

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
August 14, 2025
6:30 p.m.

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

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance
- *D. Approval of Agenda

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

III. 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 inappropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes for July 10, 2025, Board of Education Work Session, July 10, 2025, Board of Education Meeting, and July 24, 2025, Special Called Meeting
- B. Policies for Approval:
 - Policy 1300 Governing Principle-Parental Involvement
 - Policy 1500 Governing Principle – Safe, Orderly, and Inviting Environments
 - Policy 1510/4200/7270 School Safety
 - Policy 1600 Governing Principle – Professional Development
 - Policy 1700 Governing Principle – Overcoming Barriers
 - Policy 1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law
 - Policy 1742/5060 Responding to Complaints
 - Policy 3400 Evaluation of Progress
 - Policy 3420 Student Promotion and Accountability
 - Policy 3620 Extracurricular Activities and Student Organizations
 - Policy 4040/7310 Staff Student Relations
 - Policy 4240/7312 Child Abuse and Related Threats to Child Safety
 - Policy 4331 Assaults and Threats
 - Policy 6330 Insurances for Student Transportation Services
 - Policy 7100 Recruitment and Selection of Personnel
 - Policy 7130 Licensure
 - Policy 7335 Employee Use of Social Media
 - Policy 7340 Employee Dress and Appearance
 - Policy 7820 Personnel Files

- Policy 9210 Care and Maintenance of Grounds and Outdoor Equipment
- C. Personnel
- D. Overnight Field Trip – South Asheboro Middle School FFA to IN for Convention October 2025
- E. Updated School Treasurers 2025-2026
- F. Updated Bank Signature List for Guy B. Teachey Elementary School
- G. Charter Bus Approval 2025-2026
- H. Consolidated Federal Funding Application Summary 2025-2026
- I. NC Prayer Certification

V. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Gayle Higgs, Chief of Human Resources & Support Services
 - 3225/4312/7320 Technology & Responsible Use
- B. Global Innovation Center Summer Activities Update – Ms. Julie Brady, Innovation Lead Teacher

VI. *Action Items

No Action Items.

VII. Board Operations – Chairman Baxter Hammer

- A. Calendar of Events
- B. Updated Board of Education Meeting Schedule 2025-2026

VIII. Closed Session

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

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
August 14, 2025
6:30 p.m.

Addendum

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

- I. Opening**
- II. Superintendent's Report**
- III. Public Comments**
- IV. *Consent Agenda**
 - C. Personnel (addendum added)
- V. Information, Reports, and Recommendations**
- VI. *Action Items**
- VII. Board Operations**
- VIII. Closed Session**
- 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
Professional Development Center
July 10, 2025
12:30 p.m.**

Work Session

Board Members Present:

Baxter Hammer, Chairman
Ryan Patton, Vice Chairman
Hilda DeCortez
Gidget Kidd

Phillip Cheek
Linda Cranford
Michael Smith

Dr. Beth Knott
Melissa Calloway
Adam Hurley

Board Members Absent:

Hailey Lee

Staff Members Present:

Dr. Aaron Woody
Carla Freemyer
Christina Kinley
Deanna Wiles

Sandra Spivey Ayers
Gayle Higgs
Chandra Manning

Dr. Wendy Rich
Anthony Woodyard
Dr. Ana Floyd

Opening

Chairman Hammer called the meeting to order at 12:30 p.m.

Work Session

- A. Dr. Woody welcomed the board, central office administrators and school administrators to the meeting and thanked everyone for attending.
- B. Dr. Woody began speaking about the successful week with the Administrative Leadership Team summer retreat on Tuesday and Wednesday. During the retreat, time was spent with a collective focus on excellence. We are all instructional leaders. We need to grow consistency and recognize our gaps. Dr. Woody shared that he and the team spent intentional time together making plans to address these areas. Dr. Woody ended with a quote from the retreat: "progress is not about speed, it is about direction", and our direction matters.

Dr. Woody added that during the work session the Board will hear highlights from principals for their schools for 2024-2025 and plans for some areas for growth in 2025-2026 from each principal.

Dr. Woody shared a recap of the 2024-2025 school year. This information included the following:

- The dropout rate has fallen from 3.8% to 2.1%, reflecting our commitment to keeping every student engaged and on the path to success.
- Attendance and engagement have also improved tremendously. Chronic absenteeism has dropped dramatically—from 31.5% in 2021-22 to just 15% this year—while average daily attendance increased from 92.8% to 94.1%. These numbers reflect more than policies; they demonstrate the deep relationships and supportive environments our educators and staff foster every day.

