

ASHEBORO CITY BOARD OF EDUCATION

Regularly Scheduled Meeting
Professional Development Center

January 8, 2026

6:30 p.m.

5:30 p.m. Policy Committee

6:00 p.m. Finance Committee

I. Opening

- A. Call to Order**
- B. Moment of Silence**
- C. Pledge of Allegiance –Balfour & Charles W. McCrary Elementary Students**
- D. *Approval of Agenda**

II. Special Recognition and Presentations

- A. National Board Certified Teachers – Ms. Chandra Manning, Director of Communications & Talent Development**
- B. Board Appreciation Presentation – Dr. Aaron Woody, Superintendent**

III. Superintendent's Report

IV. Public Comments

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

V. *Consent Agenda

- A. Approval of Minutes for December 11, 2025, Board of Education Meeting**
- B. Policies for Approval:**
 - Policy 1600 Governing Principle – Professional Development
 - Policy 1740/4010 Student and Parent Grievance Procedure
 - Policy 1750/7220 Grievance Procedures for Employees
 - Policy 2115 Unexpired Term Fulfillment
 - Policy 3400 Evaluation of Student Progress
 - Policy 3460 Graduation Requirements
 - Policy 4050 Children of Military Families
 - Policy 4130 Discretionary School Assignment
 - Policy 4150 School Assignment
- C. Personnel**

- D. Overnight Field Trip-Asheboro High School Chorus to Wingate University, January 2026
- E. Overnight Field Trip-Asheboro High School Chorus to Mars Hill University, February 2026

VI. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Gayle Higgs, Chief Human Resource & Support Services Officer
 - Policy 2125/7315 Confidential Information
 - Policy 3101 Dual Enrollment
 - Policy 3220 Technology in the Educational Program
 - Policy 3225/4312/7320 Technology Responsible Use
 - Policy 3226/4205 Internet Safety
 - Policy 3227/7322 Web Page Development
 - Policy 4152 Unsafe School Choice Transfer
 - Policy 4240/7312 Child Abuse And Related Threats To Child Safety
 - Policy 4270/6145 Concussion And Head Injury
 - Policy 7425 School Administrator Contracts
- B. Asheboro City Schools Calendar 2027-2028 – Ms. Michelle Harger, Director of Support Services
- C. Elementary Schools Continuous Improvement Plans (CIP) Update – Principals
 - Balfour Elementary School – Ms. Nikki Domally, Principal
 - Charles W. McCrary Elementary School – Ms. Kelly Patton, Principal

VII. *Action Items

No Action Items.

VIII. Board Operations – Gidget Kidd, Chair

- A. Board Committee Assignments 2026
- B. Board of Education Meetings 2025-2026 Updated
- C. Calendar of Events

IX. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
January 8, 2026
6:30 p.m.

Addendum

5:30 p.m. Policy Committee
6:00 p.m. Finance Committee

- I. Opening**
- II. Special Recognitions**
 - A. Points of Pride (removed)
- III. Superintendent's Report**
- IV. Public Comments**
- V. *Consent Agenda**
 - C. Personnel (addendum added)
- VI. Information, Reports, and Recommendations**
- VII. *Action Items**
- VIII. Board Operations**
- IX. Adjournment**

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

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ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
December 11, 2025

Policy Committee

Committee Members Present:

Gidget Kidd, Policy Committee Chair
Baxter Hammer, Chairman

Adam Hurley
Ryan Patton, Vice Chairman

Melissa Calloway
Hailey Lee

Other Board Members Present:

Dr. Brad Thomas
Scott Eggleston, Attorney

Mikayla Cassidy

Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

Michelle Harger

The meeting was called to order at 5:31 p.m. by Gidgett Kidd. Ms. Gayle Higgs reviewed the following policies:

- **2125/7315 Confidential Information**
 - Creates a new Section C to add new statutory language.
 - Makes clarifying changes in Section D.
 - Updates the legal references
- **3101 Dual Enrollment**
 - Adds language regarding the new Career and College Ready Pathway in Section A.
 - Updates the legal references
- **3220 Technology in the Educational Program**
 - Creates a Section A and moves information from that Section to the opening paragraph
 - Adds a new statutory requirement to Section B
 - Updates the legal references
- **3225/4312/7320 Technology Responsible Use**
 - Adds language in subsections B.1 and B.12 and Section C in response to new requirements in S.L. 2025-38, creating new G.S. 115C-102.10
 - Updates the legal references
- **3226/4205 Internet Safety**
 - Adds language in Section C in response to a new requirement in S.L. 2025-38, creating new G.S. 115C-102.10
 - Updates the legal references
- **3227 Web Page Development**
 - In B.2.e, clarifies that the school system is not responsible for personal websites or web pages created or maintained by members of the board of education, in addition to those of students, employees, parents, groups, or organizations

- **4152 Unsafe School Choice Transfer**
 - Updates the legal references
- **4240/7312 Child Abuse and Related Threats to Child Safety**
 - Adds language in Section D for clarity.
- **4270/6145 Concussion and Head Injury**
 - Adds the new requirement that an athletic trainer or first responder attends wrestling matches and tournaments
 - The board conversated around other contact sports and proximity of athletic trainers and first responders for all students
- **7425 School Administrator Contracts**
 - Updates the legal references

The meeting was adjourned at 5:42 p.m. by Gidget Kidd.

Finance Committee

Committee Members Present:

Dr. Beth Knott, Finance Committee Chair

Baxter Hammer, Chairman

Ryan Patton, Vice Chairman

Other Board Members Present:

Dr. Brad Thomas

Melissa Calloway

Scott Eggleston, Attorney

Gidget Kidd

Mikayla Cassidy

Adam Hurley

Hailey Lee

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey Ayers

Dr. Beth Knott, Finance Chair, opened the meeting at 6:12 p.m.

Ms. Spivey Ayers reviewed the 24-25 financial audit progress. Anderson, Smith & Wike have completed the onsite work. Adam Scepurek will attend the February board meeting to present the audit report.

Ms. Spivey Ayers discussed the best 1 of 2 Average Daily Membership (ADM) numbers have been published by DPI. Our ADM is down 75 students from the prior year. Our state funding for 2026-2027 will be based on the best 1 of 2 ADM number for 2025-2026.

Ms. Spivey Ayers reviewed the progress of the South Asheboro Middle School renovation project. Bobbitt Construction continues to be a great partner and very collaborative as we navigate some unforeseen issues such as installation of a sprinkler system.

There being no further business, Dr. Beth Knott adjourned the meeting at 6:18 p.m.

Board of Education

Board Members Present:

Baxter Hammer, Chairman
Gidget Kidd
Adam Hurley
Scott Eggleston, Attorney

Ryan Patton, Vice Chairman
Hailey Lee
Mikalya Cassidy

Melissa Calloway
Dr. Beth Knott
Dr. Brad Thomas

Staff Members Present:

Dr. Aaron Woody
Dr. Wendy Rich
Sarah Beth Cox
Michelle Harger
Keisha Dawalt

Gayle Higgs
Dr. Christina Kinley
Melvin Diggs
Deanna Wiles
Lori Columbia

Anthony Woodyard
Sandra Spivey Ayers
Angel Etheridge
Lisa Hayes

Opening

Chairman Hammer called the meeting to order at 6:33 p.m. and welcomed all in attendance. Chairman Hammer opened the meeting with a moment of silence. Chairman Hammer then introduced students from Donna Lee Loflin Elementary School to lead the Pledge of Allegiance.

Upon motion by Gidget Kidd and seconded by Melissa Calloway, the board voted unanimously to approve the meeting agenda.

Special Recognitions

- A. Points of Pride – Mr. Anthony Woodyard, Chief Information Officer, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included ServSafe Food Protection Manager Certification, HOSA Competitions, DECA Competition, TEACH Students at RCC, and Celebrate School Day 67.
- B. Dr. Woody recognized Mr. Patrick O'Hara, Mr. Shawn Columbia and the YMCA for their partnership with Asheboro City Schools for the implementation of their new Pool Safety Program for second graders in Asheboro City Schools. Dr. Woody also recognized Ms. Lori Columbia, teacher at Asheboro High School for her diligence in making the program run smoothly.
- C. Dr. Woody recognized Mr. Mateo Islas, third grader at Charles W. McCrary Elementary Schools, as the Asheboro City Schools Holiday Card Contest Winner.

Superintendent's Report

Dr. Woody shared the following:

Weather calls: These calls are always complicated but the last two calls were particularly cumbersome given the projected forecasts and the geographic location of Asheboro in those weather patterns. We try our best to make calls and communicate in a way that is timely for families and staff but sometimes it simply means driving the roads and making the safest most reasonable decision given the circumstances.

Strategic Plan Update: We will begin the process of revisiting our strategic plan in January. We began this work with our principals two weeks ago and continue to update our data points for review in

January with the Board.

Middle School Athletic Update: Dr. Woody gave a handout to the Board listing the seven non-negotiables for middle school athletics between Asheboro City Schools, Randolph County Schools and Uwharrie Charter. Dr. Woody, Dr. Gainey and Dr. Castelli met three times over the last five weeks to work through a new middle school athletic conference that is governed by all three districts.

PTEC Signature Schools Breakfast: This morning we celebrated Donna Lee Loflin Elementary School as our 2025 Signature School Award winner. We are proud of all of our schools and commend the leadership and staff at Donna Lee Loflin for exceptional performance.

Superintendent's Holiday Luncheon: Tomorrow, December 12, we will have our annual Superintendent's Holiday Luncheon from 11:30 a.m.-1:30 p.m. in the PDC.

