

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
November 13, 2025
6:30 p.m.

5:45 p.m. Policy Committee
6:15 p.m. Finance Committee

I. Opening

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

II. Special Recognitions

- A.** Points of Pride – Ms. Chandra Manning, Director of Communications & Talent Development
- B.** EC Educators of Excellence – Mr. Melvin Diggs, Director of Exception Children
- C.** NC FAME Elementary STEAM Challenge – Ms. Sarah Beth Cox, Director of Career & Technical Education
- D.** Recognition of Board Members – Dr. Aaron Woody, Superintendent

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

IV. Public Comments

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

V. *Consent Agenda

- A.** Approval of Minutes for October 16, 2025, Board of Education Meeting
- B.** Policies Recommended for Approval:
 - Policy 2110 Board Member Elections
 - Policy 3210 Parental Inspection of and Objection to Instructional Material
 - Policy 3510 Religious-Based Exemptions from School Programs
- C.** Personnel

VI. Information, Reports, and Recommendations

- A.** Policies for Review – Ms. Gayle Higgs, Chief Human Resource & Support Services Officer
 - 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
- B. Children's Internet Protection Act (CIPA) Review - Mr. Anthony Woodyard, Chief Information Officer

VII. *Action Items

- A. District and Secondary Schools Continuous Improvement Plans (CIP) Approval – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent
- B. 2025-2026 Budget Approval – Ms. Sandra Spivey Ayers, Chief Financial Officer

VIII. Board Operations – Chairman Baxter Hammer

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

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
November 13, 2025
6:30 p.m.

Addendum

5:45 p.m. Policy Committee
6:15 p.m. Finance Committee

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

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

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ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
October 16, 2025

Policy Committee

Committee Members Present:

Gidget Kidd, Policy Committee Chair
Melissa Calloway
Ryan Patton, Vice Chairman
Baxter Hammer, Chairman

Adam Hurley
Hailey Lee

Linda Cranford

Other Board Members Present:

Hilda DeCortez

Michael Smith

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody
Scott Eggleston, Attorney

Gayle Higgs

Michelle Harger

The meeting was called to order at 5:00 p.m. by Gidgett Kidd, Policy Chair. Gayle Higgs reviewed the following policies:

- **1310/4002 Parental Involvement**
 - *Response from Mr. Eggleston: "S.L. 2025-84, Sec. 3.4; G.S. 115C-76.110, states the public school unit SHALL adopt this policy. We don't have a choice to not adopt it, even if we don't allow this activity."*
 - Legal Authority Involved: S.L. 2025-84, Sec. 3.4; G.S. 115C-76.110
 - Adds a reference to the new state law requirement that a school receive parental permission before allowing students to share sleeping quarters with a member of the other biological sex, other than an immediate family member, during any activity or event authorized by the school
 - Updates the legal references
 - Updates the cross references
- **3320 School Trips**
 - *Response from Mr. Eggleston: "S.L. 2025-84, Sec. 3.4; G.S. 115C-76.110, states the public school unit SHALL adopt this policy. We don't have a choice to not adopt it, even if we don't allow this activity."*
 - Legal Authority Involved: S.L. 2025-84, Sec. 3.4; G.S. 115C-76.110
 - In accordance with a new state law, prohibits students from sharing sleeping quarters with anyone of the other biological sex during a school trip unless (1) the member of the other biological sex is the student's immediate family member or (2) the parents of all students sharing the sleeping quarters have provided written permission to the school
 - Updates the legal references
- **3620 Extracurricular Activities and Student Organizations**
 - *Response from Mr. Eggleston: "S.L. 2025-84, Sec. 3.4; G.S. 115C-76.110, states the public school unit SHALL adopt this policy. We don't have a choice to not adopt it, even if we don't allow*

this activity.”

- Legal Authority Involved: S.L. 2025-84, Sec. 3.4; G.S. 115C-76.110
- In accordance with a new state law, prohibits students from sharing sleeping quarters with anyone of the other biological sex during any activity or event authorized by the school unless (1) the member of the other biological sex is the student's immediate family member or (2) the parents of all students sharing the sleeping quarters have provided written permission to the school
- Updates the legal references
- **4318 Use of Wireless Communication Devices**
 - Adds “Academic” language to the first paragraph per committee request on 9/11/25.
 - Legal Authority Involved: S.L. 2025-38, Sec. 3; G.S. 115C-76.100
 - Adds Section A and updates new Section B to incorporate legal requirements.
 - Makes editorial changes throughout the policy.
 - Updates the legal references.
- **5024/6127/7266 Emergency Epinephrine Auto-Injector Devices**
 - Legal Authority Involved: S.L. 2025-60, Sec. 4; G.S. 115C-375.2A
 - Changes “epinephrine auto-injector device” to “epinephrine delivery system” in order to include epinephrine nasal sprays
- **5070/7350 Public Records - Retention, Release, and Disposition**
 - Legal Authority Involved: S.L. 2025-73, Sec. 2; G.S. 115C-320
 - Updates the description of public record information in employee personnel files in accordance with a change to state law
- **6125 Administering Medicines to Students**
 - Legal Authority Involved: S.L. 2025-73, Sec. 2; G.S. 115C-320
 - Changes “epinephrine auto-injector device” to “epinephrine delivery system” in order to include epinephrine nasal sprays
- **6340 Transportation Service/Vehicle Contracts**
 - Legal Authority Involved: S.L. 2025-47, Sec. 12; G.S. 115C-332(j) and (k)
 - References the criminal history check requirement in policy 7100, Recruitment and Selection of Personnel
 - Updates the legal references
 - Updates the cross references
- **7100 Recruitment and Selection of Personnel**
 - Legal Authority Involved: S.L. 2025-47, Sec. 12; G.S. 115C-332(j) and (k)
 - Adds statutory information about criminal history checks
 - Reorganizes Section C
 - Updates the legal references
- **7820 Personnel Files**
 - Legal Authority Involved: S.L. 2025-73, Sec. 2; G.S. 115C-320
 - Updates the description in subsection F.1 of public record information in employee personnel files in accordance with a change to state law
 - Creates a new Section G regarding information about central office employees that must be posted online
- Started discussion on the creation of a Student Board Members policy.

The meeting was adjourned at 6:02 p.m. by Gidget Kidd, Policy Chair.

Board of Education

Board Members Present:

Baxter Hammer, Chairman
Gidget Kidd
Phillip Cheek
Scott Eggleston, Attorney

Ryan Patton, Vice Chairman
Linda Cranford
Adam Hurley

Melissa Calloway
Michael Smith
Hilda DeCortez

Board Members Absent:

Hailey Lee

Staff Members Present:

Dr. Aaron Woody
Deanna Wiles
Sandra Spivey Ayers
Angel Etheridge
Chris Burian
Melvin Diggs

Gayle Higgs
Chandra Manning
Dr. Ana Floyd
Jody Cox
Graham Groseclose
Michelle Harger

Anthony Woodyard
Dr. Christina Kinley
Sarah Beth Cox
Dr. Ryan Moody
Elizabeth Pack

Opening

Chairman Hammer called the meeting to order at 6:30 p.m. and welcomed all in attendance. Chairman Hammer opened the meeting with a moment of silence. Chairman Hammer then introduced a student from South Asheboro Middle School to lead the Pledge of Allegiance.

Upon motion by Phillip Cheek and seconded by Hilda DeCortez, the board voted unanimously to approve the meeting agenda.

Special Recognitions

- A. Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE), recognized Cone Health for their support of our summer internship program. Ms. Cox introduced Ms. Susan Hussey, Assistant Director of the Cone Health Cancer Center, and shared how Cone Health supported five Asheboro High School interns and helped them gain hands-on experience in the healthcare field. The student interns were in attendance and shared their experience at Cone Health.
- B. Ms. Chandra Manning, Director of Communications & Talent Development, presented Points of Pride, which featured a variety of student, staff, and district highlights. These included:

Middle School STEM Challenge by NC FAME

The Girls in STEM competition was hosted by NC FAME at Mendenhall Middle School on October 3. There were over 70 teams that competed, including six teams from North Asheboro Middle School and South Asheboro Middle School. The challenge was to engineer a device to protect an egg in the Egg Drop Challenge. Both schools tied for fourth place.

Second Graders Swimming

Asheboro City Schools' second graders are making a splash at the swimming program with the Randolph-Asheboro YMCA. Students are learning essential water safety skills.

NAMS Teacher

North Asheboro Middle School teacher, Ryan Gibbs, traveled to Poland last summer with other NC Educators for nine days to study the Holocaust.

ACS Educators Sharing Great Things

Several of our school staff and administrators have been presenting at regional, state, and even national conferences, which included PTEC, NC School Library Media Association (NCSLMA) and National Council of Supervisors of Mathematics (NCSM).

October Celebrations & Recognitions

Several celebrations are occurring across the district this month, including Principals Month, School Custodian Day, Hispanic Heritage Month, National Advanced Manufacturing Day, National Coaches Day, and School Lunch Week.

Superintendent's Report

Dr. Woody shared the following:

Homecoming Week

This week marks Homecoming in ACS! Each campus has celebrated with themed events and activities throughout the week. The festivities will culminate with a pep rally for high school students tomorrow at 2:00 p.m., followed by our annual Homecoming Parade at 4:30 p.m. in downtown Asheboro. The Blue Comets will take the field tomorrow night at 7:30 p.m. at Lee J. Stone Stadium to face Eastern Guilford.

Visit from State Superintendent Mo Green – Friday, October 17

We are honored to welcome State Superintendent Mo Green and several dignitaries to Asheboro City Schools tomorrow morning. The visit will begin promptly at 8:00 a.m. in our Global Innovation Center with brief introductions before visiting some of our innovative learning spaces.

Class ACT Initiative

Class ACT, our partnership with the Asheboro Faith Community, officially kicks off this Sunday, October 19, at 3:30 p.m. at the Asheboro Senior Association Center. Through this program, faith partners sponsor 50 classrooms across our elementary schools, providing volunteer support, classroom supplies, event assistance, and tutoring.

United Way Campaign

October is United Way season! ACS joins agencies, businesses, and organizations across the region in the annual fundraising campaign. Please reach out to me or any district leader with questions or ideas about our United Way efforts.

NC DPI Visits to Secondary Schools

Over the past several weeks, we've welcomed instructional support staff from the North Carolina Department of Public Instruction (NC DPI) into our secondary schools where we discussed ways to continue increasing rigor, engagement, and academic vocabulary.

Principal Check-Ins

Between September 22 and October 3, Dr. Woody met with principals to review professional development plans, discuss goals, and align strategies with our district priorities of academic excellence, safety, and family engagement.

School-Level Impact Meetings (New Initiative)

This fall, we introduced a new layer of district support — **School-Level Impact Meetings** — where district staff meet directly with each school's Instructional Leadership Team to discuss strengths and areas for growth. These meetings have been highly productive and valuable for both district and school teams.

Fall Law Conference – Asheville October 8–10

Six board members, along with Mrs. Higgs, Mrs. Spivey-Ayers, and Dr. Woody attended the annual NCSBA Fall Law Conference last week. Sessions covered shifting education laws and upcoming policy changes. It was an excellent opportunity to learn and represent Asheboro City Schools together.

October 16 Early Release Day

This week, we held our second early release of the year. All staff participated in meaningful professional development sessions aligned to district goals.