- Our investment in hands-on learning and workforce readiness continues to grow. This summer, 19 students will participate in internships, with 25 more joining in the fall and 56 in the spring. Our partnerships are expanding as well, with five students interning at Cone Health and three technology interns earning credit within ACS.
- Our apprenticeship programs are thriving. Through NCFame and Apprenticeship Randolph, we welcomed the largest group of new apprentices in the Piedmont Triad this year, setting the stage for bright futures in skilled careers.
- Student organizations like DECA, FFA, and HOSA are flourishing, engaging hundreds of students and earning top honors at state and international competitions. DECA celebrated multiple state winners and finalists, including a first-place finish at the DECA at the Bell international competition. FFA members earned scholarships and received recognition from National FFA New Horizons magazine for their innovative Zoo School program.
- Additionally, Asheboro City Schools CTE was selected as a pilot site for the new NC Fame pathway, reinforcing our district's reputation as a leader and valued educational partnerships. What these numbers and stories represent goes beyond achievement—they are proof of what happens when a community commits to lifting one another up, nurturing every talent, and working relentlessly to open doors of opportunity.

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, and upon motion by Phillip Cheek and seconded by Hilda DeCortez, the board unanimously approved to enter Closed Session to hear data presentations from the principals at 1:00 p.m.

Dr. Woody's self-assessment for 2024-2025 was not discussed with the board during the closed session due to time constraints.

Upon motion by Phillip Cheek and seconded by Hilda DeCortez, the board unanimously approved to open the closed session at 1:00 p.m.

Upon motion by Linda Cranford and seconded by Michael Smith, the board unanimously agreed to close the closed session at 5:09 p.m.

Adjournment:

There being no further business and upon motion by Dr. Beth Knott and seconded by Hilda DeCortez, the board unanimously approved to adjourn at 5:09 p.m.

Chairman

Secretary

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
July 10, 2025

Policy Committee

Committee Members Present:

Baxter Hammer, Chairman
Gidget Kidd, Policy Committee Chair

Ryan Patton, Vice Chairman
Melissa Calloway

Adam Hurley
Linda Cranford

Committee Members Absent:

Hailey Lee

Other Board Members Present:

Hilda DeCortez

Michael Smith

Dr. Beth Knott

Staff Members Absent:

Dr. Aaron Woody
Michelle Harger

Carla Freemyer

Gayle Higgs

Gidget Kidd, Policy Chair, called the meeting to order at 5:31 p.m. Gayle Higgs reviewed the following policies:

- **3225/4312/7320 Technology Responsible Use**
 - Adds language in subsection B.1.
 - Updates the legal references
 - Updates the footnotes

Policies for committee annual review:

- **3115 Curriculum and Instructional Guides**
 - No recommended revisions
- **3120 Lesson Planning**
 - No recommended revisions
- **3135 Homework**
 - No recommended revisions
- **3140 Evaluation of Instructional Programs**
 - No recommended revisions
- **3440 Recognizing Excellence**
 - No recommended revisions

- **4250/5075/7316 North Carolina Address Confidentiality Program**
 - No recommended revisions
- **5120 Relationship with Law Enforcement**
 - No recommended revisions
- **5230 Participation in Research Projects**
 - No recommended revisions

Gidget Kidd, Policy Chair adjourned the meeting at 5:38 p.m. by Gidget Kidd.

Finance Committee

Committee Members Present:

Baxter Hammer, Chairman	Philip Cheek	Michael Smith
Ryan Patton, Vice Chairman	Hilda DeCortez	
Dr. Beth Knott, Finance Committee Chair		

Other Board Members Present:

Adam Hurley	Gidget Kidd	Linda Cranford
Melissa Calloway		

Staff Members Present:

Dr. Aaron Woody	Sandra Spivey Ayers
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Dr. Beth Knott, Finance Chair, opened the meeting at 5:42 p.m.

Ms. Spivey Ayers reviewed the yearend financial process was complete for State and Federal funds. The financial software platform continues to be a significant challenge.

Ms. Spivey Ayers discussed the federal allotments currently under review equal \$430,000 for Asheboro City Schools.

Ms. Spivey Ayers provided an update on the South Asheboro Middle School renovation project. All work scheduled for this summer is on schedule. The elevator will be installed on August 7, 2025.

Ms. Spivey Ayers discussed the list of Pay Dates and the list of School Treasurers included in the consent agenda for the board meeting this evening.

There being no further business, Dr. Beth Knott, Finance Committee Chair, adjourned the meeting at 5:48 p.m.

Board of Education

Board Members Present:

Baxter Hammer, Chairman
Gidget Kidd
Dr. Beth Knott
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
Sarah Beth Cox
Scott Bainville

Dr. Wendy Rich
Chandra Manning
Dr. Ana Floyd
Angel Etheridge
Melvin Diggs

Anthony Woodyard
Christina Kinley
Carla Freemyer
Jody Cox
Michelle Harger

Opening

Chairman Smith 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 led the Pledge of Allegiance.