Winter Board Retreat: We plan to have a Winter Board Retreat on February 21, 2026.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Ryan Patton and seconded by Dr. Brad Thomas, the board approved the following items:

A. Approval of Minutes for November 13, 2025, Board of Education Meeting

B. Policies Recommended for Approval:

- Policy 3320 School Trips
- Policy 3620 Extracurricular Activities and Student Organizations
- Policy 4318 Use of Wireless Communication Devices
- Policy 5024/6127/7266 Emergency Epinephrine Auto-Injector Devices
- Policy 5070/7350 Public Records – Retention, Release, and Disposition
- Policy 6125 Administering Medicines to Students
- Policy 6340 Transportation Service/Vehicle Contracts
- Policy 7100 Recruitment and Selection of Personnel
- Policy 7820 Personnel Files

C. Personnel (see list below)

D. Legislative Class Size Affidavit

Asheboro City Schools

Personnel Transactions

December 11, 2025

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cash-Cummings	Jennifer	SAMS	Exceptional Children	11/28/2025
Dumas	Paula	CO	Bus Driver	11/17/2025
Handy	Grant	AHS	Physical Education	12/21/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hardy	Crystal	CO	Regular Bus Driver to Sub Bus Driver	11/24/2025
Harris	Victoria	CO	Sub Bus Driver to Regular Bus Driver	12/01/2025
Massey	Syvonya	CO	Regular Bus Driver to Sub Bus Driver	11/24/2025
Spivak	Phillip	CO	Sub Bus Driver to Regular Bus Driver	11/25/2025

Asheboro City Schools
Personnel Transactions - ADDENDUM
December 11, 2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Almazan	Miguel	SAMS	Non-Faculty Coach - Soccer	12/05/2025

Information, Reports, and Recommendations

A. Ms. Gayle Higgs, Chief Human Resource & Support Services Officer, shared the following Policies for Review:

- Policy 1600 Governing Principle – Professional Development
- Policy 1740/4010 Student and Parent Grievance Procedure
- Policy 1750/7220 Grievance Procedures for Employees
- Policy 2115 Unexpired Term Fulfillment
- Policy 3400 Evaluation of Student Progress
- Policy 3460 Graduation Requirements
- Policy 4050 Children of Military Families
- Policy 4130 Discretionary School Assignment
- Policy 4150 School Assignment

B. Ms. Lisa Hayes, Principal of Donna Lee Loflin Elementary School and Ms. Keisha Dawalt, Principal of Lindley Park Elementary School, shared updates on the progress of their Continuous Improvement Plans (CIP). Both shared how their schools were working on their top three goals by sharing data reviews, school celebrations and next steps.

***Action Items**

No Action Items.

Board Operations

A. Chairman Hammer reviewed information regarding upcoming events.

- The next regularly scheduled board meeting will be on January 8, 2026, in the Professional Development Center, unless otherwise posted.

B. Dr. Aaron Woody, Superintendent, led the discussion regarding the selection of the new board chair and vice chair for 2026. Gidget Kidd was elected Chair by a five to four vote and Melissa Calloway was elected Vice Chair by a unanimous vote for 2026.

Adjournment

There being no further business and upon motion by Dr. Beth Knott and seconded by Hailey Lee, the Board voted unanimously to adjourn at 7:40 p.m.

Chairman

Secretary

Policies
For
Approval

A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance. The board's vision for professional development, including its relationship to improving student success, is expressed through the following board policies.

School Safety	(policy 1510/4200/7270)
Professional and Staff Development.....	(policy 1610/7800)
Discrimination and Harassment Prohibited by Federal Law	(policy 1710/4020/7230)
Title IX Sexual Harassment Grievance Process	(policy 1726/4036/7237)
Bullying and Harassing Behavior Prohibited	(policy 1735/4329/7311)
Lesson Planning	(policy 3120)
Evaluation of Instructional Programs	(policy 3140)
Technology in the Educational Program.....	(policy 3220)
Use of Personal Technology to Conduct School Business	(policy 3228/7323)
Copyright Compliance	(policy 3230/7330)
School Improvement Plan.....	(policy 3430)
Alternative Learning Programs/Schools	(policy 3470/4305)
Comprehensive Health Education Program.....	(policy 3540)
Injury and Loss Prevention	(policy 4201/7271)
Child Abuse and Related Threats to Child Safety	(policy 4240/7312)
Emergency Epinephrine Delivery Systems	(policy 5024/6127/7266)
Public Records – Retention, Release, and Disposition.....	(policy 5070/7350)
Student Health Services	(policy 6120)
Administering Medicines to Students.....	(policy 6125)
Network Security	(policy 6524)
Hazardous Materials	(policy 6540)
Drug and Alcohol Testing of Commercial Motor Vehicle Operators	(policy 7241)
Occupational Exposure to Bloodborne Pathogens.....	(policy 7260)
Occupational Exposure to Hazardous Chemicals in Science Laboratories	(policy 7265)
Teacher Contracts	(policy 7410)
School Administrator Contracts.....	(policy 7425)
Evaluation of Licensed Employees.....	(policy 7810)
Evaluation of Non-Licensed Employees	(policy 7815)

Legal References: G.S. 115C-36, -47

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Policy Development (policy 2410)

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

Revised: July 12, 2012; March 12, 2015; May 13, 2021, August 14, 2025

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act.

4.Á Grievant

The grievant is the parent, student, or group of parents or students submitting the grievance.

5.Á Parent

All references to parent include a student's parent, legal guardian, legal custodian, or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by a school system official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the appropriate school system official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

- 1.Á** No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
- 2.Á** All meetings and hearings conducted pursuant to this policy will be private unless the Open Meetings Law requires that a board meeting or hearing be open to the public (see policies 2320, Compliance with the Open Meetings Law, 2321, Closed Sessions, and 2500, Hearings Before the Board).
- 3.Á** The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
- 4.Á** The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he

or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel. At any meeting or hearing during the grievance process, a student grievant may be accompanied by a parent as well as a representative.

E. PROCESS FOR GRIEVANCE

1. A. Filing a Grievance

- a. A Whenever a student or parent believes that he or she has been adversely affected by a decision of a school employee, the student or parent may file a grievance as provided in this policy.
- b. A A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
- c. A A student or parent who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or student believes has been misapplied, misinterpreted, or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted, or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.
- d. A Even if the principal is the employee whose decision or action is at issue, the student or parent must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted, or violated, the student or parent may submit the grievance directly to the superintendent or designee.
- e. A If a student or parent wants to initiate a formal grievance regarding a

decision by the superintendent that directly and specifically affects the student or parent, the general process described in this policy will be used, except that the grievance will be submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.

2.Ā Investigation

- a.Ā** The principal shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed with the principal.
- b.Ā** The principal shall conduct any investigation of the facts necessary before rendering a decision.

3.Ā Response by Principal

- a.Ā** The principal shall provide a written response to the grievance within 10 days of meeting with the grievant. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
- b.Ā** A copy of the grievance and the principal's response will be filed with the superintendent.

4.Ā Response by Superintendent

- a.Ā** If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.
- b.Ā** The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal, and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal.
- c.Ā** The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5.Ā Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final

administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a.À Mandatory Appeals

- 1)À If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
- 2)À A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3)À The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b.À Discretionary Appeals

- 1)À If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2)À If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3)À If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- 4)À If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.

5)A The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents, and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 *et seq.*

Cross References: Responding to Complaints (policy 1742/5060), Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321), Hearings Before the Board (policy 2500), Domicile or Residence Requirements (policy 4120), Student Behavior Policies (4300 series)

Issued: June 1997

Revised: May 7, 2004; April 7, 2008; December 1, 2009; June 16, 2011; March 28, 2013, September 12, 2013, May 13, 2021

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

A. INFORMAL RESOLUTION

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

B. DEFINITIONS**1. A Days**

Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. A Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. A Grievance

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

a. A that there has been a violation, misapplication, or misinterpretation of state or federal law or regulations, school board policy, or administrative procedure;

b. A that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or

c.Á that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act.

4.Á Grievant

The grievant is the employee(s) making the claim.

5.Á Parties in Interest

"Parties in interest" refers to the grievant and the person against whom the grievance is filed.

C. TIMELINESS OF PROCESS

Failure by a school system official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant's legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the appropriate school system official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1.Á At all times during the grievance process, all parties in interest and their representatives must conduct themselves in a professional manner, including respecting the confidentiality of personnel matters.

2.Á The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.

3.Á Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.

4.Ā All meetings and hearings conducted pursuant to this policy will be private unless the Open Meetings Law requires that a board meeting or hearing be open to the public (see policies 2320, Compliance with the Open Meetings Law, 2321, Closed Sessions, and 2500, Hearings Before the Board).

5.Ā The board and administration will consider requests to hear grievances from a group of grievants but have the discretion to hear and respond to grievants individually.

6.Ā The board and administration will cooperate with the grievant and representative in the investigation of any grievance and will furnish the grievant or representative information pertinent to the grievance without cost to the grievant or the employee against whom the grievance is filed.

7.Ā The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

8.Ā Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

E. PROCESS FOR GRIEVANCE

1.Ā Filing a Grievance

a.Ā A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication, or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

b.Ā All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s), or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation,

or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted, or violated; and (4) the specific resolution desired. If there is not a specific decision, action, or physical condition at issue, or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted, or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.

c.Á The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted, or violated, in which case the grievance may be presented instead to the assistant superintendent of human resources (or to the superintendent if the employee's supervisor is the assistant superintendent of human resources). The person receiving the grievance hereinafter will be referred to as "official." Any grievance against the superintendent should be filed directly with the board in accordance with subsection E.4, below.

2.Á Response by Official

a.Á The official shall arrange for a grievance file number to be assigned by the human resources office.

b.Á In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.

c.Á The official shall meet with the grievant at a mutually agreed-upon time within five days after receipt of the grievance.

d.Á The official shall conduct any investigation of the facts necessary before rendering a decision.

e.Á The official shall provide the grievant with a written response to the grievance within 10 days after the meeting.

3.Á Response by Superintendent

a.Á If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within five days of receipt of the official's response.

b.Ā The superintendent or designee shall arrange for a meeting with the grievant to take place within five days of the receipt of the appeal.

c.Ā The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the grievant with a written decision within 10 days after the meeting with the grievant.

4.Ā Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure, or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection E.4.a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a.Ā Mandatory Appeals

1)Ā If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure, or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.

2)Ā A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3)Ā The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b.Ā Discretionary Appeals

1)Ā If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure, or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her

employment, the grievant may submit to the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.

- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- 4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- 5) The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. RECORDS

Appropriate records will be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross References: Responding to Complaints (policy 1742/5060), Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321), Hearings Before the Board (policy 2500)

Adopted: May 7, 2004

Revised: June 30, 2008; December 1, 2009; March 28, 2013, September 12, 2013, March 11, 2016, May 13, 2021

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An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course.

All high schools, middle schools, and elementary schools will use the following grading scale.

A	90-100
B	80-89
C	70-79
D	60-69
F	< 59

The following letter grades also may be used as applicable.

FF	FF may be used for a student who does not have a passing grade based on content and also has been absent for at least 10% of the classes for the course.
INC	If a student has extenuating circumstances, such as a medical condition, the superintendent, principal, or other designee may approve the temporary use of incomplete (INC).
P	Pass (P) may be used for elective courses but may not be awarded for non-elective graduation requirements, unless a student transfers from an unaccredited or international school.
WP	Withdraw (WP) may be used for courses from which a student withdraws during the current semester and receives no course credit.
CDM	Credit by demonstrated mastery (CDM) will be used to reflect earning credit for a course through the CDM process.

