math.</p>	<p>Belote</p>	<p>6/2025</p>
<p>Implement targeted interventions for tier 2 and tier 3 students.</p>	<p>Belote, Freeman, Clawson, Haigler</p>	<p>6/2025</p>

**GOAL 2:**

**NAMS will increase opportunities for students and families to engage with the school community through enhanced communication, intentionally focused family events, and enrichment opportunities for students.**

**Student Success Indicator:**

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

**Target date for Implementation:**

06/2026

**Definition of Successful Implementation:**

As a school, we will increase the number of field trips and off campus learning opportunities for students by 20% from the 23-24 school year. There will be increased opportunities for students and families to choose to engage with the school community through clubs, family events, field trips, and additional opportunities outside of the classroom.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
All grade levels will send a weekly newsletter to families via SchoolStatus to inform them of learning goals for the week and upcoming assignments and events.	Freeman, Clawson, Haigler	6/10/25
Data will be compiled to serve as a baseline for planning and implementation of enhanced opportunities for students and families.	Harger	9/30/2024
Select teachers will complete training to become credentialed to facilitate various innovative student learning opportunities off campus.	Belote	6/10/2025
Collaborative student engagement opportunities will be planned in effort to connect and engage ACS middle school students.	Groseclose	6/10/2025
Family engagement nights focused on topics important to families will be held once every academic quarter.	Groseclose	6/10/2025

Student club offerings will be developed and implemented to provide opportunities outside of the regular school day for students to engage with peers and staff.	Harger	6/10/2025
Field trips will be planned to enhance the curriculum while providing student experiences outside the classroom.	Harger	6/10/2025

**GOAL 3:**

**Improve the student experience at NAMS by fostering a positive, inclusive, and engaging environment that supports their academic, social, and emotional well-being.**

**Student Success Indicator:**

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

**Target date for Implementation:**

06/2026

**Definition of Successful Implementation:**

Students will report higher levels of satisfaction with their overall school experience, including their interactions with peers, teachers, and the school environment and their sense of belonging on the Panorama survey. Office Discipline Referrals will decrease by 10%. There will be evidence of student leadership by their engagement in various realms of the school community, measured by the number of internships and leadership opportunities developed.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Data will be compiled from the 23-24 end of year Panorama survey to establish a baseline for student perception of the school.	Crotts	9/30/2024
The Comet card incentive program will be reviewed with the school leadership team to refine criteria and establish equitable practices and procedures.	Freeman, Clawson, Haigler	9/30/2024
Student internship opportunities will be established and promoted throughout the school for 8th grade students to engage in leadership roles.	Abercrombie	6/10/2025
School representatives will consistently showcase highlights that represent all aspects of our school community.	Groseclose, Harger	6/10/2025
A full-time therapist will be added to staff and serve a caseload of at-risk students who require school-based mental health services.	Crotts	6/10/2025

Data on instances of bullying will be monitored and discussed weekly with school administration.	Crotts	6/10/2025
A collaborative planning protocol will be implemented in CASA teams with intentional focus on individual students to determine enrichment opportunities, supports and next steps.	Belote	6/10/2025
Grade level student ambassadors will be selected to help new students acclimate to our school. New students, as noted on the student status report, will be monitored regularly.	Groseclose, Harger, Crotts	6/10/2025
A new positive office referrals program will be launched to recognize students who exceed behavior expectations	Clawson, Groseclose, Harger	6/10/2025

**GOAL 1:**

**South Asheboro Middle School students, staff, and families will indicate a positive sense of involvement and engagement in the school community.**

**Student Success Indicator:**  
**E1.06:** The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

**Target date for Implementation:**  
 South Asheboro Middle School will begin this goal in September of 2024 and continue through June of 2025.

**Definition of Successful Implementation:**  
 We will increase engagement by 15%, as measured by Panorama Survey Data:

- Social and Learning Climate 80%
- Sense of Belonging 87%
- Engagement 50%

We will increase attendance at family engagement nights by doubling it from 12% to 25% for the yearly average. In addition, we will increase parent contacts (calls, texts, and emails) via School Status by 15% from 87,049 to 102,406 direct interactions.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The administrative leadership team will revise classroom procedures to ensure alignment to SAMS Expectations. Teachers will begin implementation during the first two weeks of school. These expectations will be revisited quarterly and/or after breaks in the school year. These will be consistently monitored and revised throughout the school year.	Chris Burian	September 2024
The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.	Leslie Smith-Moore	October 2024
The instructional leadership team will create a quarterly family focus priority. The SchoolStatus platform will be utilized to maintain two-way positive and meaningful communication with families consistently from all teachers.	Cody Bennett	May 2025
SAMS will establish a Title 1/Family Engagement Committee to plan and facilitate family nights for the 2024-2025 school year.	Brianna King	October 2025

SAMS will establish a Stakeholder Committee to focus on student/staff centered events at the school.	Diara Pope	October 2025
The SAMS staff will expand club and extracurricular opportunities for all students. (i.e. Beta Club, Yearbook, Communities in Schools Clubs, Battle of the Books, FFA, etc.)	Kelly Hagood	January 2025



**GOAL 2:**

**Teachers will implement strategies to increase active learning and student engagement while promoting positive behavior of all students through the use of consistent classroom practices and tiered interventions resulting in fewer office referrals.**

**Student Success Indicator:**

**A4.06:** ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

**Target date for Implementation:**

South Asheboro Middle School will begin this goal in September of 2024 and continue through June of 2025.