Learn to Swim Program

Our partnership with the YMCA continues to thrive. So far, students from Lindley Park, McCrary, and Teachey Elementary Schools have participated, and the feedback has been overwhelmingly positive. The program will continue through Thanksgiving.

End of First Quarter – October 30

October marks the end of the first quarter and we're seeing strong progress in classrooms and impressive growth across athletics, arts, band, chorus, and theater.

SAMS Construction Project Update

The North Carolina Department of Public Instruction has completed the design and architectural review for the SAMS project. We are now finalizing finishes in the second-floor classroom wings, and transitions in classroom placements have gone smoothly. Work on the expanded front office area will begin in the coming weeks.

Data Updates

As of October 16th:

***Grade 3 Beginning-of-Grade Proficiency:** Highest rate in five years and a strong indicator of early academic progress.

***Remediation and Retesting:** The State Board of Education recently approved flexibility for end-of-year retesting. This allows students to retest before summer break, with improved scores counting toward both proficiency and growth. This also saves resources previously spent on summer testing. Plans are being finalized and will be presented to the Board in November.

***Dropout Rate:** Dr. Kinley is working closely with Asheboro High School to finalize our dropout intervention report. The 2024–25 rate was 2.14%, and current tracking suggests we will drop below 2% this year, which is a significant achievement.

***Attendance:** Our average daily attendance rate stands at 95%. This reflects the success of our "Attendance Tuesday" initiative, improved "Infinite Campus" processes, and stronger communication between schools and families.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Gidget Kidd and seconded by Linda Cranford, the board approved the following items:

- A. Approval of Minutes for September 11, 2025, Board of Education Meeting
- B. Personnel (see list below)
- C. Overnight Field Trip – North Asheboro Middle School Student Council to Reidsville, NC-November 2025
- D. Low Performing Principal Recommendations

**Asheboro City Schools
Personnel Transactions
October 16, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Wood	Rachel Nanet	AHS	Exceptional Children	12/31/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Diener	Mary Lou	BAL	School Counselor (Part-Time)	08/14/2025
Dumas	Paula	CO	Bus Driver – Substitute	10/01/2025
Garcia	Deashacria	GBT	Instructional Assistant – EC	09/29/2025
Garner	Amy	AHS	School Counselor	10/31/2025
Kelly	Linda	AHS	Deaf and Hard of Hearing Teacher (Part-Time)	09/16/2025
Lewis	Brittany	AHS	School Counselor (Part-Time)	10/02/2025
Lewis	Brittany	AHS	School Counselor (Full-Time)	11/04/2025
Marini	Claudia	CO	Educational Diagnostician (Part-Time)	10/06/2025
Spivak	Phillip	CO	Bus Driver – Substitute	10/01/2025
Trogon	Denise	LP	Teacher (Part-Time)	08/25/2025
Whitaker	David	CO	IT Support Specialist	09/30/2025

***C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Robert	SAMS	SAMS EC IA TO DLL EC IA	09/15/2025
Delk	Gina	CO	Purchasing Agent to Administrative Assistant to Curriculum & Instruction	12/01/2025
Kidd	Robert	CO	Substitute Driver to Regular Driver (Part-Time)	09/22/2025
Rabon	Francia	DLL	DLL EC IA TO SAMS EC IA	09/15/2025
Wing	Charles	CO	Regular Driver to Substitute Driver	09/27/2025

**Asheboro City Schools
Personnel Transactions - ADDENDUM
October 16, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barclift	Tenisha	CO	Bus Driver	10/10/2025
Davila	Miriam	GBT	Instructional Assistant	10/24/2025
Lawrence	Patrick	NAMS	Exceptional Children	10/09/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
McBride	Makara	CO	Administrative Assistant to Support Services	11/03/2025
Trogon	Laura	BAL/NAMS	Speech Language Pathologist (Part-Time)	10/27/2025

Information, Reports, and Recommendations

- A. Ms. Gayle Higgs, Chief of Human Resources & Support Services Officer, presented the following Policies for Review:
- Policy 2110 Board Member Elections
 - Policy 3210 Parental Inspection of and Objection to Instructional Material
 - Policy 3510 Religious-Based Exemptions from School Programs
- B. Dr. Ana Floyd, Director of School Improvement & Professional Development, stated that the principal from each school would share their school's Continuous Improvement Plan (CIP) and Ms. Deanna Wiles, Director of Curriculum & Academic Support, would share the District Continuous Improvement Plan (CIP). The North Carolina Department of Public Instruction (NCDPI) requires board approval of the CIPs. The CIPs will be posted for public review, and the board will be asked to approve the plans at the October board meeting.

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

- North Asheboro Middle School – Mr. Graham Groseclose, Principal
- South Asheboro Middle School – Mr. Chris Burian, Principal
- Asheboro High School – Dr. Ryan Moody
- District - Ms. Deanna Wiles, Director of Curriculum & Academic Program Support

***Action Items**

- A. Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, requested approval of the Elementary Schools' Continuous Improvement Plans (CIP) as presented at the September board meeting. Upon motion by Linda Cranford and seconded by Michael Smith, the board voted unanimously to approve the plans as presented.
- B. Ms. Sandra Spivey Ayers, Chief Financial Officer, presented the National Fitness Campaign Grant Award of \$30,000 awarded to Asheboro City Schools with our intention to join the National Fitness Campaign Wellness Initiative. Ms. Spivey Ayers requested approval to accept the amount awarded. Upon motion by Melissa Calloway and seconded by Phillip Cheek, the board voted unanimously to approve the plans as presented.

Board Operations

- A. Chairman Hammer reviewed information regarding upcoming events.
- B. Chairman Hammer asked for volunteers to act as voting delegates at the NCSBA Annual Conference in November. Chairman Hamamer, Linda Cranford, and Gidget Kidd volunteered to act as delegates on behalf of the Board.
- The next regularly scheduled board meeting will be on November 13, 2025, in the Professional Development Center, unless otherwise posted.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon motion by Linda Cranford and seconded by Phillip Cheek, the Board voted unanimously to enter closed session to discuss confidential grievance appeal matters at 7:52 p.m.

Adjournment

There being no further business and upon motion by Melissa Calloway and seconded by Linda Cranford, the board voted unanimously to adjourn at 8:08 p.m.

Chairman

Secretary

Policies For Approval

Policy Code: 2110 Board Member Elections

A. Qualifications

There is a basic concept of responsibility attached to service as a member of this board of education. Board members are individually and collectively trustees; they serve as trustees of our community's children. More specifically, the "estate" which members of this board hold "in trust" is (1) the present welfare of our children and community as it may be enhanced by a program of public education; and (2) the future welfare of our community, state and nation as the children in school today become the responsible adults of tomorrow.

In terms of this concept, this board of education is responsible to our community at-large and also to the State of North Carolina. This responsibility looms large, and it is one which can be filled best by persons of sound judgment, broad vision, dedication to the interest of education and unselfish concern for the public welfare.

As elected representatives of the public, board members are expected to be free from prejudice, bias or commitment to special interests.

Any person possessing the qualifications for election to public office as provided for in [Article VI, Section 6 of the Constitution of North Carolina](#) and who is a qualified voter and resident of the election district from which he/she seeks to be elected is eligible to serve as a member of the board of education.

Any person elected or appointed to the board and also employed by the board will resign his/her employment before taking office as a member of the board.

B. Membership and Terms of Office

The board of education currently consists of eleven members with terms of six years, pursuant to North Carolina SL 2025-3 (House Bill 58), and the process described therein, the number of board members shall be reduced to seven members serving four year terms by the year 2030. A newly elected board member's term will begin the first Monday in December following their election.

C. Method C. Method of Election

All elections are partisan and are to be held at the time of the November general election in even-numbered years.

The elections shall be held and conducted by the Randolph County Board of Elections under the same provisions of the General Statutes which are applicable to the election of municipal officers in the City of Asheboro.

D. Oath of Office

Before taking office, newly elected board members will take and sign the following oath or affirmation at the regular December meeting of the board of education following their election:

"I, _____ do solemnly swear (or affirm) that I will support and maintain the Constitution and laws of the United States and the Constitution and laws of the State of North Carolina, not inconsistent therewith, and that I will faithfully discharge my duties as a member of the Asheboro City Board of Education to the best of my ability."

If a board member enters into the duties of his or her office before taking, subscribing and filing the oath of office, he or she will be ejected from office.

Legal References: [N.C. Const., art. VI, § 6](#) and 7; [G.S. 14-229](#); [115C-35](#); [-37](#), Local Modification, Randolph County: 1967, c. 739; 1973

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

Updated: February 12, 2009; August 9, 2012; August 9, 2012; November 12, 2015

Reviewed by Policy Committee on June 14, 2012; January 10, 2019

Asheboro City Schools

PARENTAL INSPECTION OF AND OBJECTION TO INSTRUCTIONAL MATERIALS

Policy Code:

3210

In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

For purposes of this policy, all references to “parent” include a parent, legal guardian, legal custodian, or other caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents may review all instructional materials, as defined in policy 3200, Selection of Instructional Materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal identifying the instructional materials the parent is seeking to inspect. Within 10 business days of receiving the request, the principal shall either (1) provide access to the requested information or (2) provide an extension notice to the parent that, due to the volume or complexity of the request, access to the information will be provided no later than 20 business days from the date of the parent’s request. Access will be provided by supplying the parent with a copy of the materials or by scheduling a mutually agreeable date and time for the parent to come into the school to review the materials. All materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. (For

religious-based objections, also see policy 3510, Religious-Based Exemptions from School Programs.) Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First Amendment. The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

Any request by a student's parent that the student be prohibited from borrowing certain library books will automatically be granted. The request must be made in writing to the principal and identify by title the library book(s) that the student may not borrow. For purposes of this policy, library books are defined as all instructional materials, other than textbooks, that are available at a school, whether in the school library or in a classroom or other space, for independent use by students and school personnel outside of the standard course of study for any grade or course. The titles of all library books at a school may be accessed through a searchable web-based catalog displayed on the homepage of the school's website.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. 1232h; N.C. Const. art. I, § 14; *Board of Educ. v. Pico*, 457 U.S. 853 (1982); G.S. 115C art. 8 pt. 1; 115C-45, -47, -76.25(a)(5), -76.35(b), -76.40, -98, -98.1, -101

Cross References: Parental Involvement (1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Religious-Based Exemptions from School Programs (policy 3510), Comprehensive Health Education Program (policy 3540), Domicile or Residence Requirements (policy 4120)

Adopted: January 10, 2013

Revised: January 8, 2015; November 9, 2023

RELIGIOUS-BASED EXEMPTIONS FROM SCHOOL PROGRAMS

Policy Code:

3510

The curriculum of the school system will be based on the current statewide instructional standards. The board and the school administrators will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. The board supports the free exercise of religion and prohibits discrimination on the basis of religion. While students are expected to participate in all required courses and school activities, the board recognizes that at times a student or a student's parent or guardian may object to a specific classroom discussion, activity, or assigned reading. This policy is designed to provide students, parents, and guardians with a process for seeking a religious-based exemption for a student from a specific classroom discussion, activity, or assigned reading. To the extent practicable, students, parents, and guardians will be notified in advance of upcoming classroom discussions, activities, and assigned readings.

A student, parent, or guardian may petition to exempt the student from participation in a specific classroom discussion, activity, or assigned reading that the student, parent, or guardian believes would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion. Any request for exemption should be submitted to the superintendent or designee in accordance with the following guidelines.