Chairman Hammer requested a motion to add a closed session to the agenda. Upon motion by Michael Smith and seconded by Gidget Kidd, the board unanimously approved the meeting agenda with the closed session added.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Michael Smith and seconded by Dr. Beth Knott, the board unanimously approved the following items:

- A. Approval of Minutes for June 5, 2025, Board of Education Meeting, June 26, 2025, Special Called Meeting
- B. Policies for Approval:
 - Policy 1310/4002 Parental Involvement
 - Policy 4329/7311 Bullying and Harassing Behavior Prohibited
 - Policy 2302 Remote Participation in Board Meetings
 - Policy 2342 Voting Methods
- C. Personnel (see below)

Asheboro City Schools
Personnel Transactions-ADDENDUM
July 10, 2025

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Honeycutt	Aleah	SAMS	ELA/Math	6/30/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Baughman	Brittany	CWM	Exceptional Children	8/14/2025
Hughes	Alyson	DLL	3rd Grade	8/14/2025
May	James	AHS	Physical Education	8/14/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brewer	Nicole	LP to SAMS	4th Grade to ELA/Math	8/14/2025
Martinez	Emmanuel	LP to DLL	Instructional Assistant	8/14/2025

***D. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Scherer	Katie	NAMS	Science/Social Studies	7/1/2025 - 12/31/2025

Information, Reports, and Recommendations

A. Ms. Gayle Higgs, Chief of Human Resources & Support Services, reviewed the following Policies for Review:

- Policy 1300 Governing Principle-Parental Involvement
- Policy 1500 Governing Principle – Safe, Orderly and Inviting Environments
- Policy 1510/4200/7270 School Safety
- Policy 1600 Governing Principle – Professional Development
- Policy 1700 Governing Principle – Overcoming Barriers
- Policy 1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law
- Policy 1742/5060 Responding to Complaints
- Policy 3400 Evaluation of Progress
- Policy 3420 Student Promotion and Accountability
- Policy 3620 Extracurricular Activities and Student Organizations
- Policy 4040/7310 Staff Student Relations
- Policy 4240/7312 child Abuse and Related Threats to Child Safety
- Policy 4331 Assaults and Threats
- Policy 6330 Insurances for Student Transportation Services
- Policy 7100 Recruitment and Selection of Personnel
- Policy 7130 Licensure
- Policy 7335 Employee Use of Social Media
- Policy 7340 Employee Dress and Appearance

- Policy 7820 Personnel Files
 - Policy 9210 Care and Maintenance of Grounds and Outdoor Equipment
- B. Transportation Update – Ms. Gayle Higgs, Chief of Human Resources & Support Services, and Ms. Tari Johnson, Transportation Operations Supervisor shared a transportation update. Ms. Higgs and Ms. Johnson began the presentation by recognizing two people, bus driver Brad Akins and bus assistant Nemesis Pagan, for their incredible teamwork. The presentation continued with information regarding personnel, contracted service, statistical data, and the 2025-2026 projection.

***Action Items**

No Action Items.

Board Operations

- A. Chairman Hammer reviewed information regarding upcoming events.

There will be a special called board meeting on Thursday, July 24, 2025, at 5:30 p.m. in the central office boardroom.

The board meeting start time will be changed to 6:30 p.m. beginning in August. The next regularly scheduled board meeting will be on August 14, 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 Michael Smith and seconded by Linda Cranford, the Board unanimously agreed to enter closed session to discuss the Superintendent's annual evaluation at 6:58 p.m..

Adjournment

There being no further business and upon motion by Linda Cranford and seconded by Ryan Patton, the board unanimously approved to adjourn at 8:01 p.m.

Chairman

Secretary

**Asheboro City Board of Education
Special Called Meeting
Central Office Boardroom
July 24, 2025
5:30 p.m.**

Board of Education

Board Members Present:

Baxter Hammer, Chairman
Ryan Patton, Vice Chairman
Hilda DeCortez

Phillip Cheek
Michael Smith

Dr. Beth Knott
Melissa Calloway

Board Members Absent:

Adam Hurley
Linda Cranford

Gidget Kidd

Hailey Lee

Staff Members Present:

Sandra Spivey Ayers

Carla Freemyer

Gayle Higgs

Opening

Chairman Baxter Hammer called the meeting to order at 5:32 p.m. and welcomed all in attendance. Upon motion by Phillip Cheek and seconded by Hilda DeCortez, the Board unanimously approved the meeting agenda.

Consent Agenda

Upon motion by Michael Smith and seconded by Dr. Beth Knott, the following items were approved by the Board:

- A. Personnel (see below)
- B. List of Bank Account Signers

**Asheboro City Schools
Personnel Transactions
July 24, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arroyo	Joe	AHS	Mathematics	7/16/2025
Bennett	Cody	SAMS	Mathematics	7/22/2025
Cox	Belinda	AHS	Health Science (CTE)	7/11/2025

McCormack	Emilli	LP	5th Grade	7/11/2025
Rudisill	Bradley	AHS	Exceptional Children	7/11/2025
Soto Hurtado	Gonzalo	CO	IT Support Specialist	8/7/2025
Swaney	Kelly	CWM	Instructional Assistant	7/15/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Eric	AHS	Non-Faculty Coach - Football	7/25/2025
Graham	Dillon	NAMS	Science	8/14/2025
Staley	Kirsten	NAMS	English Language Arts	8/11/2025

***C. ADMINISTRATOR APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Floyd	Ana	CO	Director of School Improvement and Professional Development	8/1/2025-6/30/27

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davilia	Miriam	SAMS to GBT	Spanish to Instructional Assistant	8/14/2025
Lassiter	Adam	CO to CWM	Behavior Asst. to Instructional Asst./EC	8/14/2025
Tomchick	Joshua	SAMS to LP	Instructional Assistant	8/14/2025

Adjournment:

There being no further business and upon motion by Melissa Calloway and seconded by Phillip Cheek, the board unanimously approved to adjourn at 5:37 p.m.