**Definition of Successful Implementation:**

At the end of the 2024-2025 academic school year, the number of office referrals will decrease by 15% when compared to the 2023-2024 school year.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.	Leslie Smith-Moore	October 2024
The SAMS staff will participate in Mindset Training that will focus on developing and shifting attitudes to foster positive thinking, resilience, and growth.	Kristen Toscano	October 2024
The support service team will develop a classroom schedule for ISS that includes a morning meeting time, an academic schedule, a reflective closing and time for students to work on their individualized learning pathways.	Shay Ball	November 2024
On a quarterly basis, the administrative team will review major and minor referrals and revise protocols as needed.	Megan Smith	February 2025
Following an out of school suspension, a re-entry meeting with the school counselor or school social worker will occur as well as scheduled, weekly follow-up for at least the 3 weeks following reentry.	Jennifer Page	March 2025
The administration will attend UNCG Micro Courses on the key Principles of Positive Behavior Supports that will guide implementation of practices at South Asheboro Middle School to support proactive approaches to support students' core behavior support for success.	Chris Burian	April 2025

**GOAL 3:**

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

**Student Success Indicator:**

**A4.01:** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**B3.03:** The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

**Target date for Implementation:**

South Asheboro Middle School will begin this goal in September of 2024 and continue through June of 2025.

**Definition of Successful Implementation:**

At the end of the 2024-2205 school year, there will be an increase in the students who grow in reading and math 10% as demonstrated on end of grade data when compared to the 2023-2024 school year.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The instructional team will create a lesson plan template, walkthrough schedule, and walkthrough tools that will provide feedback to continuously grow and improve core instructional practices.	Chris Burian	October 2024
The Instructional Leadership Team (ILT) will create a structured planning schedule that allows content teams to plan with the IF, analyze data, collaboratively plan with colleagues (co-teachers), and backwards map from standard-aligned common assessments.	Betsy Hammond	November 2024
The instructional facilitator will provide differentiated coaching to instructional staff as needed based on the ILT focus.	Danielle Williams	May 2025
The instructional facilitator will hold weekly CASA meetings, providing a menu of strategies to increase student engagement.	Keri Hill	March 2025
The SAMS staff will implement frequent small group differentiated instruction lessons created and planned with the instructional facilitator during teacher/co-teacher planning sessions.	Janeice Leonard	April 2025

<p>The instructional facilitator will lead data discussions with staff to determine next steps for instruction, growth, progress monitoring, and student empowerment (NC Check-Ins, common assessments, progress monitoring data)</p>	<p>Megan Smith</p>	<p>March 2025</p>
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**CALENDAR OF UPCOMING EVENTS - November 14, 2024 Board Meeting**

<b>DATE</b>	<b>TIME</b>	<b>EVENT</b>	<b>LOCATION</b>
Friday, November 15 & Saturday, November 16	7:00 p.m.	Park Street Players Fall Play	AHS Performing Arts Center
Sunday, November 17	2:00 p.m. & 7:00 p.m.	Park Street Players Fall Play	AHS Performing Arts Center
Monday, November 18- Wednesday, November 20	All Day	NCSBA Annual Conference	Koury Convention Center, Greensboro, NC
Wednesday, November 27	All Day	Optional Teacher Workday	All Schools
Thursday, November 28 & Friday, November 29	All Day	Holiday	All Schools
Monday, December 2	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Tuesday, December 3	9:00 a.m.-1:00 p.m.	Elementary Special Olympics Basketball	YMCA
Tuesday, December 3	6:00 p.m.	National Technical Honor Society Induction Ceremony	AHS Performing Arts Center
Wednesday, December 4	9:00 a.m.-1:00 p.m.	Secondary Special Olympics Basketball	YMCA
Thursday, December 5	4:00-6:30 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Thursday, December 5	7:00 p.m.	Asheboro High School Jazz Band Concert	AHS Performing Arts Center
Friday, December 6	7:00 p.m.	Asheboro Christmas Parade	Downtown Asheboro
Monday, December 9	7:00 p.m.	North Asheboro Middle School Band Concert	AHS Performing Arts Center
Tuesday, December 10	7:00 p.m.	South Asheboro Middle School Band Concert	AHS Performing Arts Center
Tuesday, December 10	5:00-7:00 p.m.	AHS Family Engagement Night	Asheboro High School
Wednesday, December 11	5:00-6:30 p.m.	NAMS Family Engagement Night	North Asheboro Middle School
Thursday, December 12	5:00-6:30 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary School
Thursday, December 12	7:00 p.m.	AHS Winter Band Concert	AHS Performing Arts Center
Thursday, December 12	7:30 p.m.	Asheboro City Board of Education Meeting	Professional Development Center
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	Central Office Boardroom
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

**CALENDAR OF UPCOMING EVENTS - November 14, 2024 Board Meeting**

<b>DATE</b>	<b>TIME</b>	<b>EVENT</b>	<b>LOCATION</b>
<b>Tuesday, December 24 - Thursday, December 26</b>	<b>All Day</b>	<b>Holiday</b>	<b>All Schools</b>
<b>Friday, December 27, Monday, December 30 &amp; Tuesday, December 31</b>	<b>All day</b>	<b>Vacation/Annual Leave - Schools Closed</b>	<b>All Schools</b>
<b>Wednesday, January 1, 2025</b>	<b>All Day</b>	<b>Holiday</b>	<b>All Schools</b>
<b>Tuesday, January 2</b>	<b>All Day</b>	<b>Vacation/Annual Leave - Schools Closed</b>	<b>All Schools</b>
<b>Tuesday, January 2</b>	<b>6:00 p.m.</b>	<b>Randolph County Commissioners Meeting</b>	<b>Old Historic Courthouse</b>
<b>Wednesday, January 3</b>	<b>All Day</b>	<b>Optional Teacher Workday</b>	<b>All Schools</b>