1. The request must be in writing.
2. The request must specify the discussion, activity, or reading and explain how it would impose a substantial burden on the student's religious beliefs or invade the student's privacy by calling attention to the student's religion.
3. The request may suggest a proposed alternate activity or study.

The superintendent or designee shall review the request in accordance with any constitutional or statutory standards and shall accommodate the request as required by law. If accommodation is not required by law, the superintendent or designee may choose to accommodate such a request after weighing factors, such as the interest of the child, the impact on other students, and the availability of alternative activities or materials. An appeal of the decision may be made through the student grievance procedure.

If a student is excused from a classroom discussion, activity, or assigned reading, the student will be provided an alternative activity or assignment aligned with the standard course of study.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-36, -47(33b)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100)

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

Revised: June 13, 2013; January 13, 2022

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

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Ball	Shaylyn	AHS	Instructional Assistant	11/03/2025
Ross	Moneka	CO	Bus Driver	10/22/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Knapp	Deborah	DLL	4th Grade Teacher (Part-Time)	11/03/2025
McLaurin	Clifton	AHS	Instructional Assistant	10/27/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arellano	Jenny	CO	Interpreter to DLL Office Support	10/31/2025
Massey	Syvonya	CO	Sub Bus Driver to Regular Bus Driver	10/20/2025
Tomchick	Joshua	LP	LP Instructional Assistant to GBT Instructional Assistant	10/27/2025
Vang	Jasmine	DLL	DLL Data Manager to CO Purchasing Agent	12/01/2025

Asheboro City Schools
Personnel Transactions - ADDENDUM
November 13, 2025

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Fleming	Allison	GBT	Instructional Assistant	1/12/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Holcomb	Jennifer	CO	Comet Quest Teacher	11/26/2025
Sheehan	Macie	LP	Instructional Assistant	11/03/2025

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
November 13, 2025**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Jennifer Holcomb	Linfield College B: Elementary Education	Elementary K-6 Exceptional Children

Ms. Jennifer Holcomb has been recommended for the position of Comet Quest Teacher for Asheboro City Schools. She joins ACS from Guilford County Schools, bringing over twenty years of experience as a teacher in both the adapted and general education settings. Ms. Holcomb's passion for students is evident in her commitment to helping students thrive in a safe, supportive environment that allows them to learn, create relationships, and grow as individuals. Welcome to Asheboro City Schools, Ms. Holcomb!

Policies For Review

Policy Code: 3320 School Trips

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may help meet educational goals and objectives by connecting learning with experiences outside of the classroom environment.

All eligible students will be given an opportunity to participate in school trips. No student will be denied participation because of economic hardship or because the student has a disability.

A. Authorization of School Trips

A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. This includes such trips taken by extracurricular groups but does not include trips by athletic teams to participate in athletic events or competitions that are part of the team's regular season or playoffs. The principal must approve all school trips in advance. School trips that involve travel out of state and/or an overnight stay must also receive prior approval from the superintendent or designee and the board. School trips that require travel outside of the continental United States are prohibited.

To be approved, a school trip must:

- (1) provide an effective method for accomplishing curriculum objectives;
- (2) be consistent with the educational goals of the board; and
- (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The superintendent shall develop procedures for the request and approval of school trips.

B. Parental Notice and Consent

All students who participate in a school trip must provide signed parental consent forms to participate, unless a student is officially emancipated, in which case the student can consent on his or her own behalf. A student who fails to provide a signed consent form may be denied participation in the trip. No student's grade may be lowered or raised based on parental consent to participate in the school trip. The superintendent or designee shall develop procedures to ensure parents are given proper notice of trip details and that parents provide signed authorization and consent regarding their child's participation and care during the trip.

Students are prohibited from sharing sleeping quarters with anyone of the other biological sex as defined in G.S. 12-3.3 during a school trip unless (1) the member of the other biological sex is the student's immediate family member (i.e., a parent, sibling, or grandparent, including step or half relationships).

C. Costs

Pursuant to policy 4600, Student Fees, and any corresponding fee waiver or reduction procedures, any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

D. Student Safety and Discipline

Policy 1510/4200/7270, School Safety, applies to all students, school employees, and volunteers while they are taking part in school trips. Students are also subject to the student behavior policies in the 4300 series, the Code of Student Conduct, and all school rules while participating in a school trip. The superintendent shall develop any additional regulations necessary to ensure student safety, provide adequate supervision, and clarify student behavior standards.

E. Transportation and Other Accommodations

Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips. Policy 6315, Drivers, applies to all drivers of school buses and activity buses but does not apply to drivers of charter buses who are not subject to school board authority, aside from any agreed upon provisions in the contract with the charter company.

Any contracts with outside companies to provide transportation, lodging, or other accommodations related to a school trip must be approved in accordance with policy 6340, Transportation Service/Vehicle Contracts, and policy 6420, Contracts with the Board.

The superintendent or designee shall develop any necessary additional regulations governing transportation on school trips.

F. Chaperones and Volunteers

All chaperones and volunteers accompanying students on school trips must meet the standards established by policy 5015, School Volunteers. The superintendent or designee shall develop any necessary additional regulations governing chaperones and volunteers on school trips.

G. Non-School Sponsored Trips

A non-school sponsored trip is a trip or tour organized and sponsored by (1) an individual teacher or group of teachers acting as private citizens and not as school employees, (2) a travel agency, or (3) any other individual or association not employed by, sponsored by, or under contract with the board. The board and the school system assume no responsibility or liability for non-school sponsored trips.

Non-school sponsored trips may be promoted or advertised in the schools only in accordance with policy 5240, Advertising in the Schools. Promotional materials may be displayed or distributed in the schools only in accordance with policy 5210, Distribution and Display of Non-School Material. All promotional materials for non-school sponsored trips must prominently state that the trip is not sponsored or endorsed by the school or school system. Moreover, any employee who sponsors or recruits students for a non-school sponsored trip shall notify the students and their parents or guardians that the trip is not sponsored or endorsed by the school or school system and shall obtain a signed acknowledgement from each parent that the trip is not school-sponsored.

School employees shall not engage in any planning or administrative tasks associated with a non-school sponsored trip during the employee workday. School employees who want to use school facilities to hold a meeting concerning a non-school sponsored trip must follow the process set forth in policy 5030, Community Use of Facilities, and any corresponding regulations. School employees must use eligible leave for any time missed from work during a non-school sponsored trip.

School employees are prohibited from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments.

Students will not be required to participate in any non-school sponsored trip. Students are discouraged from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments. Absences for non-school sponsored trips will be designated as excused or unexcused in accordance with policy 4400, Attendance.

Legal References: G.S. 12-3.3; 115C-47, -76.110, -288, -307, State Board of Education Policy TRAN-009

Cross References: School Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (4300 series), Attendance (policy 4400), Student Fees (policy 4600), School Volunteers (policy 5015), Community Use of Facilities (policy 5030), Distribution and Display of Non-School Material (policy 5210), Advertising in the Schools (policy 5240), Drivers (policy 6315),

Use of Student Transportation Services (policy 6320), Transportation Service/Vehicle Contracts (policy 6340), Contracts with the Board (policy 6420)

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

Revised: September 12, 2002; February 10, 2005; October 9, 2014; July 9, 2015; July 14, 2016; December 8, 2016; August 10, 2017

Reviewed by the Policy Committee: August 14, 2025

Administrative Procedure: Yes

Asheboro City Schools

Policy Code: 3620 Extracurricular Activities and Student Organizations

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

A. Requirements for Participation in Extracurricular Activities

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

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

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

B. Additional Rules for Specific Activities

1. Interscholastic Athletics
 - a. General Rules

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

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

b. Participation by Sixth Graders

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

c. Students Who Transfer Schools Within the School System

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

d. Name, Image, and Likeness (NIL) Agreements

A student participating in interscholastic athletics may enter an agreement to use the student's name, image, or likeness subject to the requirements of [16 N.C.A.C. 6E .0211](#).

e. Home School Students

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

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

The student must have been enrolled in a registered home school for 365 days prior to participation in athletics. Once dually enrolled and

deemed eligible to participate in athletics, the student must maintain continuous dual enrollment. Failure to maintain continuous dual enrollment would render the student ineligible for athletic participation for 365 days.

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

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

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

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

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

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

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

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

3. Overnight Trips

Students are prohibited from sharing sleeping quarters with anyone of the other biological sex as defined in G.S. 12-3.3 during any activity or event authorized by the school unless (1) the member of the other biological sex is the student's immediate family member (i.e., a parent, sibling, or grandparent, including step or half relationships).

C. Special Circumstances

1. Students with Disabilities

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

2. Children of Military Families

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

- a. providing information about extracurricular activities to incoming children of military families; and
- b. waiving application deadlines.

D. Appeals Process

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

Legal References: Americans with Disabilities Act, [42 U.S.C. 12132](#), [28 C.F.R. pt. 35](#); Equal Access Act, [20 U.S.C. 4071-4074](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400 et seq.](#), [34 C.F.R. pt. 300](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); [G.S. 12-3:3](#); [115C art. 9](#), [115C-12\(23\)](#), [-47\(4\)](#), [-76.110](#), [-390.2](#), [-407.5](#), [-407.55](#), [-407.59](#), [-407.60](#), [-407.65](#), [-407.70](#), [-407.75](#); [16 N.C.A.C. 6E .0207](#), [.0208](#), [.0211](#); State Board of Education Policy [ATHL-001](#); *Policies Governing Services for Children with Disabilities*, State Board of Education Policy [EXCP-000](#); N.C. High School Athletic Association Handbook, available at <https://www.nchsaa.org/handbook>;

Middle/Junior High School Athletic Manual (NCDPI), available at <http://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/nc-healthy-schools/athletics>

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

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

Revised: February 12, 2009, July 9, 2015, July 14, 2016, April 6, 2017, August 10, 2017, February 13, 2020, August 13, 2020, July 15, 2021, January 12, 2023, August 13, 2024, December 12, 2024, August 14, 2025

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

USE OF WIRELESS COMMUNICATION DEVICES

Policy Code:

4318

The board recognizes that cellular phones and other wireless communication devices are an important tool through which parents communicate with their children and through which students gather information. The board also understands that excessive use of wireless communication devices may pose significant health, social, and academic risks for students. Therefore, to balance these interests and the needs of students, parents, and the school community, the board limits the use of wireless communication devices as provided in this policy.

A. DEFINITIONS

For the purposes of this policy, the following definitions apply.

1. “Instructional time” is the time during which students are assigned to a teacher for the primary purpose of instruction.
2. A “wireless communication device” is any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including but not limited to cellular telephones, tablet and laptop computers, paging devices, two-way radios, and gaming devices.

B. AUTHORIZED USE DURING INSTRUCTIONAL TIME

Students are permitted to possess wireless communication devices on school property so long as the devices are not turned on, used, or displayed during instructional time or as otherwise directed by school rules or school personnel.

Additionally, individual students may use wireless communication devices as required by the student’s Individualized Education Program or Section 504 plan or to manage the student’s health care in accordance with a documented medical condition. Teachers may authorize individual students to use the devices for instructional purposes, provided that they supervise the students during such use, or in the event of an emergency.

C. AUTHORIZED USE DURING NON-INSTRUCTIONAL TIME

Although use of wireless communication devices is generally permitted during non-instructional time and before and after school, the principal may establish additional limitations on the use, possession, or display of such devices consistent with this policy. Use of wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices during such programs.