Chairman

Secretary

Policies For Approval

Policy Code: 1300 Governing Principle - Parental Involvement

A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools. Unless otherwise stated in specific policies, references to "parents" also include persons acting in the place of parents, such as legal guardians or legal custodians. The board's vision for involving parents is expressed through the following board policies:

Governing Principles (policy 1100)

Parental Involvement (policy 1310/4002)

Title I Parent and Family Engagement (policy 1320/3560)

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)

Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231)

Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311)

Student and Parent Grievance Procedure (policy 1740/4010)

Responding to Complaints (policy 1742/5060)

Public Participation at Board Meetings (policy 2310)

Policy Development (policy 2410)

Adoption of Policies (policy 2420)

Curriculum Development (policy 3100)

Innovation in Curriculum and Instruction (policy 3110)

Selection of Textbooks and Instructional Materials (policy 3200)

Parental Inspection of and Objection to Instructional Materials (policy 3210)

Technology Responsible Use (policy 3225/4312/7320)

School Trips (policy 3320)

Evaluation of Student Progress (policy 3400)

Students at-Risk of Academic Failure (policy 3405)

Student Promotion and Accountability (policy 3420)

School Improvement Plan (policy 3430)

Class Rankings (policy 3450)

Alternative Learning Programs/Schools (policy 3470/4305)

Religious-Based Exemptions from School Programs (policy 3510)

Special Education Programs/Rights of Students with Disabilities (policy 3520)

Comprehensive Health Education Program (policy 3540)

Counseling Program (policy 3610)

Extracurricular Activities and Student Organizations (policy 3620)

Equal Educational Opportunities (policy 4001)

Age Requirements for Initial Entry (policy 4100)

Discretionary Admission (policy 4130)

School Assignment (policy 4150)

Release of Students from School (policy 4210)

Student Insurance Program (policy 4220)

Student Behavior Policies (policy 4300)

School Plan for Management of Student Behavior (policy 4302)

School-Level Investigations (policy 4340)

Parental Involvement in Student Behavior Issues (policy 4341)

Removal of Student During the Day (policy 4352)

Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Student Discipline Hearing Procedures (policy 4370)

Attendance (policy 4400)

Student Fees (policy 4600)

Student Records (policy 4700)

Surveys of Students (policy 4720)

Parent Organizations (policy 5010)

School Volunteers (policy 5015)

Visitors to the Schools. (policy 5020)

Registered Sex Offenders (policy 5022)

Student Health Services (policy 6120)

Administering Medicines to Students (policy 6125)

Bus Routes (policy 6321)

Student Assignment to Buses (policy 6322)

Naming Facilities (policy 9300)

Legal References: [G.S. 115C-36](#)

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised: August 1, 2007, January 20, 2009, June 30, 2009, December 1, 2009, September 30, 2014, January 8, 2015, August 10, 2017, May 13, 2021

Asheboro City Schools

Policy Code: 1500 Governing Principle - Safe, Orderly and Inviting Environment

A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning. The board's vision for creating and maintaining a safe, orderly and inviting environment is expressed through the following board policies:

School Safety (policy 1510/4200/7270)

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)

Identification Card System (policy 1520)

Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230)

Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231)

Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311)

School Trips (policy 3320)

School Improvement Plan (policy 3430)

Conflict Resolution (policy 3431)

Alternative Learning Programs/Schools (policy 3470/4305)

Citizenship and Character Education (policy 3530)

Focus on Students (policy 4000)

Service Animals in Schools (policy 4202/5029/7272)

Release of Students from School (policy 4210)

Communicable Diseases - Students (policy 4230)

Student Sex Offenders (policy 4260)

Student Behavior Policies (policy 4300)

Authority of School Personnel (policy 4301)

School Plan for Management of Student Behavior (policy 4302)

Integrity and Civility (policy 4310)

Disruptive Behavior (policy 4315)

Tobacco Products - Students (policy 4320)

Drugs and Alcohol (policy 4325)

Gang-Related Activity (policy 4328)

Theft, Trespass and Damage to Property (policy 4330)

Assaults, and Threats (policy 4331)

Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333)

Use of Unmanned Aircraft (Drones) (policy 4334/5035/7345)

Criminal Behavior (policy 4335)

Student Searches (policy 4342)

Student Discipline Records (policy 4345)

Short-Term Suspension (policy 4351)

Removal of Student During the Day (policy 4352)

Long-Term Suspension, 365 Day Suspension, Expulsion (policy 4353)

Requests for Readmission of Students Suspended for 365-Days or Expelled (policy 4362)

Visitors to the Schools. (policy 5020)

Registered Sex Offenders (policy 5022)

Smoking and Tobacco Products (policy 5026/7250)

Weapons and Explosives Prohibited (policy 5027/7275)

News Media Relations (policy 5040)

Emergency Closings (policy 5050)