Legal References: G.S. 115C-47; State Board of Education Policy GRAD-009

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000)

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

Updated: October 9, 2014, August 14, 2025

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

- 1.À successful completion of all State Board of Education course unit requirements as described in Section A; and
- 2.À successful completion of cardiopulmonary resuscitation instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

A. COURSE UNITS

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student's year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post-graduation plans.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade nine, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board

endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

1.Ā Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-2021

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 plus two additional courses identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and an earth/environmental science course)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; [†] (2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course, or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)	
Total Credits	22	

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

[†] The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

2.Ā Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 plus two additional courses identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and an earth/environmental science course)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) an American History course which shall be either (a) American History I, (b) American History II, or (c) American History; (3) World History;‡ and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)	
Total Credits	22	

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

^ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

3.Ā Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time Between 2021-2022 and 2025-2026

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 plus two additional courses identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and an earth/environmental science course)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina; Civic Literacy; Economics and Personal Finance;† American History; and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)‡	
Total Credits	22	

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students entering grade 9 for the first time in the 2025-2026 school year must complete at least one arts education course in grades 6-12 that satisfies the standard course of study for that course, unless exempt due to transfer status.

4.Ā Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2026-2027 and Thereafter

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 plus two additional courses identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and an earth/environmental science course)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina; Civic Literacy; Economics and Personal Finance;† American History; and World History)	
Health/P.E.	1	
Computer Science	1 [±]	
Electives	5 (2 must be any combination of Career and Technical Education, Arts Education, or World Language; 3 may be from any subject area or cross-disciplinary course)^	
Total Credits	22	

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016, available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

[†]This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

[±] Students who are exempt from this requirement due to a disability or because they enrolled in a NC public school after completion of grade 11 must earn one additional elective credit.

[^] Students must complete at least one arts education course in grades 6-12 that satisfies the standard course of study for that course, unless exempt due to transfer status.

5.Ā Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-2021 (only available to certain students with disabilities who have an IEP)

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

** Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

*** The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

6.Ā Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 (only available to certain students with disabilities who have an IEP)

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

7.Á Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and Thereafter (only available to certain students with disabilities who have an IEP)

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management, and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science**, Physical Science, or Earth/Environmental Science; Biology; and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

* The work hours included in Employment Preparation I, II, III, and IV are as follows: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

** Applied Science is no longer an option starting with students entering the ninth grade in the 2025-2026 school year.

B. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

C. SPECIAL CIRCUMSTANCES

1.Á Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established

by the superintendent. Recognition of honor graduates may be included in graduation programs.

2.Ā Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3.Ā Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a.Ā Waiver Requirements

Specific course work required for graduation will be waived for children of military families if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b.Ā Testing Requirements for Graduation

The superintendent shall accept from children of military families the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c.Ā Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4.Ā Early Graduation

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

5.Ā Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board Policy GRAD-010.

6.Ā Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0503, .0506, .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020, January 14, 2021, July 15, 2021, March 10, 2022, September 8, 2022, January 12, 2023, August 13, 2024

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological, or other harm. The board is committed to supporting these children in the school system and undertaking to serve their unique needs.

A. IDENTIFICATION OF MILITARY-CONNECTED STUDENTS

Each principal shall annually identify all military-connected students enrolled in the school and shall develop a means for serving their unique needs. For purposes of this section, a military-connected student is defined as a student who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the United States Army, Navy, Air Force, Marine Corps, Coast Guard, Space Force, or National Guard.

The identification of military-connected students is not a public record subject to public records law.

B. PROVIDING EDUCATIONAL OPPORTUNITY FOR CHILDREN OF MILITARY FAMILIES

The board strives to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children's well-being, and to assist these children in achieving educational success when transitioning to their new schools. To achieve these goals, the board has adopted policies consistent with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and G.S. 115C-407.12 to facilitate the enrollment of children of military families and to provide continuity in their educational services, including in the areas of education records, immunizations, age requirements for initial entry, course and education program placement, special education services, and extracurricular activities. The superintendent shall adopt procedures necessary to implement the policies and to otherwise comply with the Compact and G.S. 115C-407.12 and to educate employees about the unique needs of children of military families.

1.Ä Definitions

The following definitions apply to all policies and procedures adopted in compliance with the Compact and G.S. 115C-407.12.

a.Ä Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on

active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*

b.Â Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of one of the following:

- (1)Â a member of the uniformed services on active duty;
- (2)Â a member or veteran of the uniformed services who is severely injured and is medically discharged or retired, for a period of one year after medical discharge or retirement;
- (3)Â a member of the uniformed services who died on active duty or as a result of injuries sustained on active duty, for a period of one year after death; and
- (4)Â an inactive member, **but only if** (1) the inactive member is required to move to perform military service-related responsibilities, (2) the move results in a transfer of school systems for the child, and (3) the inactive member presents a copy of the official military transfer order to the school from which services for the child are requested. If the move results in an interstate transfer of the child between the school system and another school system in a different state, the superintendent shall direct school officials to attempt to coordinate with the out-of-state school system on behalf of the child but cannot require the receiving school system to provide specific services.

c.Â Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders through six months after their return to their home station.

d.Â Education Records

Education records are those official records, files, and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

e.Â Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

f.Â Inactive Member

An inactive member is a member of the National Guard or Reserve of any branch of the uniformed services, who is inactive and not on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* or 10 U.S.C. 12401 *et seq.*

g.Â Member State

A member state is a state that has enacted the Compact.

h.Â Non-Member State

A non-member state is a state that has not enacted the Compact.

i.Â Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

j.Â Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

k.Â Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

l.Â Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

m.Â Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

n.Â Uniformed Services

The uniformed services are the Army, Navy, Air Force, Space Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

o.Â Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

2.Â Resolution of Issues

The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or guardians who disagree with a decision pertaining to education records, enrollment or eligibility for enrollment, placement, attendance, extracurricular activities, or graduation of a child of a military family, or a rule, as defined in this policy. In addition, parents or guardians may seek informal resolution of such decisions at any time by contacting the office of the North Carolina Department of Public Instruction (NCDPI) Military Liaison or the North Carolina Commissioner of the North Carolina State Council for the Interstate Compact on Educational Opportunity for Military Children. Specific contact information may be found online at www.dpi.nc.gov/students-families/student-support/nc-supports-military-children or by calling NCDPI at (984) 236-2100.

Legal References: G.S. 115C-12(18)(f), -288(m), -407.5, -407.12

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Age Requirements for Initial Entry (policy 4100), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: April 11, 2013

Updated: May 14, 2015, October 14, 2021, March 10, 2022, January 12, 2023

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Asheboro City Schools
Personnel Transactions
January 8, 2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Murphy	Sean	AHS	Non-Faculty Coach - Boys Volleyball	01/09/2026

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Parson	Krystal	AHS	EC Teacher to Instructional Assistant	12/12/2025

Asheboro City Schools
Personnel Transactions - ADDENDUM
January 8, 2026

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Boling	Scarlett	AHS	Data Manager	03/31/2026
Hall	Jon-Eric	AHS	Mathematics	02/04/2026
Scherer	Katie	NAMS	Science/Social Studies	12/31/2025

Asheboro City Schools Field Trip/Transportation Request



Submission ID: 0c3b23e3-8b10-44bc-8672-d9a9808ca821

Status: Approved

Note: Private Vehicle -Overnight

General Details

Submission ID: 0c3b23e3-8b10-44bc-8672-d9a9808ca821

Asheboro High School

Sarah

Downey

sdowney@asheboro.k12.nc.us

Fields

Overnight Trip

Group Making Request: *

Choral Department

School: *

AHS

Destination: *

Wingate University All-Carolina Select Choir - Wingate, NC

Date of Trip: *

January 30, 2026

Number of Students Involved: *

3

Percent of Total Group: *

6%

Reasons for Students Not Attending: *

Optional event, selection by audition

Transportation Method: Check box

- Activity Bus
- Charter Bus
- Private Automobile

Other: Provide details

The small number of students selected makes traveling by activity bus prohibitively expensive. Ms. Downey will transport students in her vehicle and complete all necessary paperwork.

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

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

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

0

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

0

Departure Time: *

9:00 AM

Return Time: *

7:00 PM

Round Trip Miles (estimated) *

120

Estimated Cost to the Student: *

\$ 100

Purpose of the Field Trip: *

Students self-selected to audition for this all-carolina select choir, and participants were chosen by audition. This event is one of only a few state-level honor choirs that advanced choral students have the opportunity to participate in. Students will rehearse for 1.5 days with a noted choral conductor and present a concert with other selected students.

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. *

Sarah Downey**

Sponsor (Group Responsible for Paying for the Trip) *

Sarah Downey

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

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

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

Special Comments/Response:

POLICY: FIELD TRIPS

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

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

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

Also keep the following regulations governing field trips in mind:

1.All overnight field trips must have prior written approval of the Superintendent.

2.All overnight and out-of-state field trips must have prior written approval of the Board of Education.

3. Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.

4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.

5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.

6. The principal should assure that adequate adult supervision is provided for all field trips.

7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.

8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.

9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.

10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Form History

 Sarah Downey submitted form 12/4/2025, 3:32:32 PM

 Kacie Kerns approved form 12/4/2025, 3:35:24 PM

 Ryan Moody approved form 12/11/2025, 2:10:48 PM

 Tari Johnson approved form 12/11/2025, 2:41:15 PM

Notes:



Private Vehicle -Overnight
Aaron Woody approved form

12/12/2025, 8:35:13 AM

Asheboro City Schools Field Trip/Transportation Request

givebacks

Submission ID: ae109707-1719-49cb-a7aa-d2d6d263b179

Status: **Approved**
Note: **No bus needed**

General Details

Submission ID: ae109707-1719-49cb-a7aa-d2d6d263b179

Asheboro High School

Sarah Downey

sdowney@asheboro.k12.nc.us

Fields

Overnight Trip

Group Making Request: *

Choral Department

School: *

AHS

Destination: *

Mars Hill University Choral Festival

Date of Trip: *

 February 6, 2026

Number of Students Involved: *

6

Percent of Total Group: *

9%

Reasons for Students Not Attending: *

Optional event. Students selected by audition.

Transportation Method: Check box

- Activity Bus
- Charter Bus
- Private Automobile

Other: Provide details

The small number of students selected makes traveling by activity bus prohibitively expensive. Ms. Downey will transport students in her vehicle and complete all necessary paperwork. A parent will also help with transportation, and will complete all the necessary paperwork for driving and chaperoning.