D. CONSEQUENCES

School employees may immediately confiscate any wireless communication devices that are on, used, or displayed in violation of this policy. In general, the confiscated device will be returned to the student at the end of the school day. However, an administrator may require a student's parent to recover a confiscated device if the student has repeatedly violated this policy.

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation, or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

E. SEARCH OF WIRELESS COMMUNICATION DEVICES

In accordance with policy 4342, Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct, or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

F. LIABILITY

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss, or damage of a personal wireless communication device.

Legal References: G.S. 115C-36, -76.100, -390.2

Cross References: Student Behavior Policies (policy 4300), Disruptive Behavior (policy 4315), Student Searches (policy 4342)

Adopted: July 9, 2009

Revised: March 12, 2015

EMERGENCY EPINEPHRINE DELIVERY SYSTEMS

Policy Code: **5024/6127/7266**

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Many severe allergies are undiagnosed, and students or others may experience their first severe allergic reaction while at school. Epinephrine delivery systems can be used to administer epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal anaphylactic reaction. This policy addresses the use of emergency epinephrine delivery systems administered under a non-patient specific prescription. Student-specific orders for epinephrine delivery systems are addressed in policy 6125, Administering Medicines to Students.

Designated trained school personnel are authorized to use emergency epinephrine delivery systems to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at a school-sponsored event on school property. The superintendent shall ensure that at least two emergency epinephrine delivery systems are located at each school for this purpose and are stored in secure, but unlocked and easily accessible, locations.

Each school principal shall designate one or more school personnel, as part of the medical care program under G.S. 115C-375.1, to receive initial training and annual retraining from a school nurse or qualified representative of the local health department regarding the storage and emergency use of epinephrine delivery systems. Only such trained personnel are authorized to administer epinephrine to persons believed to be having an anaphylactic reaction. The principal shall make reasonable efforts to notify other school staff members as to which employee(s) has received this training in order to facilitate a prompt emergency response.

The principal, in collaboration with appropriate school personnel, shall create an emergency action plan for the use of epinephrine delivery systems that complies with all state law requirements. Principals are encouraged to include in the plan school-wide employee training in recognizing symptoms of anaphylaxis.

Epinephrine delivery systems provided by the school are intended for unforeseen emergencies. Students known to have medical conditions requiring the availability of an epinephrine delivery system are expected to provide such a delivery system for their use at school. Parents of students with known life threatening allergies and/or anaphylaxis should provide the school with written instructions from the students' health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order in accordance with policy 6125, Administering Medicines to Students. Students who meet the conditions established in policy 6125 may possess and self-administer their own medication.

This policy does not require emergency epinephrine delivery systems to be available at activities held off school grounds during or after the school day, including field trips or off-site athletic events, or during transportation to or from school, except as may be required pursuant to an individual student's IEP, Section 504 Plan, or health or emergency plan.

Legal References: G.S. 115C-375.1, -375.2A

Cross References: Administering Medicines to Students (policy 6125)

Adopted: June 11, 2015

Updated: November 12, 2015

PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION

Policy Code: **5070/7350**

The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

A. PUBLIC RECORD DEFINED

Any record, in any form, that is made or received by the board or its employees in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7351, Electronically Stored Information Retention, for specific information regarding public records in electronic form.)

Though the school improvement plan is a public record, the school safety components of the plan are not public records subject to public records law. Schematic diagrams, as described in G.S. 115C-105.53 and -105.54, and emergency response information, as described in G.S. 115C-47(40) and -105.54, are also not considered public records subject to public records law.

The official records of students are not public records subject to inspection and examination. (For additional information regarding the release of information about students, see policy 4700, Student Records.) Further, any written material containing the identifiable scores of individual students on any test taken pursuant to the state testing program described in Chapter 115C, Article 10A of the North Carolina General Statutes is not a public record. Any test that is developed, adopted, or provided as part of the state testing program is not a public record until the State Board of Education designates that the test is released.

Any report received from the Teachers' and State Employees' Retirement System pursuant to G.S. 135-8(f)(2)(f) is not a public record and will be treated as confidential.

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record.

1. Name.
2. Age.
3. The date of original employment or appointment.

4. The terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession.
5. Current position.
6. Title.
7. Current total compensation from all funding sources, including at least salary (including pay, benefits, incentives, supplements, bonuses, deferred compensation, and all other forms of compensation paid to the employee) and reimbursements and allowances (including travel-related reimbursements and allowances).
8. The date and amount of each increase or decrease in total compensation with the board.
9. The date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board.
10. The date and general description of the reasons for each promotion with the board.
11. The date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal.
12. The office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted.

B. DESIGNATION OF RECORDS OFFICER

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met.

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;

- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;
- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;
- d. determining the actual cost of providing copies of public records in various forms, such as paper or electronic media, in which the school system is capable of providing the records;
- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and
- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

A designated electronic records officer, or other employee(s) as determined by the superintendent, shall review all electronic data-processing systems created by the school system or being considered for acquisition through lease, purchase, or other means, to ensure they are designed and maintained in a manner that:

- a. will not impede the school system's ability to permit public inspection and examination of public records; and
- b. provides a means of obtaining copies of such records.

C. REQUESTS FOR PUBLIC RECORDS

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. This policy, administrative guidelines, information on the actual cost of producing public records, information on how to reach the records officer, information about how to appeal a denial of a public records request, and information regarding any computer database indexes must be made available to individuals requesting public records.

Public records must be released in accordance with the law. Any denial of a public records request must be made in writing and must include the basis for the denial. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

D. FEES FOR COPIES OF PUBLIC RECORDS

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school system shall not charge any fees for separating confidential information that is commingled with public records.

E. ELECTRONIC MAIL LISTS

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format to the extent permitted by law, school officials shall not provide anyone with copies of such lists. Release for public inspection of any subscriber list must be consistent with the Family Education Rights and Privacy Act (FERPA) if the list contains personally identifiable information from student education records. See policy 4700, Student Records.

F. DESTRUCTION OF PUBLIC RECORDS

To the extent required by law, school personnel shall maintain public records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. The superintendent may establish regulations for the destruction of records in accordance with the approved schedules.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-47(40), -105.27(a2), -105.53, -105.54, -109.3, -174.13, -319 to -321, -402; 132-1 to -9; 135-8(f)(2)(f); *Program Records Schedule: Local Public School Units*, N.C. Department of Natural and Cultural Resources (2021), available at

<https://archives.ncdcr.gov/documents/local-education-agencies-schedule>; *General Records Schedule: Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2021), available at

<https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules/general-records-schedule-local-government>

Cross References: Use of Personal Technology to Conduct School Business (policy 3228/7323), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Revised: October 11, 2007, January 9, 2014, August 13, 2015, May 12, 2016, July 12, 2018, February 13, 2020, July 15, 2021

Policy Code: 6125 Administering Medicines to Students

The board recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student's parent. In limited circumstances, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the superintendent or designee in consultation with school nursing personnel, other treatment options exist and the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners.

Unless otherwise indicated, the terms "medication" and "medicine" include any substance intended for use in the diagnosis, cure, mitigation, treatment, or prevention of any disease. The term includes all prescription medications and all such substances available over-the-counter without a prescription, such as drugs, herbs, alternative medicines, and supplements (hereinafter "over-the-counter drugs"). The administration of any prescription or over-the-counter drug to students by school employees is prohibited except when performed in accordance with Section A.

The self-administration of any prescription or over-the-counter drug by students at school is prohibited and constitutes a violation of policy 4325, Drugs and Alcohol, except in the limited circumstances described in Section C.

The administration, including by parents, school employees, or self-administration, of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at school is prohibited unless the CBD or THC product is available by prescription only and has been approved by the U.S. Food & Drug Administration (FDA) and all requirements of this policy are met.

A. Medication Administration by School Employees

1. Conditions for Administering Medication

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

- a. Parental Consent: The student's parent must make a signed, written request that authorizes school personnel to administer the medication to the student.
- b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- c. Certification of Necessity: The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with the child's name, the name of the medication, the exact dose to be given, the time/frequency the medication is to be given, the route of administration, the number of doses in the container, and the expiration date of the medication. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. Proper Administration: The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

2. Procedures for Administering Medications

The superintendent shall develop procedures for the implementation of this policy. The procedures and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- b. Procedures for medication administration must be consistent with recommendations of the School, Adolescence and Child Health Unit of the Whole Child Health Section of the Division of Child and Family Well-Being of the N.C. Department of Health and Human Services, as described in the *North Carolina School Health Program Manual*.

c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

d. Except as permitted by this policy, no student may possess, use, sell, deliver, or manufacture any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol, nor be under the influence of any drug in violation of that policy.

e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible. Access to controlled substances should be limited to the school nurse, school staff person authorized to administer medication, and the principal or designee.

f. All school personnel who will be administering medications must receive appropriate training.

g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.

h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property, unless otherwise prohibited by this policy.

i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

- j. The first dose of any new medication should be administered at home.

B. Emergency Medication

Students who are at risk for medical emergencies, such as those with diabetes, asthma, or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school sponsored activity, and/or while in transit to or from school or a school-sponsored event.

C. Student Self-Administering Medications

The board recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan.

Students are prohibited from self-administering medication at school unless (1) the medicine has been prescribed for the treatment of diabetes, asthma, or anaphylactic reactions, including insulin or a source of glucose, a prescribed asthma inhaler, or a prescribed epinephrine delivery system; (2) the medicine is administered in accordance with the student's individualized health care plan or emergency health care plan and any relevant administrative regulations; and (3) the requirements of this section are met. The superintendent shall develop procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Authorization to Self-Administer Medication

Before a student will be allowed to self-administer medication pursuant to this subsection, the student's parent must provide to the principal or designee all of the documents listed below:

- a. written authorization from the student's parent for the student to possess and self-administer the medication;
- b. a written statement from the student's health care practitioner verifying that:
 - 1) the student has diabetes or asthma, or an allergy that could result in anaphylactic reaction;

2) the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and

3) the student understands, has been instructed in self-administration of the medication, has demonstrated the skill level necessary to use the medication and any accompanying device;

c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's diabetes, asthma, or anaphylaxis episodes and for medication use by the student;

d. a statement provided by the school system and signed by the student's parent acknowledging that the board of education and its employees and agents are not liable for injury arising from the student's possession and self-administration of the medication; and

e. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse's designee, (1) the skill level necessary to use the medication and any device necessary for its administration; and (2) sufficient knowledge and maturity to be independent in the management of the medication with no oversight from school staff.

The student's parent must provide to the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the same school for 365 calendar days. Such permission must be renewed each school year.

2. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

3. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the school disciplinary policy. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to the diabetes, asthma, or anaphylactic medication.