Relationship with Other Governmental Agencies (policy 5100)

Relationship with Law Enforcement (policy 5120)

Collections and Solicitations (policy 5220)

Operation of Student Food Services (policy 6220)

Goals of Student Transportation Services (policy 6300)

Safety and Student Transportation Services (policy 6305)

Drivers (policy 6315)

Bus Routes (policy 6321)

Transportation Service/Vehicle Contracts (policy 6340)

Organization of Equipment, Materials and Supplies Services (policy 6510)

Hazardous Materials (policy 6540)

Discrimination and Harassment in the Workplace (policy 7232)

Drug-Free and Alcohol-Free Workplace (policy 7240)

Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241)

Staff Responsibilities (policy 7300)

School Administrator Contracts (policy 7425)

Planning to Address Facility Needs (policy 9000)

Facility Design (policy 9020)

Care and Maintenance of Facilities (policy 9200)

Care and Maintenance of Grounds and Outdoor Equipment (policy 9210)

Security of Facilities (policy 9220)

Legal References: [G.S. 115C-36](#)

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised: July 12, 2012, May 14, 2020, May 13, 2021

Asheboro City Schools

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

A. SUPERVISION OF STUDENTS

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

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

B. SUPERVISION OF VISITORS

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

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. As required by law, the principal must inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately. The principal or supervisor must notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

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

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES

1. Responding to Student Altercations and Other Threats to Safety

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

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

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

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

2. School Rules

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

3. Training

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

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

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

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

4. Safety Equipment

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

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

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

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

6. Reporting Risks to the School Population

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

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

School officials shall investigate and act upon any report of such behavior, including, when appropriate, referring reports to the school threat assessment team and reporting criminal activities to law enforcement, the State Board, the State Superintendent of Public Instruction, and the superintendent or designee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, 1735/4329/7311, Bullying and Harassing Behavior Prohibited, 4040/7310, Staff-Student Relations, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

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

8. Student Behavior Standards

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

E. THREAT ASSESSMENT TEAMS

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

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

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

1. Training

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

2. Assessment and Intervention

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

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

3. Information Sharing

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

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

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

4. Threat Assessment Protocols

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

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

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

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX 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), School Improvement Plan (policy 3430), Staff-Student Relations (policy 4040/7310), Student Sex Offenders (policy 4260), Student Behavior Policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy

5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education, Office of Safe and Drug-Free Schools (January 2007), available at

<https://www.ed.gov/sites/ed/files/admins/lead/safety/emergencyplan/crisisplanning.pdf>;

Behavioral Threat Assessment and Management: Best Practice Guidance for North Carolina Behavioral Threat Assessment and Management Teams for Harm Prevention, N.C. Department of Public Instruction Center for Safer Schools (March 2024), available at <https://www.dpi.nc.gov/best-practice-guidance-north-carolina-behavioral-threat-assessment-and-management-teams-harm>

Adopted: July 14, 2011

Revised: June 13, 2013; April 10, 2014; May 14, 2015, July 14, 2016, September 14, 2017, January 11, 2018, June 13, 2019, May 13, 2021, January 13, 2022, January 12, 2023, December 12, 2024

Policy Code: 1600 Governing Principle - Professional Development

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

School Safety (policy 1510/4200/7270)

Professional and Staff Development (policy 1610/7800)

Discrimination and Harassment Prohibited by Federal Law. (policy 1710/4020/7230)

Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237)

Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311)

Lesson Planning (policy 3120)

Evaluation of Instructional Programs (policy 3140)

Technology in the Educational Program (policy 3220)

Copyright Compliance (policy 3230/7330)

Use of Personal Technology to Conduct School Business (policy 3228/7323)

School Improvement Plan (policy 3430)

Alternative Learning Programs/Schools (policy 3470/4305)

Comprehensive Health Education Program (policy 3540)

Injury and Loss Prevention (policy 4201/7271)

Child Abuse and Related Threats to Child Safety (policy 4240/7312)

Emergency Epinephrine Auto-Injector Devices (policy 5024/6127/7266)

Public Records - Retention, Release, and Disposition (policy 5070/7350)

Student Health Services (policy 6120)

Administering Medicines to Students (policy 6125)

Network Security (policy 6524)

Hazardous Materials (policy 6540)

Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241)

Occupational Exposure to Bloodborne Pathogens (policy 7260)

Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265)

Teacher Contracts (policy 7410)

School Administrator Contracts (policy 7425)

Evaluation of Licensed Employees (policy 7810)

Evaluation of Non-Licensed Employees (policy 7815)

Legal References: [G.S. 115C-36](#), [-47](#)

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

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

Asheboro City Schools

Policy Code: 1700 Governing Principle - Overcoming Barriers

A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation. The board's vision for removing barriers is expressed in the following board policies:

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)

Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231)

Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311)

Student and Parent Grievance Procedure (policy 1740/4010)

Grievance Procedure for Employees (policy 1750/7220)

School Trips (policy 3320)

Testing and Assessment Program (policy 3410)

Counseling Program (policy 3610)

Equal Educational Opportunities (policy 4001)