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

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

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

0

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

0

Departure Time: *

7:00 AM

Return Time: *

8:00 PM

Round Trip Miles (estimated) *

300

Estimated Cost to the Student: *

\$ 100

Purpose of the Field Trip: *

Students self-selected to audition for this state-wide select choir, and participants were chosen by audition. This event is one of only a few state-level honor choirs that advanced choral students have the opportunity to participate in. Students will rehearse for 1.5 days with a noted choral conductor and present a concert with other selected students

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. *

Sarah Downey**, Jennifer Phipps and/or Christy Flinchum

Sponsor (Group Responsible for Paying for the Trip) *

Sarah Downey

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

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

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

Special Comments/Response:

POLICY: FIELD TRIPS

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

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

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

Also keep the following regulations governing field trips in mind:

1. All overnight field trips must have prior written approval of the Superintendent.

2. All overnight and out-of-state field trips must have prior written approval of the Board of Education.

3. Field trips must have a legitimate educational value and request to take such trips should be made at least 10 working days in advance.

4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.

5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.

6. The principal should assure that adequate adult supervision is provided for all field trips.

7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.

8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.

9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.

10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Form History

↑ Sarah Downey submitted form 12/4/2025, 3:36:44 PM

✓ Kacie Kerns approved form 12/4/2025, 3:48:39 PM

✓ Ryan Moody approved form 12/11/2025, 2:10:43 PM

✓ Tari Johnson approved form 12/11/2025, 2:37:36 PM

Notes:

No bus needed



Aaron Woody approved form

12/12/2025, 8:34:57 AM

Policies

For

Review

Employees and board members have an absolute duty to maintain the confidentiality of records as required by law. Employees and board members, by the nature of their positions, are exposed to confidential information that should not be repeated or discussed except with those recognized by law as having a right to the information. Any employee or board member who is not sure whether particular information may be protected by state or federal confidentiality laws should seek clarification from his or her immediate supervisor or the assistant superintendent for human resources (for employees) or from the superintendent or board attorney (for board members). When violations occur, appropriate disciplinary action will be taken.

A. PERSONNEL FILES

It is a criminal violation for an employee or board member to do either of the following:

- 1.Ā knowingly, willfully, and with malice permit any unauthorized person to have access to information contained in a personnel file; or
- 2.Ā knowingly and willfully examine, remove, or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

B. STUDENT RECORDS

Employees and board members shall safeguard the confidentiality of student records as provided in policy 4700, Student Records.

C. DATA IDENTIFYING A PERSON AS A SUPPORTER OF A NONPROFIT ORGANIZATION

Except as otherwise provided in G.S. 55A-18-05, employees and board members shall not: (1) require any person or nonprofit organization to provide personal information or otherwise compel the release of personal information; (2) release, publicize, or otherwise publicly disclose personal information of others; or (3) request or require a current or prospective contractor to provide a list of nonprofit organizations to which the current or prospective contractor has provided financial or nonfinancial support. For purposes of this section only, “personal information” is defined as any list, record, register, registry, roll, roster, or other compilation of data of any kind that directly or indirectly identifies a person as a member, supporter, volunteer, or donor of financial or nonfinancial support to any nonprofit organization. The terms “supporter” and “volunteer” do not include the nonprofit organization’s governing board members, officers, directors, or staff.

D. HANDLING AND TRANSMITTING CONFIDENTIAL INFORMATION

The superintendent or designee is directed to establish and enforce processes and protocols for the secure handling and electronic transmission of personally identifiable information of students and employees and any other information protected by state or federal

confidentiality laws.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 55A art. 18; 115C-47(18), -321, -402

Cross References: Communicable Diseases – Students (policy 4230), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Personnel Files (policy 7820)

Other Resources: *Transmitting Private Information Electronically: Best Practices Guide for Communicating Personally Identifiable Information by E-mail, Fax, or Other Electronic Means*, available at <https://www.dpi.nc.gov/best-practices-guide-pii-and-email/download?attachment>

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

Revised: May 11, 2006, March 11, 2016, January 13, 2022

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college, or other approved entity in accordance with the requirements of this policy, state law, and State Board of Education policy.

A. CAREER AND COLLEGE PROMISE

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

The board, in collaboration with local community colleges, may provide for dual enrollment of a qualified high school student in community college courses through (1) a Career and Technical Education Pathway leading to a job credential, certificate, or diploma aligned with one or more high school Career Clusters, (2) a College Transfer Pathway leading to college transfer credits, (3) a Career and College Ready Pathway providing opportunities for college remediation, or (4) a non-credit/non-degree credential.

The board may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program, or (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade.

The board will implement the Career and College Promise program in accordance with a Career and College Promise Partnership Agreement developed as required by State Board of Education Policy CACP-000 and revised annually. The superintendent shall develop any necessary procedures consistent with the partnership agreement, this policy, state law, and State Board policies.

B. OTHER COLLEGE COURSES

The superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college, or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy CCRE-001, which defines "Course for Credit."

The principal must approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the superintendent.

The parent or guardian of the student must give permission for the student to take the course, and the student must complete any forms required by the school system.

Enrollment of a student in a course is the responsibility of the student and the student's parent or guardian. Unless otherwise provided, all special fees and charges and any special transportation needs are the responsibility of the student and the student's parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include:

- (1) a description of the content and subject matter covered by the course;
- (2) the number of clock hours of instruction in the course; and
- (3) the student's achievement or performance level in the course.

In addition, a syllabus that includes course goals, course objectives, course activities, and grade requirements must be provided.

The student also must meet any other requirements established by the superintendent.

Legal References: G.S. 115C art. 16 pt. 9; 115C-36, -47; 115D-30.1, 30.10, 39.5(a); State Board of Education Policies CACP-000, CACP-001, CCRE-001, GRAD-004

Cross References: Curriculum Development (policy 3100)

Adopted: March 8, 2012

Revised: August 10, 2017, July 11, 2019, July 13, 2023

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 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. INTEGRATION OF TECHNOLOGY INTO THE CURRICULUM

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.

B. 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. Before acquiring a technological resource, school system officials must evaluate the costs, flexibility, and life cycle associated with the resource using any State Board of Education rules adopted in accordance with G.S. 115C-102.10.

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

- 1.Ā Technological resources must support the current statewide instructional standards or the programs of the school system.
- 2.Ā Technological resources must support the current use of learning and instructional management technologies in the school.
- 3.Ā 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.Ā There must be sufficient staff to operate and maintain the technological equipment, programs, and systems.
- 5.Ā 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.

C. 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.

D. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

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

E. 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.

F. 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.

G. 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-47(70), -102.10, -522, -528; 143B-1341; State Board of Education Policy SBOP-018

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

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

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, December 12, 2024

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 any technological resources owned, leased, maintained, or otherwise controlled by the school system. 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.Á 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 prohibited unless approved for special situations by the teacher or school administrator. In addition, student access to social media platforms is prohibited, except when expressly directed by a teacher solely for educational purposes.

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.

School system Wi-Fi hotspots and/or services may be used off school system property only by students and school staff members who need them. Such use must be primarily for activities that are integral, immediate, and proximate to the education of students.

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

5.Á 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.Á Users must not circumvent fire walls. The use of anonymous proxies to circumvent

content filtering is prohibited.

- 7.Á Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
- 8.Á Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- 9.Á Users must respect the privacy of others.
 - a.Á 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.Á 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.Á Users may not forward or post personal communications without the author's prior consent.
 - d.Á 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.Á 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.Á 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.Á 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, accounts, data, or information.
- 13.Á 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.Á 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.Á 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.Á 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.Á It is the user’s responsibility to back up data and other important files.
- 18.Á Employees shall make reasonable efforts to supervise students’ use of the Internet during instructional time.
- 19.Á 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.Á 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.

Exceptions to these rules may be made for employees whose activities are necessary to carry out their job responsibilities and are authorized by law.

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 age-inappropriate or harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose as well as websites, web applications, or software that do not protect against the disclosure, use, or dissemination of a student's personal information. 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. A 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. A 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. A 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.

H. CONSEQUENCES

Based on the nature and severity of the offense and the circumstances surrounding the incident, violations of this policy will result in appropriate remedial actions or discipline up to and including long-term suspension for students and dismissal for employees and may result in revocation of user privileges. Willful misuse may also result in criminal prosecution under applicable state and federal law.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5), 47 C.F.R. 54.516; 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-47(70), -102.10, -325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers); 143-805

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Web Page Development (policy 3227/7322), Use of Personal Technology to Conduct School Business (policy 3228/7323), Copyright Compliance (policy 3230/7330), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Adopted: July 15, 2005

Revised: January 20, 2009, August 29, 2012, November 21, 2013, March 12, 2015, February 9, 2017, March 10, 2022, December 12, 2024, September 11, 2025

A. INTRODUCTION

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

B. DEFINITIONS**1.Á Technology Protection Measure**

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

2.Á Harmful to Minors

The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

a.Á taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

b.Á depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

c.Á taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

3.Á Child Pornography

The term "child pornography" means any visual depiction, including any photograph, film, video picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

a.Á the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

b. such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or

c. such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

4. Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

5. Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17 years.

C. ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors as well as to websites or web applications that do not protect against the disclosure, use, or dissemination of students’ personal information. Student access to other materials that are inappropriate to minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school media and technology advisory committee (see policy 3200, Selection of Instructional Materials), shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the school system’s filter should bring the website to the attention of the principal. The principal shall confer with the technology director to determine whether the site or content should be unblocked.

The principal shall notify the student or teacher promptly of the decision. The decision may be appealed through the school system's grievance procedure. (See policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees.)

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

D. INAPPROPRIATE NETWORK USAGE

All users of school system technological resources are expected to comply with the requirements established in policy 3225/4312/7320, Technology Responsible Use. In particular, users are prohibited from: (a) attempting to gain unauthorized access, including "hacking" and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

E. EDUCATION, SUPERVISION, AND MONITORING

To the extent practical, steps will be taken to protect the safety and security of users of the school system's online computer network, especially when they are using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The technology director or designated representatives shall provide age-appropriate training for students who use the school system's Internet services. The training provided will be designed to promote the school system's commitment to educating students in digital literacy and citizenship, including:

- 1.Á the standards and acceptable use of Internet services as set forth in policy 3225/4312/7320, Technology Responsible Use;
- 2.Á student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
- 3.Á compliance with the E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of policy 3225/4312/7320, Technology Responsible Use.