The board does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

Legal References: Americans with Disabilities Act, [42 U.S.C. 12134](#), [28 C.F.R. pt. 35](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400](#) et seq., [34 C.F.R. pt. 300](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); [G.S. 115C-36](#), [-307\(c\)](#), [-375.1](#), [-375.2](#), [-375.2A](#), [-375.3](#); *Policies Governing Services for Children with Disabilities*, State Board of Education Policy [EXCP-000](#)

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325), Emergency Epinephrine Delivery Systems (policy 5024/6127/7266)

Other Resources: *North Carolina School Health Program Manual* (N.C. Dept. of Health and Human Services, Div. of Child and Family Well-Being, School, Adolescence and Child Health Unit, 2023), available at <https://www.ncdhhs.gov/divisions/child-and-family-well-being/whole-child-health-section/school-adolescent-and-child-health/school-nursing-support#SchoolHealthProgramManual-4324>

Adopted: July 14, 2005

Revised: January 21, 2016, June 9, 2016, September 14, 2017, May 10, 2018, February 14, 2019, March 12, 2020, August 12, 2021, February 9, 2023, August 13, 2024

Asheboro City Schools

TRANSPORTATION SERVICE/VEHICLE CONTRACTS

Policy Code:

6340

The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy, any other applicable law, and this policy. Any contracts also must comply with policy 6450, Purchase of Services. Before acting as a driver pursuant to a contract under G.S. 115C-253, an individual must submit to a criminal history check as described in policy 7100, Recruitment and Selection of Personnel.

The superintendent or designee shall develop safety standards for contracted commercial bus transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Board. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph. The superintendent shall ensure that the school system contracts for commercial bus transportation services for school-related activities only with entities on the approved list.

The board may purchase or lease student transportation vehicles in accordance with law and board policy, including policy 6430, Purchasing Requirements for Equipment, Materials, and Supplies and policy 6425, Continuing Contracts. Any such vehicle must meet federal safety standards and state requirements.

All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with policy 8340, Insurance.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -249.1, -253, -255, -332; *North Carolina School Transportation Fleet Manual*, State Board of Education Policy TRAN-005; State Board of Education Policies TRAN-009, -010, -011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.ncbussafety.org/motorcoach/index.html>

Cross References: Continuing Contracts (policy 6425), Purchasing Requirements for Equipment, Materials, and Supplies (policy 6430), Purchase of Services (policy 6450), Recruitment and Selection of Personnel (policy 7100), Insurance (policy 8340)

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

Revised: January 10, 2008, December 8, 2011, January 8, 2015, September 14, 2017, May 10, 2018, May 12, 2022

RECRUITMENT AND SELECTION OF PERSONNEL

Policy Code:

7100

A. GENERAL PRINCIPLES

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion, and other benefits of employment without regard to race, color, religion, national origin, military affiliation, genetic information, sex, age (40 or older), or disability, except when sex, age, or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions. All employment decisions will be consistent with the board's objective of providing students with the opportunity to receive a sound basic education, as required by state law.

The board also is committed to diversity throughout the programs and practices of the school system. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

B. RECRUITMENT

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs; however, the superintendent or designee may forgo publicizing a vacancy if the position will be filled through a lateral assignment, reassignment, or promotion of a current employee or if exigent circumstances necessitate that the position be filled immediately. Vacancies also may be publicized externally to attract qualified applicants.

C. CRIMINAL HISTORY

1. Reporting Arrests, Charges, and Convictions

Except as otherwise provided in Section D of this policy, applicants must notify the assistant superintendent of human resources immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the assistant superintendent of human resources no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the assistant superintendent of human resources no later than the next business

day following adjudication.

2. Criminal History and Sex Offender Registry Checks of Candidates for Employment

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. The board will pay for costs associated with criminal history checks of candidates for employment. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

3. Criminal History and Sex Offender Registry Checks for Contractors

Each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders.

Any individual contracted under G.S. 115C-253 to provide transportation services to students must also undergo a criminal history check before acting as a driver under the contract. The terms of the contract may require the individual to pay for the cost of the criminal history check. A new criminal history check will not be required if the board receives the results of a criminal history check performed on the individual by another North Carolina school system within the past three years in accordance with the requirements of G.S. 115C-332(k).

4. Exclusion from Hiring Based on Criminal Conduct

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted (including entering a plea of guilty or *nolo contendere*) of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or

completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43. (See Section D of this policy).

The board has determined that every position with the school system, regardless of whether the position is located in a school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender subject to the provisions of policy 5022, Registered Sex Offenders, will be hired for any position with the school system.

D. CRIMINAL HISTORY CHECKS OF CHILD CARE PROVIDERS

For purposes of this section, a “child care provider” is:

1. any person who works or is a final candidate seeking to work in a classroom or program licensed by the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE); and
2. any person, including a volunteer, who has unsupervised contact with children enrolled in such classrooms or programs.

Before beginning initial employment or volunteer service and at least every five years thereafter, each child care provider must complete a criminal background check that meets the requirements of G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43 and present a letter issued by DCDEE indicating that the individual is qualified to have responsibility for the safety and well-being of children based on the individual’s criminal history.

No person shall (1) be employed, continue to be employed, or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by 10A N.C.A.C. 09 .2703(f).

The application fee and cost of fingerprinting associated with the DCDEE criminal history check process shall be borne by the board.

A child care provider who has incurred any pending charges, indictments, or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE

shall notify the assistant superintendent of human resources in writing of such charges within five business days or before returning to work, whichever comes first. The assistant superintendent of human resources shall notify DCDEE within one business day of being notified.

The superintendent or designee shall include the criminal history mandatory reporting requirement in all new employee orientation information for child care providers. The superintendent shall also be responsible for establishing effective recordkeeping methods and other processes as necessary to ensure compliance with all legal requirements pertaining to criminal history record checks of child care providers.

E. SELECTION

1. Qualifications

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information must be considered:

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

When several applicants for the same position are equally qualified and suitable for the position, employees within the school system will be given priority.

2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
 - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
 - ii. “Central office staff administrator” includes directors, supervisors, specialists, staff officers, assistant superintendents, area superintendents, superintendents, and principals.

- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
 - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
 - ii. Notification by the employee to the assistant superintendent of human resources will be deemed disclosure to the board. The assistant superintendent of human resources is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee's immediate family.
- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

3. Employment Procedures

All applicants selected for employment must be recommended by the superintendent and approved by the board. In situations in which the employee must be hired between board meetings, the superintendent is authorized to approve hiring such personnel, contingent upon approval by the board at its next scheduled board meeting.

State guidelines must be followed in selection and employment procedures. The superintendent shall develop any other procedures necessary to implement this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42

U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; 42 U.S.C. 9858f; 45 C.F.R. 98.43; *Bostock v. Clayton County*, 590 U.S. 644, 140 S. Ct. 1731 (2020); *Green v. Missouri Pacific Railroad*, 523 F.2d 1290 (8th Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm; G.S. 14-208.18; 15A-153; 110-90.2; 115C-12.2, -36, -47, -253, -276(j), -332; 126-7.1(i), -16; 127A-202.1 *et seq.*; 127B-10, -12, -14; 143B-421.1, -1209.11; *Leandro v. State*, 346 N.C. 336 (1997); 10A N.C.A.C. 09 .0102, .2701, .2702, .2703; 16 N.C.A.C. 6C .0313; State Board of Education Policy BENF-009

Cross References: Board Authority and Duties (policy 1010), Registered Sex Offenders (policy 5022)

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016, October 5, 2017, August 16, 2018, August 8, 2019, March 12, 2020, August 12, 2021, February 10, 2022, March 14, 2024, August 14 2025

Reviewed by the Policy Committee: March 10, 2025

Personnel files, which may consist of paper or electronic records, will be maintained in the human resources office for all employees as provided by law. The superintendent and all supervisors are directed to ensure that all appropriate employment-related information is submitted to the files. Employees will be provided with all procedural protections as provided by law.

The superintendent has overall responsibility for granting or denying access to personnel records consistent with this policy.

A. RECORDS MAINTAINED

The following records must be maintained in the personnel file:

1. evaluation reports made by the administration;
2. commendations for and complaints against the employee (see Section C);
3. written suggestions for corrections and improvements made by the administration;
4. certificates;
5. employee's standard test scores;
6. employee's academic records;
7. application forms;
8. any request to the State Board of Education to revoke the employee's teaching license; and
9. other pertinent records or reports.

B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY

The following employee information must be kept separate from the employee's general personnel information, in accordance with legal and/or board requirements.

1. Pre-Employment Information

Letters of reference about an employee obtained before his or her employment and, for teachers, any other pre-employment information collected, must be filed separately from the employee's general personnel information and must not be made available to the employee.

2. Criminal Record Check

Data from a criminal history check must be maintained in a locked, secure location separate from the employee's personnel file. The superintendent shall designate which school officials have a need to know the results of the criminal history check. Only those officials so designated may obtain access to the records.

3. Medical Information

Employee medical information, including the following, must be kept in a separate confidential file and may be subject to special disclosure rules:

- a. health certificates (see policy 7120, Employee Health Certificate);
- b. drug test results, except that drug use or alcohol use contrary to board policy or law also may be documented in the employee's personnel file (see policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators);
- c. information related to an employee's communicable disease/condition or possible occupational exposure to bloodborne pathogens (see policies 7260, Occupational Exposure to Bloodborne Pathogens, and 7262, Communicable Diseases – Employees);
- d. medical information related to leave under the Family and Medical Leave Act (see policy 7520, Family and Medical Leave); and
- e. genetic information, as defined by the Genetic Information Nondiscrimination Act of 2008.

4. Complaints/Reports of Harassment or Discrimination

The superintendent or designee shall maintain records of all reports and complaints of harassment and discrimination and the resolution of such complaints. Allegations of harassment or discrimination must be kept confidential to the extent possible. Employees involved in the allegations will be identified only to individuals who need the information to investigate or resolve the matter, or to ensure that due process is provided to the accused employee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, and 1735/4329/7311, Bullying and Harassing Behavior Prohibited).

If the allegations are substantiated through investigation, the superintendent or designee shall ensure that the provisions of Section C, below, are followed to the extent that they do not conflict with the rights of any individual.

C. PLACEMENT OF RECORDS IN PERSONNEL FILE

All evaluations, commendations, complaints, or suggestions for correction or improvement must be placed in the employee's central office personnel file after the following requirements are met:

1. the comment is signed and dated by the person who made the evaluation, commendation, complaint, or suggestion;
2. if the comment is a complaint, the employee's supervisor has attempted to resolve the issue raised therein and documentation of such efforts is attached with the supervisor's recommendation to the superintendent as to whether the complaint contains any invalid, irrelevant, outdated, or false information; and
3. the employee has received a copy of the evaluation, commendation, complaint, or suggestion five days before it is placed in the file.

All written complaints that are signed and dated must be submitted regardless of whether the supervisor considers the complaint to be resolved.

The supervisor is expected to use good judgment in determining when a document should be submitted to the file immediately and when a delay is justified, such as when there exists a plan of improvement that is frequently revised. However, all evaluations, commendations, complaints, or suggestions for correction or improvement should be submitted by the end of the school year or in time to be considered in an evaluation process, whichever is sooner. The supervisor or principal should seek clarification from the associate superintendent of human resources as necessary to comply with this policy.

The employee may offer a denial or explanation of the evaluation, commendation, complaint, or suggestion, and any such denial or explanation will become part of his or her personnel file, provided that it is signed and dated.

The superintendent may exercise statutory authority not to place in an employee's file a letter of complaint that contains invalid, irrelevant, outdated, or false information, or a letter of complaint when there is no documentation of an attempt to resolve the issue.

As provided in policy 7900, Resignation, if a career employee who has been recommended for dismissal under the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; and (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education. For purposes of this provision, "career

employee” means (1) a teacher or an administrator with career status, or (2) an administrator or a non-career status teacher during the term of his or her contract.