Tuition for Discretionary Admissions (policy 4135)

Service Animals in Schools (policy 4204/5029/7272)

Student Fees (policy 4600)

Support Services (policy 6000)

Goals of Student Health Services (policy 6100)

Student Health Services (policy 6120)

Goals of Student Food Services (policy 6200)

Operation of Student Food Services (policy 6220)

Free and Reduced Price Food Services (policy 6225)

Goals of Student Transportation Services (policy 6300)

Participation by Historically Underutilized Businesses (policy 6402)

Vendor Lists (policy 6442)

Discrimination and Harassment in the Workplace (policy 7232)

Crowdfunding on Behalf of the School System (policy 7360/8225)

Facility Design (policy 9020)

Bidding for Construction Work (policy 9120)

Participation by Minority Businesses (policy 9125)

Legal References: [G.S. 115C-36](#)

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised: July 12, 2012, October 10, 2019, November 12, 2020, May 13, 2021

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

Policy Code: 1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, sex, color, national origin, religion, disability, or age (40 or older), and will provide equal access to the Boy Scouts and other designated youth groups as required by law.

The board will not tolerate any form of unlawful discrimination or harassment in any of its education activities or programs. All forms of prohibited discrimination and harassment are subject to this policy except the following, for which the board has established more specific policies.

- Discrimination and harassment on the basis of sex is addressed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.
- Discrimination and harassment in employment is addressed in policy 7232, Discrimination and Harassment in the Workplace.

In addition, the process set out in this policy for bringing complaints does not apply to the following.

- Complaints of sexual harassment will be brought in accordance with the processes established in policies 1725/4035/7236, Title IX Sexual Harassment - Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process.
- Employee allegations of discrimination or harassment will be addressed using the process established in policy 7232, Discrimination and Harassment in the Workplace.
- Allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA may be raised through the system of procedural safeguards established under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, (for Section 504 complaints) or in accordance with the procedures described in *Parents Rights & Responsibilities in Special Education*, published by the NC Department of Public Instruction (for IDEA complaints).

The board takes seriously all reports of unlawful discrimination and harassment and directs school officials to take prompt action to investigate and remedy violations of this policy. The superintendent is responsible for providing effective notice of this policy to students, parents, and employees.

The board encourages students, visitors, and other non-employee individuals who believe that they may have been discriminated against or harassed in violation of this policy, (including on the basis of disability, as specified in policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities), to report such conduct as soon as

possible through the process provided in Section B of this policy. Employees who believe that they may have been discriminated against or harassed should report through the process provided in policy 7232, Discrimination and Harassment in the Workplace. Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination or harassment may report the conduct to an individual designated in Section B of this policy.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports.

A. Prohibited Behavior

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination and harassment as defined below by students, employees, board members, volunteers, or visitors. "Visitors" includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

1. Discrimination

Discrimination is any act or failure to act, whether intentional or unintentional, by an employee or agent of the school system that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a legally-protected class so as to interfere with or limit their ability to participate in or benefit from the services, activities, or privileges offered by the school system's education program. For purposes of this policy, the legally protected classes are race, color, national origin, religion, and disability.

2. Harassment

Prohibited harassment is deliberate unwelcome conduct directed at another person or group of persons based on their membership in a legally protected class that creates a hostile environment. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by the school system.

Examples of behavior that may constitute harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, exclusion from peer groups, extortion of money or possessions, implied or

stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment may occur through electronic means, such as through the Internet, email, or text message. Legitimate age-appropriate pedagogical techniques are not considered harassment.

3. Application of the Policy

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during, or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

B. Reporting Discrimination or Harassment

1. Any person who believes that he or she has been discriminated against or harassed in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination or harassment should inform a school official designated in Section C below. Reports also may be made anonymously through the anonymous tip line.

2. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that a student or other individual may have been discriminated against or harassed in violation of this policy must report the offense immediately to an appropriate individual designated in Section C below. Any doubt about whether particular conduct is possible discrimination or harassment under this policy or any other policy of the board must be resolved in favor of reporting the conduct.

Employees who observe an incident of harassment are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination or harassment and the employee fails to report the conduct or take proper action or knowingly provides false

information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

3. Preliminary Inquiry

School officials may make a preliminary inquiry when a report is received to understand what occurred and to determine whether further action under this policy or otherwise is necessary.

C. Complaints of Discrimination and Harassment

1. A student, visitor, or other non-employee individual who believes he or she is the victim of unlawful discrimination or harassment in violation of this policy, or any person who has witnessed or who has reliable information that another person has been subject to unlawful discrimination or harassment under this policy, may make a formal written complaint to any of the following persons:

- a. the principal or assistant principal of the school at which either the alleged victim or alleged perpetrator attends or is employed;
- b. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- c. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in Section I of this policy.

If a written complaint alleges that the perpetrator is an employee, the school official receiving the complaint shall notify the senior human resources official without delay.

2. A written complaint alleging that a student has been discriminated against or harassed will be addressed in accordance with this policy.

A written complaint alleging that an employee has been discriminated against or harassed will be addressed in accordance with policy 7232, Discrimination and Harassment in the Workplace.