The superintendent shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Legal References: Children's Internet Protection Act, 47 U.S.C. 254(h); Neighborhood Children's Internet Protection Act, 47 U.S.C. 254(l); Protecting Children in the 21st Century Act, 47, U.S.C. 254(h); G.S. 115C-47(70); -102.10

Cross References: Professional and Staff Development (policy 1610/7800), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524)

Adopted: December 12, 2013

Revised: March 12, 2015

Reviewed by the Policy Committee: July 10, 2025

Consistent with policy 3225/4312/7320, Technology Responsible Use, and in an effort to further the school system's objectives, the board of education encourages the use of the Internet as a means of providing accessible, accurate, and timely information for employees, students, parents, and others in the larger community. The Internet affords the school system the opportunity to communicate with its communities by posting pertinent system and school information online. The school system has established its system website online at www.asheboro.k12.nc.us. The school system website is the official website of the school system. In addition to this website, individual schools and departments may create system-related school websites. This policy provides the standards that must be followed for development of all system-related websites. Failure to comply with this policy may result in the removal of a web page or website from the Internet.

A. SYSTEM-RELATED WEBSITE

A "system-related website" is any Internet website that is established in one of the following ways:

- 1.Á by school system employees or students on behalf of the system;
- 2.Á by any school within the system;
- 3.Á by any school-sponsored club or organization within the system; or
- 4.Á by students as part of an educational assignment.

Only those websites that are created pursuant to this policy are considered system-related websites. The board does not endorse and is not responsible for websites created by employees, students, or others outside of the standards and guidelines of this policy. Students or employees who create personal websites that result in a substantial and material disruption to the school environment may be subject to disciplinary action.

B. STANDARDS FOR WEB PAGE DEVELOPMENT

- 1.Á Non-Public or Closed Forums for Expression

All system-related websites are "non-public" or "closed" forums for expression. This means that the system has control over information on such websites and is not required to allow students, teachers, or others to place material on system-related websites. The purpose of system-related websites is to disseminate curriculum-related information; to present the public with information about the system, its schools, and its programs; and to provide the community with each school or department's mission, contact information, activities, organizational format, and instructional program. System-related websites are analogous to

newsletters from the administration or the individual school. System-related websites are not analogous to a student newspaper or a non-school publication.

2.À Administration and Editorial Control

All employees responsible for creating, developing, maintaining, editing, or approving a system-related website shall act legally, responsibly, and ethically in providing educational resources and information to support the mission and curriculum of the school system. Such persons shall abide by the generally accepted rules of website etiquette, board policy, and regulations established by the superintendent.

a.À Superintendent Final Authority

The superintendent or designee may delegate authority to place information on a system-related website; however, the superintendent has the final authority to approve or disapprove any information in whatever form on any such system-related websites.

b.À School System Official Website

The superintendent or designee has editorial control and responsibility for the content of the school system official website. The superintendent shall appoint a staff member to serve as the web manager/editor of the system website.

c.À Individual School Websites

Each school will be provided with a web address, web design software, and disk space on the system server. All system-related websites will be housed on the system web server. Each principal has editorial control and responsibility for the content of his or her individual school's official website, subject to review of the superintendent or designee. The principal may appoint a staff member to serve as the web manager of the school's website and a website committee to advise the web manager and principal regarding the content of the school's website. Individual school websites must comply with the additional guidelines provided below.

d.À Teacher and Student Websites

Each teacher has editorial control over and responsibility for the content of his or her official website and for the content of his or her students' authorized websites, subject to review by the principal, the superintendent, and the board. With the knowledge and written consent of a student's parent or guardian, a teacher may allow a student to create a website within or linked from a school's or teacher's website only for the following

instructional purposes: (1) to teach a student how to create or maintain a website or (2) to facilitate a student's work on school assignments or research projects. No student pages may be posted or made accessible to the general public until approved by the principal or designee.

e.Á Personal Websites

The school system is not responsible for personal websites or web pages created or maintained by members of the board of education, students, employees, parents, groups, or organizations. Personal websites or web pages are not considered system-related websites or web pages and are not covered by the provisions of this policy. (For further information regarding personal websites, see policy 7335, Employee Use of Social Media, and policy 3225/4312/7320, Technology Responsible Use.)

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

3.Á Website Appearance and Evaluation

Web page content must be kept current and be maintained regularly. All system-related websites must include the name of the web page author, the date produced or revised, and the e-mail address of the author. The superintendent or designee (for the official system website) or the principal or designee (for individual school websites) must regularly review, proof, and evaluate all system-related websites.

4.Á Copyright Laws

No information or graphics may be posted on websites in violation of any copyright laws or policy 3230/7330, Copyright Compliance. Copyright permission must be obtained for the use of any copyrighted material unless use is permitted as "fair use" under federal law. The superintendent or designee and each principal or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

5.Á Links

a.Á Internal Links

Each page of a system-related website must include a reference and hyperlink to the school system official website home page. In addition, all system-related websites must include a link to this policy and to policy 3225/4312/7320, Technology Responsible Use.

b.À External Links

The superintendent and designee have editorial control over and responsibility for the linking of a system-related website to other sites on the Internet that are appropriate to the mission of the school system. Links to external sites (including externally hosted teacher classroom sites) must be approved by the principal. If required, web managers must obtain permission from external websites before links are established from any system-related website to external websites. To the extent possible, school personnel shall determine the extent to which a secondary site is linked to other sites on the Internet and whether such sites are appropriate for access through the school system websites. Web managers shall periodically check external links for accuracy and appropriateness of content. School employees must report any inappropriate links to the web manager.

Since the school system cannot control the content of other sites on the Internet and their linkages, the following disclaimer statement must be inserted in a prominent position on the official system website, on each school's web page and on other system-related websites that contain links to other websites or web pages that are not system-related websites:

Asheboro City Schools retains control over what links will be placed on system-related websites; however, the linked sites themselves are not under the control of the school system, its agents, or its employees. Asheboro City Schools is not responsible for the contents of any linked site, any link contained in a linked site, or any changes or updates to such sites. Asheboro City Schools provides links as a convenience, and the inclusion of any link does not imply endorsement of the site by the school system. Asheboro City Schools reserves the right to remove or restrict any links.

c.À Links to Personal Pages

School websites or web pages may not contain links to personal web pages of students or employees or lists of personal web pages.

6.À Behavior Standards

When using the Internet, employees and students are responsible for understanding and complying with board policies and administrative regulations, including policy 3225/4312/7320, Technology Responsible Use; student behavior policies in the 4300 series; and policy 7300, Staff Responsibilities.

7.À Accessibility of Website

The web manager/editor, in consultation with the technology director, shall ensure

that the school system website meets required standards to ensure accessibility for persons with disabilities.

C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES

Each school may promote itself by publishing an official school web page on the Internet only via the official school system website. In addition to the standards above, the following standards apply to individual school websites.

- 1.Á The content of school web pages must be approved by the school principal.
- 2.Á The safety of students and employees must be considered when constructing school web pages. To protect the safety of students and employees, the following precautions must be taken:
 - a.Á home addresses or telephone numbers will not be listed;
 - b.Á student e-mail addresses will not be listed;
 - c.Á photographs of students and student work will be used only with appropriate parental permission and/or as approved for release as directory information under policy 4700, Student Records, and will include only the student's first name, with no other information about the student.

The principal or designee is responsible for maintaining records of permission granted for the release of information. The principal should implement other safety precautions, as necessary, to be followed when constructing web pages.

- 3.Á To protect a student's rights in his or her intellectual property, if a school or teacher publishes a student's work, a disclaimer should be provided indicating the terms of redistribution or reuse.
- 4.Á Schools must provide contact information and other general information about the school on the school website, including the school's name, phone number, fax number, grade levels, and address, the principal's name, and the e-mail addresses of the school administrative team.
- 5.Á Graphics used on school websites must be appropriate to the school and should be of a size that will download quickly into a web browser.
- 6.Á Schools must keep information presented on their school's web page current, accurate, and grammatically correct.
- 7.Á The principal or designee must approve all revisions and additions to the school website.

8.Ā Failure to comply with these guidelines or the standards of this policy, as determined by the superintendent or designee, may result in the removal of a school's web page from the Internet.

Legal References: U.S. Const. Amend. I; Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; 17 U.S.C. 101 *et seq.*; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers); 168A-7

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Student Behavior Policies (4300 series), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Personnel Files (policy 7820)

Other Resources: Web Content Accessibility Guidelines 2.1, Level AA, available at <https://perma.cc/UB8A-GG2F>

Adopted: May 7, 2004

Revised: July 15, 2005, January 20, 2009, August 29, 2012, December 12, 2013, March 12, 2015, December 10, 2020

The board is committed to providing an environment at each school that is safe, orderly, and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment).

Pursuant to federal and State Board of Education requirements, the board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school.

A. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. A. Violent Criminal Offenses

Violent criminal offenses are the following crimes:

- a. homicide;
- b. assault resulting in serious bodily injury;
- c. assault involving use of a weapon;
- d. rape;
- e. sexual offense;
- f. sexual assault;
- g. kidnapping;
- h. robbery with a dangerous weapon; and
- i. taking indecent liberties with a minor.

2. A. Persistently Dangerous School

A persistently dangerous school is a school in which:

- a. at least two violent criminal offenses were committed with a rate of five or more such offenses per 1000 students during each of the two most recent

school years; and

b. the conditions that contributed to the commission of such offenses are determined by the State Board of Education as being likely to continue into another school year.

3.Á Eligible Transfer School

An eligible transfer school is a school that is not designated as a persistently dangerous school, that offers instruction at the student's grade level, and that the superintendent has identified as eligible for unsafe school choice transfer.

B. IDENTIFICATION OF SCHOOLS AS PERSISTENTLY DANGEROUS

1.Á Conditions Contributing to the Commission of Violent Criminal Offenses

For any school in which at least two violent criminal offenses and five or more such offenses per 1000 students were committed on school property during each of the two most recent school years, the board will determine whether any changes need to be made in the school- or system-level school safety procedures. The superintendent shall report to the State Board of Education any conditions in the school that may have contributed to the commission of the violent criminal offenses and any plans that the board has to eliminate such conditions.

2.Á Probationary Schools

If the State Board of Education determines that a school should be placed on probation, during the probationary year the principal and school improvement team shall implement strategies to protect students from violent criminal offenses and to deter future offenses from occurring. Such strategies must be incorporated into the school improvement plan. As necessary, the superintendent may request assistance from the Department of Public Instruction to help identify strategies for implementation.

3.Á Persistently Dangerous Schools

If the State Board of Education determines that a school is a persistently dangerous school, the superintendent shall assign personnel from the central office to review safety procedures at the school. The central office team also shall assist the school with creating and implementing a corrective action plan for the school. The corrective action plan should be based on an analysis of the problems at the school, should include strategies to improve safety at the school, and should identify any system-level policies and procedures that need to be modified. Any strategies identified for the corrective action plan should be incorporated into the school improvement plan.