D. ACCESS TO PERSONNEL FILE

1. Every employee has the right to inspect his or her personnel file, including any portions of the file maintained in electronic format only, during regular working hours, provided that three days’ notice is given to the human resources office.
2. The following persons may be permitted to access a personnel file without the consent of the employee about whom the file is maintained:
 - a. school officials involved in the screening, selection, or evaluation of the individual for employment or other personnel action;
 - b. members of the board of education, if the examination of the file relates to the duties and responsibilities of the board member;
 - c. the board attorney;
 - d. the superintendent and other supervisory personnel;
 - e. the hearing officer in a demotion or dismissal procedure regarding the employee; and
 - f. law enforcement and the District Attorney to assist in the investigation of a report made to law enforcement pursuant to G.S. 115C-288(g) or regarding an arson; an attempted arson; or the destruction of, theft from, theft of, embezzlement from, or embezzlement of any personal or real property owned by the board. Five days’ written notice will be given to the employee prior to such disclosure.
3. No other person may have access to a personnel file except under the following circumstances:
 - a. when an employee gives written consent to the release of his or her records, which specifies the records to be released and to whom they are to be released;
 - b. pursuant to a subpoena or court order;
 - c. when the board has determined, and the superintendent has documented, that the release or inspection of information is essential to maintaining the integrity of the board or the quality of services provided by the board; or

- d. the superintendent or designee determines that disclosure to a court of law, or a state or federal administrative agency having a quasi-judicial function, is necessary to adequately defend against a claim filed by a current or former employee against the board or a school official or employee for any alleged act or omission arising during the course and scope of his or her official duties or employment. Such disclosures will be limited to those confidential portions of the personnel file of the employee who filed the claim and only to the extent necessary for the defense of the board.
4. Each request for consent to release records must be handled separately.
5. It is a criminal violation for an employee or board member to do either of the following:
 - a. knowingly, willfully, and with malice, permit any unauthorized person to have access to information contained in a personnel file; or
 - b. 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.

E. INFORMATION AVAILABLE TO PARENTS OF STUDENTS ATTENDING TITLE I SCHOOLS

The following information about a student's teacher(s) or paraprofessional(s) providing services to a student must be provided upon request to the parent of a student attending a Title I school:

1. whether the teacher has met North Carolina qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of his or her certification; and
4. the qualifications of any paraprofessional providing services to the student.

F. PUBLIC INFORMATION

1. The following information contained in an employee's personnel file must be open to inspection upon request by members of the general public:
 - a. name;
 - b. age;

- c. the date of original employment or appointment;
 - d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
 - e. current position;
 - f. title;
 - g. current total compensation from all funding sources, including at least salary (including pay, benefits, incentives, supplements, bonuses, deferred compensation, and all other forms of compensation paid to the employee) and reimbursements and allowances (including travel-related reimbursements and allowances);
 - h. the date and amount of each increase or decrease in total compensation with the board;
 - i. the date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board;
 - j. the date and general description of the reasons for each promotion with the board;
 - k. the date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board, and if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal; and
 - l. the office or station to which the employee is currently assigned.
- 2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.
 - 3. Volunteer records are not considered public records.
 - 4. Under no circumstances will the following be released pursuant to a public records request or as part of any employee directory:
 - a. personal identifying information, as defined in policy 4705/7825, Confidentiality of Personal Identifying Information; or
 - b. the name, address, or telephone number of a participant in the North Carolina Address Confidentiality Program.

G. WEBSITE PUBLICATION OF INFORMATION

For purposes of this policy, a central office employee means a superintendent, assistant superintendent, associate superintendent, director or coordinator, supervisor, finance officer, personnel member categorized as a central office employee by the Department of Public Instruction or by the school system, and permanent employee of the school system or employee of a third-party contractor with the school system who is not assigned to a school campus.

The following information will be published and updated annually on the school system website:

1. for each central office employee:
 - a. the total compensation from all funding sources, including at least salary (including pay, benefits, incentives, supplements, bonuses, deferred compensation, and all other forms of compensation paid to the employee) and reimbursements and allowances (including travel-related reimbursements and allowances);
 - b. the position title;
 - c. the position description;
 - d. the date the position was created; and
 - e. the department, unit, or office of the school system in which the position is located;
2. the title of each central office employee position in the school system and the number of positions associated with that title; and
3. for each department, unit, or office of the school system:
 - a. the number of central office employees located in that department, unit, or office; and
 - b. the number of central office employees for each position title.

H. REMOVAL OF RECORDS

An employee may petition the board to remove any information from his or her personnel file that the employee deems invalid, irrelevant, or outdated.

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(A); 34 C.F.R. 200.61; G.S. 115C-36, -47(18), -209.1, -288(g), -319 to -321, -325(b) and (o) (applicable to career status teachers), -325.2 and -325.9 (applicable to non-career status teachers); 143B-1209.11; 16 N.C.A.C. 6C .0313

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Employee Health Certificate (policy 7120), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne Pathogens (policy 7260), Communicable Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821), Resignation (policy 7900)

Adopted: March 8, 2012

Revised: February 12, 2015, June 8, 2017, May 13, 2021, February 10, 2022, January 11, 2024, August 14, 2025



Asheboro City Board of Education
Children's Internet Protection Act (CIPA) Compliance
November 2025

Why CIPA Compliance?

- Schools and libraries must certify they are in compliance with CIPA before they can receive Erate funding.
- We receive eRate funding directly but the state of NC also provides internet access free of charge to all schools using eRate funding. Every school district receiving this service must provide documentation of CIPA compliance.

What is CIPA?

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA Requires...

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Additional CIPA Certification Requirements

Schools subject to CIPA have two additional certification requirements:

- 1) their Internet safety policies must include monitoring the online activities of minors
- 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Required Policy

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Our Practices in Asheboro City Schools

- Media Specialists prepare and deliver internet safety lessons to all students K-12 at the beginning of each school year. Additional lessons and materials are available to students and teachers throughout the school year.
- All internet access for students when on-campus is filtered using a CIPA compliant content filter (Zscaler) provided to us by NCDPI. Student Chromebooks and iPads are also filtered when off campus using a proxy which redirects internet traffic from this device back to zScaler.
- Board [Policy 3226/4205: Internet Safety](#) was developed to be in compliance with CIPA requirements and is regularly reviewed. Per policy, our content filter is used to filter Internet access to visual depictions that are obscene, child pornography, or harmful to minors. School system personnel may not and does not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved.

Public Notice & Meeting

- To be CIPA compliant as a school district we must also retain proof of Public Notice & Meeting. This presentation was developed to inform our Board of Education and our citizens details regarding the Children's Internet Protection Act and our school district's practices and procedures regarding internet safety for students.
- Schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposed internet safety policy and retain documentation of this public notice and meeting.

Questions?

GOAL 1: Belonging

Foster a schoolwide culture of belonging where every student and staff member feels valued, supported, and connected, by implementing structures and practices that promote positive relationships, enrichment opportunities, and inclusive classroom environments, as evidenced by annual district strategic plan metrics data.

Student Success Indicator:

A.4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

June 10th, 2026

Definition of Successful Implementation:

All students feel safe, respected, and valued in the school community. Students see their identities and cultures represented in the school environment and classroom instruction. Staff build strong, positive relationships with students and families and create inclusive classrooms where every student is engaged in learning and connected to at least one caring adult. Evidence of success is reflected in improved attendance, decreased discipline referrals, and increased student participation in both academic and extracurricular activities. Evidence will be tracked through yearly district strategic plan metrics and school-wide relationship mapping.

Action Steps / Strategies:	Assigned to:	Target Date:
Students will have access to a broad range of after-school opportunities—including sports, clubs, and events—designed to match diverse interests and encourage active participation.	John Anders, Raven Bias	June 10th, 2026
Student surveys will be conducted to gauge participation and interests in after school offerings and identify potential barriers to accessibility.	Chrystal Haigler, Rebekah Robbins	October 27th, 2025
Quarterly celebrations will be planned to recognize students who meet schoolwide expectations.	Carly Hutton, Carlie Abercrombie	June 10th, 2026
Students and teachers will be recognized as Comet Cup recipients each week through peer and staff nominations to highlight exceptional performance in the classroom.	Graham Groseclose	June 10th, 2026
Relationship mapping will be conducted with staff within the first semester to identify students who need an extra layer of support at school. Mapping will be revisited at the end of the year to measure growth and make plans for the next school year.	Brianne Crotts	June 10th, 2026

GOAL 2: Coherence

Ensure coherence in instructional planning and delivery by aligning grade-level and content-area teams around shared expectations for curriculum, instructional practices, and assessment, so that all students experience a consistent, high-quality learning experience across classrooms.

Student Success Indicator:

A.2.04 Instructional teams develop standards-aligned units of instruction for each subject and grade level.

C.2.01 The school regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation:

June 10th, 2026

Definition of Successful Implementation:

At least 80 % of teachers collaboratively plan using shared templates, aligned pacing guides, and grade-level standards to ensure instructional alignment across all content areas and grade levels. Instructional strategies and assessments are connected and intentional, so students experience a clear and logical progression of learning regardless of teacher or subject. Administrators and instructional leaders see alignment in walkthroughs, and student performance improves on formative, benchmark, and summative assessments as a result of consistent, high-quality planning and delivery.

Action Steps / Strategies:	Assigned to:	Target Date:
Schedule and protect regular, uninterrupted collaborative planning time for grade-level and content-area teams.	Graham Groseclose	June 10th, 2026
Instructional leadership team representatives will meet weekly with content teams to support the implementation of the NAMS collaborative planning protocol.	Melissa Belote	June 10th, 2026
A centralized NAMS Dashboard will be compiled to include school resources, policies and expectations, as well as instructional materials to support collaborative planning.	Melissa Belote	June 10th, 2026
The administrative team will monitor coherence through structured instructional walkthroughs that have a specific focus that are aligned with school and district PD needs.	Graham Groseclose, John Anders	June 10th, 2026

GOAL 3: Consistency

Build consistency in instructional practices, classroom procedures, and collaborative structures so that students benefit from predictable routines and staff experience streamlined systems that reduce variability and maximize learning time.

Student Success Indicator:

A.1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

B.3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers.

Target date for Implementation:

June 10th, 2026

Definition of Successful Implementation:

Classroom routines and instructional practices are predictable, streamlined, and applied consistently across the school. Students experience equal access to learning due to common expectations, aligned grading practices, and schoolwide use of evidence-based strategies. Teachers collaborate regularly in PLCs to monitor student progress and adjust instruction, while administrators use walkthroughs and data reviews to ensure alignment. Learning time is protected and maximized, reflected in higher levels of student engagement, reduced disruptions, and measurable growth in academic achievement. Evidence will be tracked through walkthrough tools and 90% of classrooms will show alignment with schoolwide expectations.

Action Steps / Strategies:	Assigned to:	Target Date:
An Instructional Expectations document will be compiled by the school leadership team and shared with all instructional staff.	Melissa Belote	October 27th, 2025
NAMS implementation of the Behavior Queen PD will be designed as an ongoing learning experience. We will revisit key concepts and continuously build upon them throughout the year to deepen understanding, strengthen practice, and support sustained growth.	Melissa Belote	June 10th, 2026
A consistent walkthrough schedule will be established and followed each week throughout the year to provide feedback for staff.	John Anders	June 10th, 2026
Monthly instructional rounds will be conducted collaboratively by the instructional leadership team to align expectations and feedback.	Graham Groseclose	June 10th, 2026
Individualized coaching will be provided to support teachers in setting personalized goals that promote consistency in delivering high-quality instruction, ensuring all students benefit from effective and reliable teaching practices.	Melissa Belote	June 10th, 2026

GOAL 1: (Belonging)

South Asheboro Middle School students, families, and staff will feel more connected, valued, and actively engaged in the life of the school community.