A written complaint alleging that a person who is not a student or employee has been discriminated against or harassed will be addressed in accordance with the general process for resolving complaints provided in policy 1742/5060, Responding to Complaints, not this policy.

3. Time Period for Making a Complaint

Alleged discrimination or harassment should be reported as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

D. School Officials' Response to Reports and Complaints of Discrimination or Harassment

1. Investigation

School officials shall investigate all formal written complaints received. Reports of discrimination or harassment that are not followed by a formal written complaint may be investigated at the discretion of school officials and may be investigated even if the alleged victim does not seek action by school officials.

a. The principal or designee or site supervisor will be the investigator when the alleged perpetrator is a student or third party. The senior human resources official or designee will be the investigator when the alleged perpetrator is an employee. The superintendent may determine that individual circumstances warrant the assignment of a different investigator.

Notwithstanding the above designations, (1) if the alleged perpetrator is the senior human resources official, the superintendent will be the investigator, and (2) if the alleged perpetrator is the superintendent or a member of the board, the board chair shall direct the board attorney to investigate, unless the board chair determines that outside counsel should be engaged to investigate.

b. As applicable, the investigator shall immediately notify the Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may request assistance from the coordinator in conducting the investigation.

c. If the investigator, after interviewing the complaining party and/or the alleged victim and consulting with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination or harassment as defined in this policy or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, school officials shall address the matter outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complaining party.

d. Any investigation conducted must be impartial, prompt, and thorough. The investigator shall investigate the facts and circumstances related to the allegation(s) of discrimination or harassment and give the alleged perpetrator an opportunity to respond to the allegations.

The investigator shall consider all the evidence collected, the context in which the alleged incidents occurred, the age and maturity of the parties, and any other relevant circumstances, and in consultation with the board attorney as appropriate, shall determine whether the alleged act(s) constitutes a violation of this policy, policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, and/or any other board policy or expected standard of student or employee behavior.

e. The complaint and investigation will be kept confidential to the extent possible and consistent with law. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information.

2. Investigator's Findings

a. If the investigator finds that discrimination occurred, the investigator shall take or recommend steps to address the discrimination.

b. If the investigator finds that harassment occurred and created a hostile environment, the investigator shall assign or recommend appropriate disciplinary consequences for the perpetrator and/or take or recommend other reasonable measures to eliminate the hostile environment and prevent its recurrence.

c. If the investigator finds that the conduct did not violate this policy but violated policy 1735/4329/7311, Bullying and Harassing Behavior Prohibited, or another board policy or expected standard of conduct, the investigator shall assign or recommend discipline or other action appropriate to the violation.

d. The investigator shall make a record of the evidence and findings of the investigation and the assigned or recommended discipline and/or other remedial action and provide a copy to the appropriate civil rights coordinator. If the investigator recommends a disciplinary consequence or remedial action that is beyond his or her authority, the investigator shall provide a copy of the record to the superintendent for further action.

e. The investigator shall inform the alleged victim and alleged perpetrator of the outcome of the investigation.

3. Steps to Reasonably End Discrimination or Harassment

a. The superintendent is responsible for taking or causing appropriate action to be taken in response to discrimination and harassment in violation of this policy. Appropriate action must include:

i. reasonable, timely, age-appropriate corrective action intended to end the discrimination or harassment and prevent it from recurring;

ii. as needed, reasonable steps to address the effects of the discrimination or harassment on the victim; and

iii. as needed, reasonable steps to protect the victim from retaliation as a result of the complaint.

b. Appropriate steps to end discrimination and harassment may include, but are not limited to, separating the parties, providing counseling for the parties, and/or taking disciplinary action against a perpetrator determined to have violated this policy. The superintendent may take non-punitive measures to end or prevent instances of discrimination or harassment regardless of whether any individual has been found responsible for the discrimination or harassment. The superintendent also may implement or direct the implementation of classroom-wide, school-wide, or school system-wide responses such as additional staff training, harassment prevention programs, and other measures reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.

c. The applicable civil rights coordinator shall encourage victims of discrimination and harassment to report any subsequent problems and may conduct follow-up inquiries as warranted to determine if there have been any new incidents of discrimination or harassment or any instances of retaliation.

E. Appeals

1. If the alleged victim is dissatisfied with the outcome of the investigation, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the superintendent, in which case the alleged victim may appeal directly to the board in accordance with the next paragraph). The appeal must be submitted in writing within three school business days of

receiving the notice of the outcome of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

2. Student victims may appeal the superintendent's decision to the board in accordance with subsection E.5.a of policy 1740/4010, Student and Parent Grievance Procedure. Employees may appeal the superintendent's decision to the board in accordance with subsection E.4.a of policy 1750/7220, Grievance Procedure for Employees.

3. Any student or employee subject to discipline for violating this policy will be accorded all rights provided by law.

F. Retaliation Prohibited

The board prohibits retaliation against any person for making a report or complaint of a violation of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of a reported violation of this policy. No reprisals will be taken by the board against a complaining party or other individual who makes a good faith report of discrimination or harassment. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Complaints alleging retaliation may be filed according to the grievance processes established in policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.