Pursuant to the unsafe school choice transfer procedures provided below, a student who attends a persistently dangerous school will be allowed to transfer to another school that the superintendent has designated as an eligible transfer school.

As deemed appropriate, the board will pursue any appeals process available for review of a school's designation as probationary or persistently dangerous.

C. VICTIM OF A VIOLENT CRIMINAL OFFENSE

A student shall be considered the victim of a violent criminal offense when the following criteria are met:

- 1.Ā the principal determines, based upon reasonable evidence, that the student has been the victim of any of the applicable offenses identified in this policy; and
- 2.Ā the offense occurred while the student was on the grounds of the public school that he or she attends.

Pursuant to the unsafe school choice transfer procedures provided below, a student who is a victim of a violent criminal offense shall be allowed to transfer to another school that the superintendent has designated as eligible for transfer.

D. TRANSPORTATION

Parents who decide to transfer their child pursuant to this policy are responsible for transportation of their child to the receiving school.

Legal References: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. 7912; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://files.eric.ed.gov/fulltext/ED494736.pdf>; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202.1, -202.2, -202.4; 115C-36, -105.27, -366, -367; 16 N.C.A.C. 6E .0107; State Board of Education Policy SSCH-006

Cross References: School Safety (policy 1510/4200/7270), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), School Assignment (policy 4150)

Adopted: December 10, 2020

Revised: March 10, 2022

The board is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE). When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and DCDEE.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board of education supports all employees who in good faith make a report under North Carolina's mandated reporting laws.

The superintendent shall develop any necessary procedures for making a report or otherwise implementing this policy.

A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

- 1.Ā a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual conduct with or involving a child);
- 2.Ā an offense that inflicts serious bodily injury or serious physical injury upon the child by nonaccidental means;

- 3.Ā an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
- 4.Ā misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment

occurring in a child care facility is legally required to report the case to DCDEE.

A “child care facility” includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child’s care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

D. DUTY TO REPORT LICENSED EMPLOYEES TO THE STATE BOARD OF EDUCATION

In addition to the other reporting requirements of this policy and in accordance with Section F of policy 7130, Licensure, administrators shall report to the State Board of Education certain misconduct by licensed employees (1) involving physical injury to or sexual contact with a child, (2) justifying automatic revocation of the employee’s license, or (3) resulting in certain criminal charges, when such misconduct results in termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation.

E. COOPERATION WITH STATE AND LOCAL AGENCIES

- 1.Ā The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
- 2.Ā Employees shall cooperate fully with agency personnel conducting an investigation.

- 3.Ā In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
- 4.Ā In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
- 5.Ā In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
- 6.Ā Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
- 7.Ā Any confidential information disclosed by the investigating agency to employees must remain confidential and may be rediscovered only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

F. SHARING INFORMATION WITH OTHER AGENCIES

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS

In accordance with G.S. 115C-47(65) and State Board of Education Policy SHLT-003, the school system will provide information on child abuse and neglect, including age-appropriate information on sexual abuse, to students in grades 6 through 12. Such information will be provided in the form of (1) a document given to all students in grades 6 through 12 at the beginning of each school year, (2) a display posted in visible, high-traffic areas throughout each secondary school, and (3) a video produced by the Center for Safer Schools shown to all students in grades 6 through 12 no more than five days after the first day of the school year.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-12(47), -47(65), -270.35(b), -326.20, -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0608; 16 N.C.A.C. 6D .0403; State Board of Education Policy SHLT-003

Cross References: Professional and Staff Development (policy 1610/7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700), Licensure (policy 7130)

Adopted: September 10, 2020

Revised: September 12, 2021, August 11, 2022, February 9, 2023, January 11, 2024, August 13, 2024, August 14, 2025

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety rules for interscholastic athletic competition adopted by the State Board of Education as required by G.S. 115C-407.57 and initially established in the Gfeller-Waller Concussion Awareness Act of 2011. The superintendent or designee shall develop plans consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES

All high school student-athletes and parents of high school student-athletes must view the CrashCourse concussion education video prior to each sport season.

C. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

D. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-407.57 and any other applicable law or State Board policy or

rule.

E. RETURN TO LEARNING

The superintendent or designee shall develop a plan that meets all the requirements of the State Board of Education for addressing the needs of students in grades Pre-K through 12 who suffer concussions. The superintendent or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return-to-learn issues and other concerns related to concussion and brain injuries. Parents and students must be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

F. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-407.58, and (5) compliant with any other requirements of state law and State Board policy or rules.

G. ATHLETIC TRAINERS AND FIRST RESPONDERS

Each high school principal shall designate at least one licensed athletic trainer or first responder who meets the requirements of state law and State Board of Education policy. The principal shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the superintendent or designee, including, but not limited to, attendance at football games and practices and wrestling matches and tournaments and compliance with all applicable training and certification requirements.

To the extent funding and resources are available, the superintendent shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all high school and middle school sports.

H. RECORDKEEPING

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy or rules.

The superintendent's report to the board on compliance with laws and policies related to

student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See subsection F.4 of policy 6140, Student Wellness.)

Legal References: G.S. 90 art. 34; 115C-12(23), -407.55, -407.57, -407.58, -407.70; S.L. 2011-147; 16 N.C.A.C. 6E .0205, .0206; State Board of Education Policies ATHL-000, ATHL-003, SHLT-001; N.C. High School Athletic Association Handbook, available at <https://www.nchsaa.org/handbook>

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website, <https://gfellerwallerlaw.unc.edu/>; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <https://webservices.ncleg.gov/ViewDocSiteFile/16567>

Adopted: December 8, 2011

Updated: April 10, 2014, July 14, 2016, September 14, 2017, August 13, 2020, August 12, 2021, March 9, 2023, August 13, 2024

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Adopted: December 8, 2011

Updated: April 10, 2014, July 14, 2016, September 14, 2017, August 13, 2020, August 12, 2021, March 9, 2023, August 13, 2024

The board recognizes that an effective staff is critical to the smooth operations of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. For the purposes of this policy, the term "school administrator" is defined as a principal, assistant principal, supervisor, or director whose major function includes the supervision of teaching or any other part of the instructional program.

A. STANDARD FOR INITIAL, EXTENDED, OR RENEWED CONTRACTS

School administrator contracts will be granted, extended, or renewed only for individuals of proven ability who strive for excellence. School administrators should be able to facilitate student learning and effectively carry out the responsibilities of providing for school safety and enforcing student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract, or renewing a contract with evaluation data, as described in policy 7810, Evaluation of Licensed Employees, or with regard to applicants, with data from the selection process as provided in policy 7100, Recruitment and Selection of Personnel. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures and other applicable legal requirements.

B. TERM OF CONTRACT**1.À Initial Contracts**

Initial contracts between a school administrator and the board will be for a term of two to four years. Four-year initial contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two-year initial contracts will be granted for individuals who do not have experience as school administrators. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal's license.

2.À Subsequent Contracts

Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

C. PERFORMANCE EXPECTATIONS

An employee who has a school administrator contract with the school system is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in policy 1610/7800, Professional

and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal, and in accordance with statutorily prescribed procedures.

D. PROCEDURE FOR NEW, RENEWED, OR EXTENDED CONTRACTS

- 1.Ā Decisions of the superintendent and board with regard to recommendations and offers and decisions not to recommend or offer new, renewed, or extended contracts will be made in accordance with G.S. 115C-287.1.
- 2.Ā If the superintendent decides not to recommend that the board offer a school administrator a new, renewed, or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.
- 3.Ā In considering a recommendation of the superintendent to offer a school administrator a new, renewed, or extended contract, the board may review any information that was in the employee's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the administrator of the board's concerns and of the additional information that it is considering and provide an opportunity for the employee to respond to the additional information.

Legal References: G.S. 115C-36, -47(18), -270.20(b), -287.1, -289, -325.1 *et seq.*; *Tobe-Williams v. New Hanover Co. Bd. of Educ.*, 234 N.C. App. 453, 759 S.E.2d 680 (2014)

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

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

Revised: May 11, 2000, November 10, 2005, June 14, 2012, February 12, 2015, June 8, 2017

Procedures for Closing School Due To Inclement Weather

In addition to posting information on closing on the official website for Asheboro City Schools (www.asheboro.k12.nc.us), school closing information will be released to the following news media and social media sites:

TV: WFMY (2) WGHP (8) WXII (12) Spectrum News

SOCIAL MEDIA: Facebook (ACSBBlueComets) Twitter (@AsheboroSchools) Instagram (@asheboro_city_schools)

**There will be approximately a 45-minute delay between elementary and secondary dismissals in order for the buses to make their double runs.*

Makeup for Inclement Weather

Asheboro City Schools may determine that inclement weather make-up time is required. Days generally reserved include Teacher Workdays and Annual Vacation Leave Days. Make-up days will be utilized according to the educational needs and instructional programs of the Asheboro City Schools. Students, parents, and staff should plan accordingly.