Student Success Indicator:

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

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2025 and continue through June of 2026.

Definition of Successful Implementation:

By the end of the 2025–2026 school year, South Asheboro Middle School will increase the percentage of students who feel a positive sense of belonging at school as measured by the increase in extra curricular club participation by 50%, an increased sense of belonging on Panorama Survey when comparing BOY to EOY by 10%, and a decrease in discipline referrals by 10%.

Action Steps / Strategies:	Assigned to:	Target Date:
The instructional leadership team along with support services will create and monitor an implementation plan for social, emotional, and behavioral learning for core, supplemental and intensive levels.	Leslie Smith-Moore	April 2026
SAMS' staff will take part in professional development related to classroom management, core SEL supports, and deescalation practices that will be implemented into daily practice.	Chris Burian	May 2026
The creation of new committees in 24/25 will be streamlined into combined plans that will enhance the climate and culture of SAMS through various avenues.	Janeice Leonard	November 2026
SAMS will expand the number and variety of student clubs and extracurricular activities to promote more opportunities to increase student participation across all grade levels.	Megan Smith	May 2026

GOAL 2: (Consistency)

South Asheboro Middle School teachers will consistently implement rigorous, standards-aligned instruction in every classroom based on the specific needs of the students.

Student Success Indicator:

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

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2025 and continue through June of 2026.

Definition of Successful Implementation:

SAMS will meet or exceed growth for the 2025-2026 school year. We will have an increase in reading, math, and 8th grade science proficiency by 10% as demonstrated on End of Grade tests when compared to the 2024-2025 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
SAMS' leadership team will define and implement classroom environment essentials and instructional expectations of staff.	Danielle Williams	December 2025
SAMS' grade levels will create and implement student data trackers aligned to content standards to allow for student reflection and empowerment of their growth.	Keri Hill	October 2025
SAMS's instructional team (Comet Navigators) will have bi-weekly meetings to discuss walkthrough trends, lesson planning needs, content support, environmental essentials, instructional expectation trends, and next steps.	Chris Burian	April 2026

GOAL 3: (Coherence)

South Asheboro Middle School will strengthen communication systems to ensure students, staff, and families have a clear understanding of class expectations, school procedures, and home and school connections.

Student Success Indicator:

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

Target date for Implementation:

South Asheboro Middle School will begin this goal in September of 2025 and continue through June of 2026.

Definition of Successful Implementation:

SAMS will increase the number of parent contacts in the SchoolStatus platform by 15% in the 2025-2026 school year when compared to the 2024-2025 school year.

Action Steps / Strategies:	Assigned to:	Target Date:
SAMS' Leadership Team will create new communication avenues for families on a monthly basis to communicate new initiatives, expectations, content, and --Monthly grade level newsletters, school status usage, and parent conferences.	Dustin Hagood	October 2025
SAMS' Leadership team will create, communicate, and model a revised school management plan to better specify school wide core behavior expectations.	Kelly Hagood	January 2026
The SAMS staff will take part in as well as implement professional development strategies related to classroom management, core SEL supports, and deescalation practices.	Zack Seabrease	March 2026

GOAL 1: Consistency

Throughout the 2025-2026 school year, teachers will consistently provide active, engaging, standards-aligned lessons that incorporate daily student discourse and questioning.

Student Success Indicator:

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

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

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At AHS, departments will consistently plan together, use adopted curriculum resources, and deliver rigorous, standards-aligned instruction. Consistency among classrooms will show high-quality teaching, student engagement, and differentiated support. Leadership provides ongoing feedback, and student work reflects progress toward mastery of content standards.

Action Steps / Strategies:	Assigned to:	Target Date:
Utilize student and staff surveys collected during the 2024-2025 School Year to identify our pillars of instructional practice at AHS.	Ryan Moody	August 2025
Clearly define expectations for what instruction should “look like” in each classroom on a daily basis at AHS through our School Leadership Team.	Ryan Moody	August 2025
Teachers will plan a “Do Now” activity for the start and end of each class period. - The first “Do Now” activity should begin immediately after the bell rings. - The last “Do Now” activity should take place at the end of class to check for understanding.	Jonathan Dillion Marian Gordon Allyson Key	June 2026
Teachers will plan lessons using a variety of engagement strategies. Throughout each lesson, teachers will incorporate a variety of engagement strategies, including teacher-to-student and student-to-student questioning and discourse, opportunities for student collaboration, and opportunities for students to reflect on their learning.	Jonathan Dillion Marian Gordon Allyson Key	June 2026
Teachers will attend monthly professional development opportunities related to the AHS Pillars of Engagement	Jonathan Dillion Marian Gordon Allyson Key	June 2026
Teachers will plan lessons after reflection and consideration of best practices	Ryan Moody Marian Gordon	June 2026
Teachers will visit classrooms twice per month in order to observe best practices that can be incorporated into their own instruction and provide constructive feedback.	Ryan Moody	June 2026
Administration will create and utilize a walkthrough tool to provide instructional feedback and coaching.	Ryan Moody AP's	June 2026

GOAL 2: Belonging

By the end of the 2025-2026 school year, student attendance will increase from 89.4% to 95% as measured by attendance data collected through School Status/Infinite Campus.

Student Success Indicator:

A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

E1.01 ALL teachers maintain a file of communication with parents/guardians. (5177)

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

Target date for Implementation:

June 10, 2026

Definition of Successful Implementation:

At Asheboro High School, successful implementation means that every student feels connected to the school, accepted, and valued as a Blue Comet. This is demonstrated by an increase in attendance rates by our students and modeled by our staff. Successful implementation is also demonstrated by positive feedback from student surveys through Infinite Campus as to students' sense of self-worth and connection to AHS.

Action Steps / Strategies:	Assigned to:	Target Date:
Teachers will contact parents and maintain two-way communication with parents after three absences.	Ryan Moody	June 2026
Teachers, administration, and support staff will all actively monitor attendance and take steps to address individual student attendance problems.	Ryan Moody Jeff Melberger	June 2026
Teachers will provide instruction that encourages and incentivizes attendance and in-person student engagement.	Ryan Moody Allyson Key Jonathon Dillion Marian Gordon	June 2026
Students will be able to earn exam exemptions through meeting attendance criteria as determined by administration.	Ryan Moody	June 2026
Staff should make all reasonable efforts to maintain high staff attendance expectations. Administration will monitor staff attendance and address individual issues.	Ryan Moody	June 2026
AHS will provide periodic opportunities to celebrate and incentivize individual students for their attendance and academic success.	Ryan Moody Allyson Key Jonathon Dillion Marian Gordon	June 2026
An attendance review committee will be established in order to identify and address chronic student attendance problems.	Ryan Moody Jeff Melberger	June 2026
Teachers will submit daily attendance during the first 15 minutes of each class period.	Scarlett Boling	June 2026

GOAL 3: Coherence

Teachers will meet in CASA groups bi-weekly to discuss issues of best practices, student data, and issues of concern.

Student Success Indicator:

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

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

Target date for Implementation:

June 2026

Definition of Successful Implementation:

At Asheboro High School, all students will experience high-quality instruction delivered by our teachers on a daily basis. Teachers will collaboratively plan and deliver lessons aligned to curriculum standards, use common instructional strategies focused on increasing active engagement in the classroom, and consistently implement the adopted curriculum. Evidence includes aligned CASA protocols, evidence of high-quality student expectations, regular data reviews, and observations showing shared practices and instructional focus.

Action Steps / Strategies:	Assigned to:	Target Date:
AHS administration will provide a CASA protocol document to be used to collect meeting data and track planning progress.	Marian Gordon	June 2026
Each department will plan to meet at a time when the majority of the whole department can be in attendance.	Ryan Moody Jonathon Dillion Marian Gordon Allyson Key	June 2026
Department chairs will notify administration as to the dates and times of departmental CASA meetings.	Ryan Moody Jonathon Dillion Marian Gordon Allyson Key	September 2026
Administration will attend each department CASA meeting assigned to them by the principal.	Ryan Moody Jonathon Dillion Marian Gordon Allyson Key	June 2026

GOAL 1: Consistency

By June 2026, all schools in the district will implement consistent, high-quality, standards-aligned instruction as measured by a 10% increase in student proficiency and evidence of growth on district and state assessments, reflecting reduced variability and stronger mastery of standards across classrooms.

District Success Indicator:

C.08 The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support.

Target date for Implementation:

Beginning in September 2025 and completing by May 2026

Definition of Successful Implementation:

All schools will establish instructional expectations, conduct classroom walkthroughs, facilitate collaborative planning and data analysis meetings, and provide coaching support to ensure consistent, high-quality, rigorous, standards-aligned instruction in every classroom. Consistent instruction and reduced variability across classrooms will result in improved data and mastery of standards across the schools in both proficiency and growth.

Action Steps / Strategies:	Assigned to:	Target Date:
Aligned Instructional Practices - Each school creates instructional expectations and non-negotiables that will be used to align instructional practices and ensure consistency across classrooms.	Deanna Wiles	September 2025
Monitor Instructional Consistency - Administrators and instructional facilitators monitor instructional consistency by conducting a minimum of two classroom walkthroughs per month, using consistency protocols in Kickup and use the walkthrough data to provide follow-up, feedback, and/or coaching as needed.	Ana Floyd	May 2026
Collaborative Meetings - Schools will facilitate biweekly collaborative meetings to intentionally plan high-quality, rigorous, standards-aligned instruction and analyze data to increase student proficiency and standards mastery.	Wendy Rich	May 2026
Professional Development & Coaching - Professional development on classroom environment, classroom behavior, and instructional strategies. Administrators and coaches will provide ongoing instructional coaching to build the capacity of our educators.	Ana Floyd	March 2026
BOE Policy Review - The board will review monthly policies related to student achievement to address any changes needed for low performing schools. School administrators will discuss student achievement related policies at monthly administrative meetings.	Gayle Higgs	June 2026

GOAL 2: Coherence

By June 2026, all schools in the district will strengthen behavior support systems and alternative learning programs to ensure equitable, effective supports for all students, including those most at risk. Success will be demonstrated by:

- 100% of school staff participating in at least two professional development sessions on behavioral supports and interventions.
- All schools implement district-supported behavioral support systems with fidelity, as measured by quarterly monitoring.
- An increase in access to academic and social-emotional services for students in specialized programs, as documented through academic service logs and program reports.

District Success Indicator:

C.10 The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.

Target date for Implementation:

Beginning in August 2025 and completing by June 2026

Definition of Successful Implementation:

100% of schools will have completed initial implementation of the district behavior professional development.

100% of schools will show improvement from the 2024-2025 school year to the 2025-2026 school year on the “Three Tiered Instruction and Intervention Model” of the FAM-S.

Elementary students will be provided with access to additional social and emotional services through the Blue Comet Quest program.