Potential make-up days for staff and students may include:

Workdays:

Vacation/Annual Leave:

Saturdays: Only by Board Addendum

Saturdays: Only by Board Addendum

Feedback

- * First day back being optional
- * Fall Break
- * October 29th moved to November 1st

	Proposed Draft
Total Staff Days	215
Holidays	11+1
Annual Leave	10
Workdays	18
1st Quarter Days	44
2nd Quarter Days	44
3rd Quarter Days	44
4th Quarter Days	44
Total Student Days	176
Total Hours	1056
Early Release Days	4
Early Release Hours	12
Net Hours	1044
Banked Hours	19

	Proposed Draft
Total Staff Days	215
Holidays	11+1
Annual Leave	10
Workdays	18
1st Quarter Days	44
2nd Quarter Days	44
3rd Quarter Days	44
4th Quarter Days	44
Semester One Days	88
Semester Two Days	88
Total Student Days	176
Total Hours	1056
Early Release Hours	-12
Net Hours	1044
Banked Hours	19

ACS 2027-2028 Calendar Proposal

January 8, 2026

Michelle Harger
Director of Support Services

Calendar Committee

Board Members
Ms. Calloway & Ms. Cassidy

**District
Administrators**

Parents & Guardians

Teachers / Staff

The committee met virtually December 3rd and December 10th



School Calendar Legislation

School Calendars must meet the following requirements:

Start date no earlier than the Monday closest to August 26

Cover at least nine (9) calendar months

Must have a minimum of 185 days or 1,025 hours of instruction

Must have at least nine (9) teacher workdays

Two (2) designated workdays on which teachers may take accumulated vacation leave

Minimum of ten (10) annual vacation leave days

Same or equivalent number of holidays as required by the State Personnel Commission for State Employees (11 Holidays + July 4)

End date no later than the Friday closest to June 11

Must include 215 Teacher/Staff days



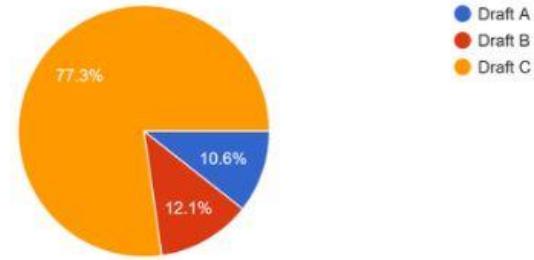
Process & Feedback

- The calendar committee began by reviewing 3 rough drafts which included current state legislation guidelines
- Feedback was discussed among the committee
- A survey to collect feedback was sent to all stakeholders

Focus areas in preferred draft:

- Optional First Day back
- Fall Break in October
- Teacher Workday in Early November

Which calendar draft do you prefer?
66 responses



Proposed Calendar

Asheboro City Schools Calendar 2027-2028 DRAFT



Proposed Draft

	Proposed Draft
Total Staff Days	215
Holidays	11+1
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Workdays	18
1st Quarter Days	44
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Key Elements in Proposed Draft



First day for teachers is
an optional workday



Fall Break in October



Teacher Workday in
early November



Last day of school &
Graduation on Friday, June 2nd.



Questions?

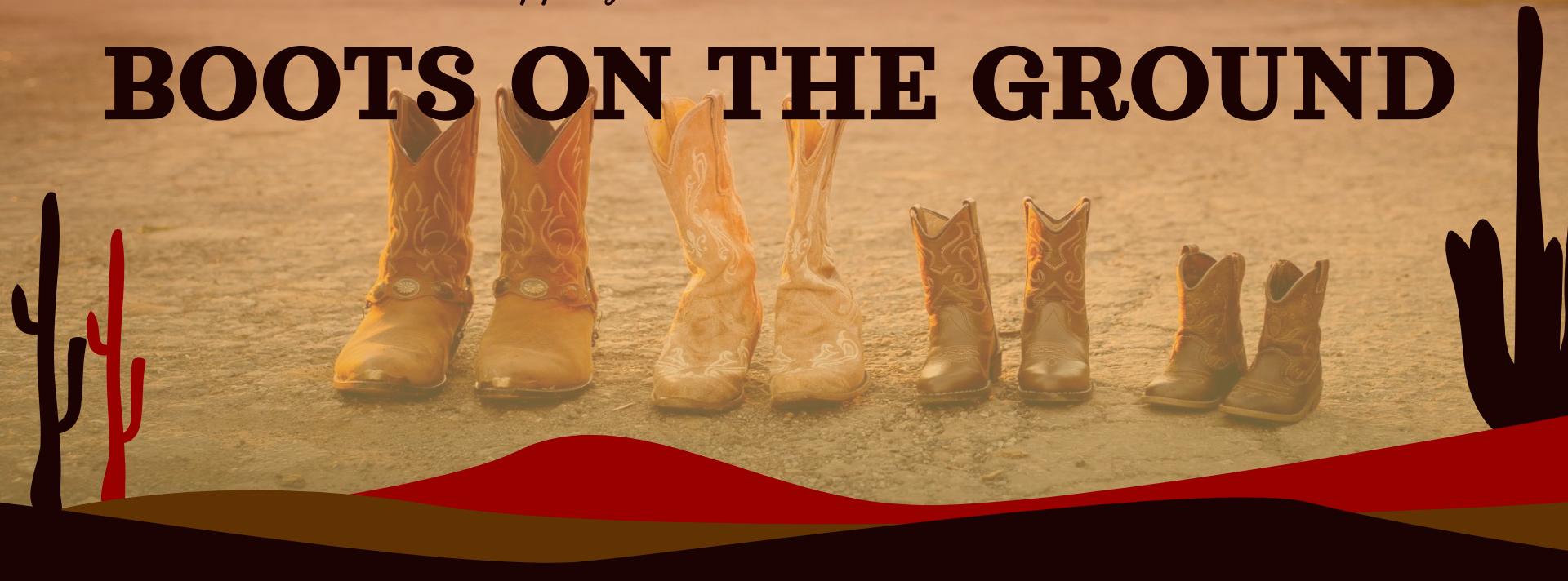




Balfour Elementary School

Stepping into 2025-2026 with

BOOTS ON THE GROUND



CONTINUOUS IMPROVEMENT PLAN

ACS BOE Presentation

January 8th, 2026





GOAL 1: Consistency

Strengthen instructional consistency by building teacher capacity in content knowledge, data-driven practices, and aligned instructional delivery to ensure all students receive high-quality, rigorous, grade level instruction.



No matter
how
you feel.
Get up.
Look up.
Show up.
Never give
up.



GOAL 1 PROGRESS TO DATE:

- **Collaboratively designed observation tools to support teacher growth and development**
 - 190 Kick-Up walkthroughs that provide immediate feedback
 - 4 observation tools utilized (Balfour Learning Tool, UFLI Fidelity Checklist, Learning Environment and Visual Supports)
- **Flexible grouping during K-2 literacy blocks to both close gaps and extend content knowledge.**
 - Weekly UFLI progress monitoring and mclass data is used for decision making on student placement.
 - Mclass progress monitoring trends show that 172 out of 283 students in kindergarten through second grade are on track to meet their MOY goals.

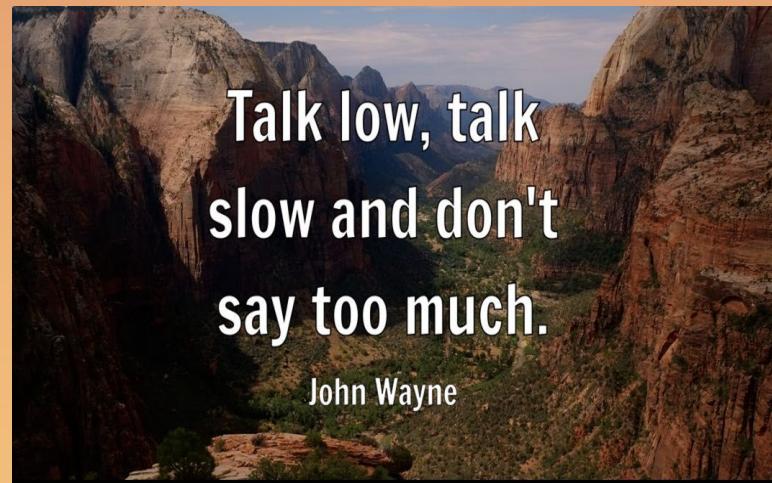
GOAL 1 PROGRESS TO DATE:

- **Rigorous and relevant math PD for grades 3-5 to build capacity.**
 - 3-5 Teachers have had 24 hours of PD from Dr. Floyd on research based math pedagogy that focuses on **mathematical discourse** and **access** for **all** students in the learning process.
 - 53 walkthroughs have been done during math blocks with over 50% demonstrating quality implementation of instructional math routines and 42 of 53 walkthrough show student engagement at 80% or higher based on observer count.



GOAL 2: Coherence

Establish a coherent protocol for communication that reinforces aligned behavioral and instructional expectations to ensure clarity and shared understanding among students, staff, and families.



GOAL 2 PROGRESS TO DATE:

- **Updated behavioral matrix with video resources for cohesive school wide use.**
 - Completed by the school leadership team members and used by all staff for teaching behavioral expectations and routines in common areas/spaces
- **Structured norms for CASA and planning to focus on alignment of tier 1 instruction and intervention.**
 - CASA meetings have been held consistently at least twice per month for every grade level, focusing on classroom trends and the efficacy of CORE instruction as evidenced by CFAs.
 - Additional MTSS meetings have been held monthly focused on individual student responses to instruction
 - We have collaboratively discussed and problem solved for 73 students across grades K-5 in MTSS since September providing appropriate interventions for academics, speech, and/or behavior as needed.

GOAL 2 PROGRESS TO DATE:

- **Uniform parent communication from all grade level teams**
 - In School Status ~48,469 texts sent, 797 calls and 877 emails
 - Monthly newsletters from each grade level disseminated to families via school status. These are not teacher specific, but cohesive and aligned for the whole grade level.
 - Interim reports are also aligned across grade level teams where previously, individuals used different formats for the interim report in grades K-2.
- **Meaningful plan for home-connect resources and low-burden homework to support instructional goals.**
 - Partially Complete

GOAL 3: Belonging

Balfour Elementary will implement intentional, tiered strategies to foster student belonging, including the celebration of individual and group achievements, structured relationship-building systems, and community partnerships that support student connection and school pride.



GOAL 3 PROGRESS TO DATE:

Create community, build “buy-in”, and cultivate a sense of pride.

- Social media and school displays have been utilized to showcase and celebrate what's great about Balfour and its community.
- Spirited grade levels assemblies focused completed in the first quarter of the school year
- Dress-up spirit days (on which the students & families voted) have had excellent participation!

Take action for students who lack a sense of belonging at Balfour.

- School Counselor meets with groups for lunch buddies
- Newly assigned Kintegra therapist supports the social, emotional, and mental health needs of referred students.

GOAL 3 PROGRESS TO DATE:

- **Creative and equitable use of school volunteers and partner agencies.**
 - Partially complete; volunteers have:
 - Planted and maintained the gardens at the front entrance of the school
 - Repaired the brick walls at the front entrance of the school
 - Provided teacher appreciation gifts and/or treats throughout the school year.
 - Provided prizes and incentives for student academic and behavioral success.
 - Provided academic support and mentorship in select classrooms through CIS and Class Act.

Next Steps...



NEXT STEPS:

Consistent updates needed to webpage for parental resources; particularly the timely inclusions of monthly newsletters for parents to reference.

Establish a protocol for what occurs at tier 1, tier 2, and tier 3 after completing relationship mapping at BOY and MOY that outlines Bulldog Buddies (peer to peer or student to staff)

Continue to develop a meaningful plan for home-connect resources and low-burden homework to support instructional goals

Complete a mid-year review of behavioral matrices and schoolwide expectations at grade level assemblies which promote student buy-in and school pride.

QUESTIONS?

The full CIP is available in NCSTAR and can be accessed from this link with the following credentials:

View the “Comprehensive Plan” Report.

Guest Username: GuestS17122

Guest Password: GuestS17122





Charles W. McCrary Elementary CIP Goals - Update

January 8, 2025



Goal 1 - Belonging

All teachers will create a safe, inclusive environment where every student feels a strong sense of belonging, acceptance, and support. All teachers will implement intentional strategies that foster inclusivity and meet the unique academic, social, and emotional needs of students.

Goal 1 Progress



Progress Update:

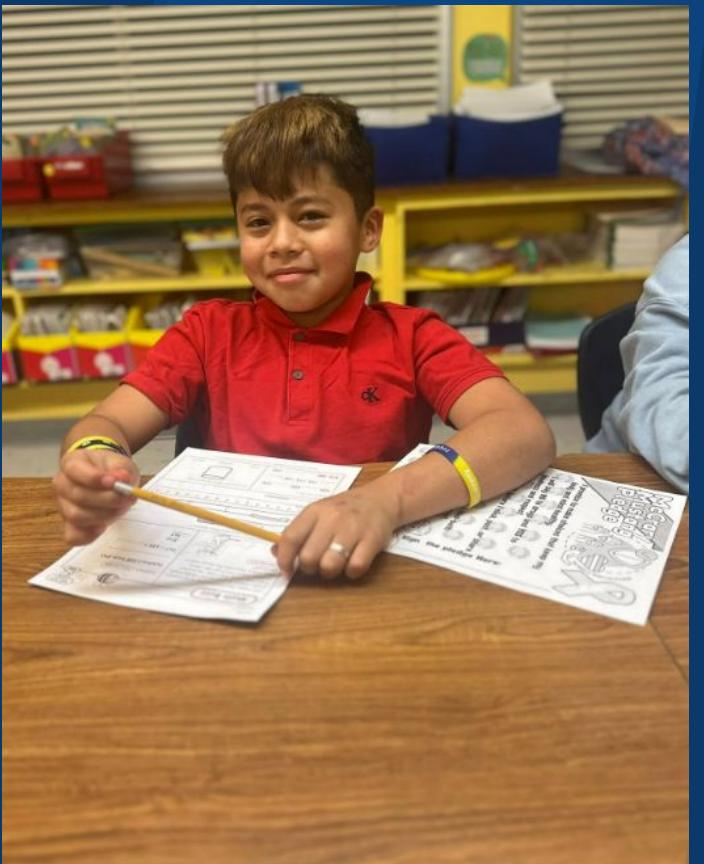
- All certified staff completed Classroom Environment PD led by our IF, Laura King, at the beginning of the year
- All classrooms have a daily SEL lesson, which is built into the master schedule
- All classrooms K-3 have regular guidance lessons with Ms. Williams, our school counselor, as a part of their regular specials rotation. 4th/5th have lessons as requested by classroom teachers.

Key Data Points:

- **100%** of classrooms engage in daily SEL lessons
- **60** walkthroughs conducted on classroom learning environment in the first month of school
- **97%** of classrooms showed strong classroom expectation implementation in the first month of school
- **7** referrals have been made to our new Kintegra therapist that started at the end of November

Next Steps:

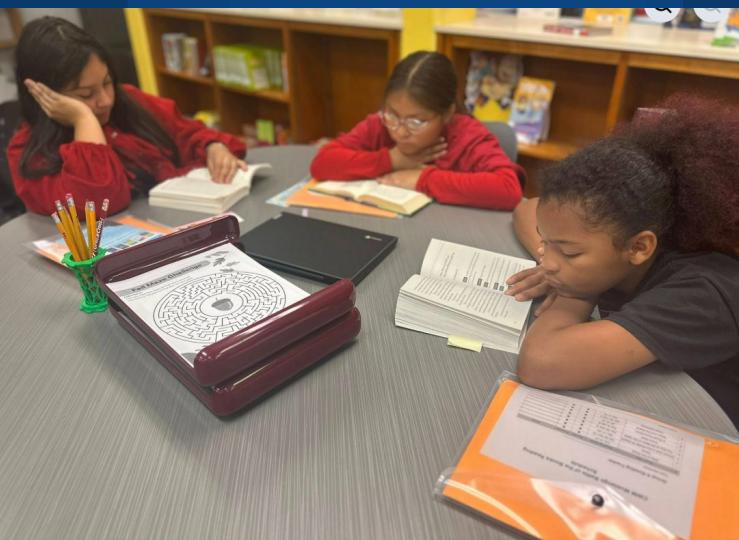
We have begun conducting one minute conferences with students to see how they are feeling about school at the end of the first semester. We are planning to have teachers complete a relationship mapping spreadsheet to compare to student responses, and identify students that may be at risk for not feeling connected to someone at school. We will then address this moving into second semester by assigning an adult to these students to begin checking in with them on a regular basis.



Goal 2 - Consistency

All staff will consistently implement high quality, grade-level content by using aligned curriculum resources, including intervention materials. Teachers will use weekly CASA meetings to analyze student data, identify ways to meet student needs and apply instructional strategies to improve student success.

Goal 2 Progress



Progress Update

- **Weekly Planning** - Teachers meet weekly to plan for core instruction. This is supported by Ms. King, our IF, and Ms. Johnson, Early Literacy Specialist.
- **Instructional Materials** - All teachers are utilizing district-approved materials for instruction. These include Benchmark Advance, Illustrative Math, UFLI, Heggerty, and materials from the Science House.
- **Assessments** - Assessments are aligned to standards and are reflective of the rigor that students will encounter on EOG assessments.
- **Targeted PD to support ML learners** - led by Ms. Patton, Ms. Stines and Ms. Johnson over 3 different sessions, with targeted strategies for writing and academic vocabulary

Key Data Points

- **135** walkthroughs have been documented in KickUP
- **100%** of literacy lessons reflected high quality, aligned content instruction and high student engagement
- **99%** of students are engaged in the work in math from the start of the lesson to the finish.
- **95%** of math lessons provided opportunities for all students to work with and practice grade-level problems and tasks and reflected students doing the majority of the work.
- **5** teachers have engaged in coaching cycles with our IF

Next Steps

McCravy will continue to strengthen core instruction in math and reading. High level questioning and student discourse opportunities will continue to be an area of focus. Continued support from Ms. Stines and Ms. Johnson will also be provided as we continue to learn and incorporate additional strategies to support our ML students. These strategies will also be beneficial for all students. As we begin giving Check Ins, we will also use this data to adjust instruction and reteach areas that need to be addressed.



Goal 3 - Coherence

By June 2026, 100% of staff will implement school-wide systems and instructional practices that enhance the learning environment by:

- establishing and maintaining clearly defined routines and procedures in every classroom
- delivering high-quality, grade-level content aligned to curriculum expectations
- engaging in weekly collaborative planning to analyze student work and adjust instruction
- providing regular communication with parents/families about expectations.

Goal 3 Progress



Progress Update:

- Implemented CWM Instructional Expectations and created a walkthrough tool to monitor progress in classroom instruction
- All classroom teachers meet weekly for CASA with our IF to analyze data, engage in PD, or plan instruction. They also problem-solve students that are not performing at the expected level and plan for small group instruction to address these needs.
- All Behavior Queen sessions completed by staff by Oct. 31, 2025
- All grade levels and our specials teachers send out monthly newsletters that contain units of study and resources for parents
- Behavior data shows positive trends in both office referrals and minors as compared to last year

Key Data Points:

- **100%** of classrooms show evidence of strategies implemented from Behavior Queen training in walkthroughs conducted
- **100%** of classrooms have Courtesy Contracts posted, along with non-negotiables and replacement behaviors
- **Behavior data trends:**
 - Referrals are down 32% from last year
 - Minors are down almost 17% from last year
- 100% of Instructional Expectations walkthroughs show that the lesson was aligned to standards and lesson pacing and structure support progress toward mastery

Next Steps:

We will continue to meet weekly in CASA to analyze student data and make instructional decisions based on our findings. We will also continue to use strategies from Behavior Queen training to keep students on track for learning. Data from the mid-year student survey will also be used to monitor student ownership of learning. We also plan to begin having our specialists attend CASA more regularly to foster collaboration between them and classroom teachers in serving our ML and EC students.



Questions



Asheboro City Board of Education Meetings

2025-2026 Meeting Schedule - Updated January 202*

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

All regular monthly meetings begin at 6:30 p.m. (unless otherwise posted)

July 10, 2025 (work session 12:30-5:00 p.m.- COBR, board meeting 6:30 p.m.- PDC)
July 24, 2025 - 5:30 p.m. (special called meeting - central office boardroom)
August 14, 2025
September 11, 2025
October 16, 2025 (NCSBA Fall Law Conf. is Oct. 8-10)
November 13, 2025
December 11, 2025
January 8, 2026
February 12, 2026 (with Randolph County Commissioners, 5:00 p.m., board meeting 6:30 p.m.)
February 21, 2026 (Board Retreat)
March 19, 2026 (includes budget meeting 5:00 p.m., board meeting 6:30 p.m.) (COSSBA is the week before)
April 16, 2026 (Spring Break is April 6-10) (includes budget approval meeting @ 5:00)
May 14, 2026
June 11, 2026
June 25, 2026 (special called meeting - central office boardroom)

Policy and Finance Committee Meetings precede the regularly scheduled Board of Education meetings begin at 5:30 p.m. unless otherwise posted.

CALENDAR OF UPCOMING EVENTS - January 8, 2026 Board Meeting

Monday, January 19	All Day	Holiday	All Schools
Tuesday, January 20- Wednesday, January 21	All Day	Required Teacher Workday	All Schools
Wednesday, January 29	5:30-7:00 p.m.	South Asheboro Middle School Family Engagement Night	South Asheboro Middle School
Monday, February 2	6:00 p.m.	Randolph County Commissioners	Old Historic Courthouse
Tuesday, February 3	6:00 p.m.	District Spelling Bee	North Asheboro Middle School Theater
Thursday, February 12	5:00-6:30 p.m.	ACS Board of Education & Randolph County Commissioners Joint Meeting	Professional Development Center
Thursday, February 12	6:30 p.m.	Board of Education Meeting	Professional Development Center
Monday, February 16	All Day	Required Teacher Workday	All Schools
Thursday, February 19	4:30-6:30 p.m.	Balfour Family Engagement Night	Balfour Elementary School
Thursday, February 19	5:00-6:00 p.m.	Teachey Family Engagement Night	Guy B. Teachey Elementary School
Thursday, February 19	5:00-6:30 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Friday, February 20	6:00 p.m.	All County Band	AHS Performance Arts Center
Thursday, February 26	5:30-7:00 p.m.	McCrary Family Engagement Night	Charles W. McCrary Elementary School