Action Steps / Strategies:	Assigned to:	Target Date:
Conduct Fidelity Checks - The district will conduct MTSS behavior fidelity checks with all schools at least twice per year.	Melvin Diggs	November 2025, May 2026
Enact Professional Development - Implement behavior professional development district-wide by January, 2026.	Christina Kinley	January 31, 2026
Enhance Services - Strengthen academic services and support for Blue Comet Quest: A Youth Haven Day Treatment Program, and expand services to K-5 students.	Deanna Wiles	May 2026
Support Alternative Learning Programs - Strengthen oversight of alternative learning programs to ensure effective support for at-risk students.	Michelle Harger	May 2026

GOAL 3: Belonging

By June 2026, the district will strengthen community engagement and financial sustainability by building at least five new partnerships with local organizations, launching a donation system through the ACS Education Foundation, and securing at least two new grants to support future opportunities. Progress will be measured by increased family and community participation in district events (with a target of 10% growth), documented coalition membership growth, and implementation of a communications and marketing strategy that results in a measurable increase in outreach and engagement.

District Success Indicator:

E.02 The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan.

Target date for Implementation:

Beginning in August 2025 and completing by June 2026

Definition of Successful Implementation:

Successful implementation will be achieved when the district demonstrates measurable progress in building sustainable community engagement and financial support systems. Collectively, these outcomes will ensure that the district has built a broad, inclusive, and sustainable foundation of support that strengthens student learning opportunities and long-term district growth.

Action Steps / Strategies:	Assigned to:	Target Date:
Build Partnerships – Establish at least five new partnerships with local businesses, nonprofits, and community organizations that directly support student learning and district initiatives.	Sarah Beth Cox	June 2026
Community & Parent Inclusivity – Increase family and community participation in district Global Innovation Center events and decision-making processes by 10% through inclusive outreach efforts and opportunities for engagement.	Julie Brady	June 2026
Donation System – Develop and implement a donation system through the ACS Education Foundation to provide a sustainable source of funding for district priorities by June 2026.	Sandra Spivey	May 2026
Grant Sustainability & Future Opportunities – Identify, apply for, and secure at least two new grants that align with district goals and provide long-term opportunities for innovation and student success.	Anthony Woodyard	May 2026
Broad Coalition of Support – Continue to grow a district-wide coalition of support by implementing a thoughtful communications and marketing strategy that increases visibility, strengthens trust, and highlights the impact of district initiatives.	Chandra Manning	May 2026

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	155,000
5200 - Special Populations Services	455,000
5300 - Alternative Programs and Services	663,300
5800 - School-Based Support Services	100,000
System-wide Support Services	
6200 - Special Population Support and Development Services	75,000
6500 - Operational Support Services	510,000
Total Other Designated Accounts Fund Appropriation	1,958,300

Section 4: The following revenues are estimated to be available to the Other Designated Accounts Fund.

State and Federal Funds	1,393,300
Local Revenues	565,000
Total Other Designated Accounts Fund Revenue	1,958,300

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	23,835,993
5200 - Special Populations Services	5,334,314
5300 - Alternative Programs and Services	731,101
5400 - School Leadership Services	3,115,000
5800 - School-Based Support Services	3,061,400
System-wide Support Services	
6100 - Support and Development Services	306,825
6200 - Special Population Support and Development Services	171,041
6400 - Technology Support Services	526,518
6500 - Operational Support Services	1,189,656
6600 - Financial and Human Resource Services	626,700
6700 - Accountability Services	73,700
6800 - System-wide Pupil Support Services	92,700
6900 - Policy, Leadership and Public Relations Services	525,000
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	39,634,948

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	39,634,948
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	267,731.57
5200 - Special Populations Services	1,436,787.67
5300 - Alternative Programs and Services	1,851,206.78
5400 - School Leadership Services	33,700.00
5800 - School-Based Support Services	335,527.21
System-wide Support Services	
6100 - Support and Development Services	140,057.60
6200 - Special Population Support and Development Services	1,300.00
6500 - Operational Support Services	107,539.76
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	262,560.78
Total Federal Grants Fund Appropriation	<u><u>4,436,411.37</u></u>

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Grants Fund Allocation	<u><u>4,436,411.37</u></u>
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ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **School Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	4,850,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	150,000
Total School Nutrition Fund Appropriation	5,000,000

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	4,570,000
State and Local School Nutrition Fund	430,000
Total School Nutrition Fund Revenue	5,000,000

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Enterprise Fund**.

Instructional Services	
5300 - Alternative Programs and Services	369,200
Ancillary Services	
7100 - Catering Services	30,800
Total Enterprise Fund Appropriation	400,000

Section 12: The following revenues are estimated to be available to the **Enterprise Fund**.

Local Revenues	400,000
Total Enterprise Fund Revenue	400,000

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 13: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	28,765,150
Total Capital Outlay Projects	28,765,150

Section 14: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	5,765,150
Needs Based Public School Capital Fund	22,000,000
Fund Balance Appropriated	1,000,000
Total Capital Outlay Fund Revenue	28,765,150

Section 15: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	12,900,719
Other Designated Accounts Fund	1,958,300
State Public School Fund	39,634,948
Federal Grants Fund	4,436,411
Child Nutrition Fund	5,000,000
Enterprise Fund	400,000
Capital Outlay Fund	28,765,150
	93,095,528

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

- Section 16:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 17:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
 - B. Between purposes of the same fund without a report to the Board of Education being required.
 - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 18:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 13th day of November, 2025

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2025 and ending June 30, 2026:

Section 1: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services

5100 - Regular Instructional Services	3,621,579
5200 - Special Populations Services	823,900
5300 - Alternative Programs and Services	263,700
5400 - School Leadership Services	377,240
5500 - Co-Curricular Services	356,500
5800 - School-Based Support Services	563,000

System-wide Support Services

6100 - Support and Development Services	122,700
6200 - Special Population Support and Development Services	98,500
6300 - Alternative Programs and Services	10,300
6400 - Technology Support Services	200,000
6500 - Operational Support Services	4,564,700
6600 - Financial and Human Resource Services	335,700
6900 - Policy, Leadership and Public Relations Services	737,900

Non-Programmed Charges

8100 - Payments to Other Governmental Units	825,000
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Total Local Current Expense Fund Appropriation

12,900,719

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	7,900,719
Supplemental Taxes	3,900,000
Local Revenues	350,000
Fund Balance Appropriated	750,000

Total Local Current Expense Fund Revenue

12,900,719

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	155,000
5200 - Special Populations Services	455,000
5300 - Alternative Programs and Services	663,300
5800 - School-Based Support Services	100,000
System-wide Support Services	
6200 - Special Population Support and Development Services	75,000
6500 - Operational Support Services	510,000
Ancillary Services	
7200 - Nutrition Services	-
Total Other Designated Accounts Fund Appropriation	<u>1,958,300</u>

Section 4: The following revenues are estimated to be available to the Other Designated Accounts Fund.

State and Federal Funds	1,393,300
Local Revenues	565,000
Total Other Designated Accounts Fund Revenue	<u>1,958,300</u>

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

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5100 - Regular Instructional Services	23,835,993
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System-wide Support Services	
6100 - Support and Development Services	306,825
6200 - Special Population Support and Development Services	171,041
6300 - Alternative Programs and Services	-
6400 - Technology Support Services	526,518
6500 - Operational Support Services	1,189,656
6600 - Financial and Human Resource Services	626,700
6700 - Accountability Services	73,700
6800 - System-wide Pupil Support Services	92,700
6900 - Policy, Leadership and Public Relations Services	525,000
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	39,634,948

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	39,634,948
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

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5200 - Special Populations Services	1,436,787.67
5300 - Alternative Programs and Services	1,851,206.78
5400 - School Leadership Services	33,700.00
5800 - School-Based Support Services	335,527.21
System-wide Support Services	
6100 - Support and Development Services	140,057.60
6200 - Special Population Support and Development Services	1,300.00
6400 - Technology Support Services	-
6500 - Operational Support Services	107,539.76
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	262,560.78
Total Federal Grants Fund Appropriation	<u><u>4,436,411.37</u></u>

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Grants Fund Allocation	<u><u>4,436,411.37</u></u>
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ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **School Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	4,850,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	150,000
Total School Nutrition Fund Appropriation	5,000,000

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

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State and Local School Nutrition Fund	430,000
Total School Nutrition Fund Revenue	5,000,000

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Enterprise Fund**.

Instructional Services	
5100 - Regular Instructional Services	-
5300 - Alternative Programs and Services	369,200
Ancillary Services	
7100 - Catering Services	30,800
Total Enterprise Fund Appropriation	400,000

Section 12: The following revenues are estimated to be available to the **Enterprise Fund**.

Local Revenues	400,000
Total Enterprise Fund Revenue	400,000

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

Section 13: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	28,765,150
Total Capital Outlay Projects	28,765,150

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Total Capital Outlay Fund Revenue	28,765,150

Section 15: The following revenues are estimated to be available to the Asheboro City Schools budget.

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Other Designated Accounts Fund	1,958,300
State Public School Fund	39,634,948
Federal Grants Fund	4,436,411
Child Nutrition Fund	5,000,000
Enterprise Fund	400,000
Capital Outlay Fund	28,765,150
	93,095,528

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2025-2026
Adopted November 13, 2025**

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Adopted the 13th day of November, 2025

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

CALENDAR OF UPCOMING EVENTS - November 13, 2025 Board Meeting

Monday, November 17	5:30-7:00 p.m.	South Asheboro Middle School Family Engagement Night	South Asheboro Middle School
Thursday, November 20	5:00-6:30 p.m.	Donna Lee Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Wednesday, November 26	All Day	Optional Teacher Workday	All Schools
Thursday, November 27- Friday, November 28	All Day	Holiday	All Schools
Monday, December 1	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Thursday, December 4	5:30-7:00 p.m.	McCrary Family Engagement Night	Charles W. McCrary Elementary School
Thursday, December 4	7:00 p.m.	Asheboro High School Jazz Concert	AHS Performing Arts Center
Friday, December 5	5:30-7:00 p.m.	Asheboro High School Family Engagement Night	Asheboro High School
Monday, December 8	7:00 p.m.	North Asheboro Middle School Band Concert	North Asheboro Middle School Theater
Tuesday, December 9	7:00 p.m.	North Asheboro Middle School Winter Choral Concert	AHS Performing Arts Center
Wednesday, December 10	4:00-6:00 p.m.	ECDC Family Engagement Night	Early Childhood Development Center
Wednesday, December 10	5:00-6:30 p.m.	North Asheboro Middle School Family Engagement Night	North Asheboro Middle School
Thursday, December 11	5:00-6:30 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary School
Thursday, December 11	6:30 p.m.	Board of Education Meeting	Professional Developpment Center
Thursday, December 11	7:00 p.m.	Asheboro High School Winter Band Concert	AHS Performing Arts Center
Friday, December 12	11:30-1:30 p.m.	Superintendent's Holiday Luncheon	Professional Developpment Center
Monday, December 15	7:00 p.m.	South Asheboro Middle School Winter Band Concert	South Asheboro Middle School
Tuesday, December 16	7:00 p.m.	Asheboro High School Winter Choral Concert	AHS Performing Arts Center
Thursday, December 18	10:00-11:30 a.m.	Central Office Holiday Brunch	Professional Developpment Center
Thursday, December 18	7:00 p.m.	South Asheboro Middle School Choral Concert	AHS Performing Arts Center
Friday, December 19	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release - Winter Break	All Schools
Monday, December 22 & Tuesday, December 23	All Day	Vacation/Annual Leave	All Schools
Wednesday, December 24- Friday, December 26	All Day	Holidays	All Schools
Thursday, January 1, 2026	All Day	Holiday	All Schools
Thursday, January 2	All Day	Optional Teacher Workday	All Schools