G. Training and Programs

The board directs the superintendent to establish training and other programs that are designed to prevent discrimination and harassment and to foster an environment of understanding and respect for all members of the school community. Information about the prohibited conduct and grievance procedure in this policy and those in policies 1725/4035/7236, Title IX Sexual Harassment - Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process, must be included in the training plan.

As funds are available, the board will provide students, employees, and volunteers who have significant contact with students with additional training regarding the board's efforts to address discrimination and harassment and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination or harassment; (2) teach employees to identify groups that may be the target of discrimination or harassment; and (3)

train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

H. Records

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination or harassment. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination and harassment.

I. Contacts for Inquiries

The superintendent has appointed individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal nondiscrimination laws, including investigating any complaints communicated to school officials alleging noncompliance with those laws. Inquiries about the application of the nondiscrimination laws addressed in this policy may be referred to the designated civil rights coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.

The contact information for the designated civil rights coordinators is as follows.

1. Title IX Coordinator

Director of Support Services

1126 S. Park Street, Asheboro, NC 27203

(336) 625-5104

2. Section 504 Coordinator

Director of Support Services

1126 S. Park Street, Asheboro, NC 27203

(336) 625-5104

3. ADA Coordinator

Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104

4. Age Discrimination Coordinator
Chief Human Resources Officer
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
5. Coordinator for Other Non-discrimination Laws
Chief Human Resources Officer
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104

The contact information for the U.S. Department of Education Office for Civil Rights with jurisdiction over North Carolina is as follows.

400 Maryland Ave, SW
Washington, DC 20202-1475
Telephone: 202-453-6020 TDD: 800-877-8339
FAX: 202-453-6021 Email: OCR.DC@ed.gov

Legal References: Age Discrimination in Employment Act of 1967, [29 U.S.C. 621](#) et seq., [34 C.F.R. pt. 110](#); Americans with Disabilities Act, [42 U.S.C. 12101](#) et seq., [28 C.F.R. pt. 35](#); Boy Scouts of America Equal Access Act, [20 U.S.C. 7905](#), [34 C.F.R. pt. 108](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400](#) et seq.; Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. 2000d](#) et seq., [34 C.F.R. pt. 100](#); *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994), available at <https://www2.ed.gov/about/offices/list/ocr/docs/race394.html>; *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); [G.S. 115C-407.15 through -407.18](#); [126-16](#); [16 N.C.A.C. 6E .0107](#); *Parent Rights &*

Responsibilities in Special Education, (N.C. Dept. of Public Instruction, Exceptional Children Division), available at <https://www.dpi.nc.gov/parent-rights-handbook>

Cross References: 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), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311) Student and Parent Grievance Procedure (policy 1740/4010), Responding to Complaints (policy 1742/5060), Grievance Procedure for Employees (policy 1750/7220), Prohibition Against Retaliation (policy 1760/7280), Hearings Before the Board (policy 2500), Staff-Student Relations (policy 4040/7310), School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Discrimination and Harassment in the Workplace (policy 7232)

Adopted: July 15,2021

Asheboro City Schools

Policy Code: 1742/5060 Responding to Complaints

A. Opportunities to Address Concerns and Complaints

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy 2310, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy 3210, Parental Inspection of and Objection to Instructional Materials);
4. specific processes for addressing disciplinary consequences (policies in the 4300 series);
5. processes as provided by law for students with disabilities (policies 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, 3520, Special Education Programs/Rights of Students with Disabilities, and 4307, Disciplinary Action for Exceptional Children/Students with Disabilities);
6. a grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted or violated (policy 1740/4010, Student and Parent Grievance Procedure and
7. procedures for reporting and resolving complaints of discrimination, harassment, or bullying on the basis of sex, disability, or other personal characteristic (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).

Numerous other policies provide opportunities for parental input, including policy 1310/4002, Parental Involvement.

B. General Process

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any board member or employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school system in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.

The superintendent shall communicate the requirements in this policy to board members and employees on a regular basis.

Legal References: [G.S. 115C-36](#), [-47](#)

Cross References: Parental Involvement (policy 1310/4002), 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), Nondiscrimination on the Basis of Disabilities Student (policy 1730/4022/7231), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Student and Parent Grievance Procedure (policy 1740/4010), Public Participation at Board Meetings (policy 2310), Parental Inspection of and Objection to Instructional Materials (policy 3210), Special Education Programs/Rights of Students with Disabilities (policy 3520), Student Behavior Policies (4300 series), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307)

Adopted: March 12, 1998 to become effective July 1, 1998 Reviewed by Policy Committee: October 11, 2007

Revised: February 12, 2009, July 12, 2012, June 9, 2016, May 13, 2021

Asheboro City Schools

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

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

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

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

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

The following letter grades also may be used as applicable.

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

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

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

Educational Program (policy 3000)

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

Updated: October 9, 2014

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

The promotion standards also will require that students not be promoted from eighth grade until a career development plan is completed in accordance with the requirements of G.S. 115C-158.10 and State Board of Education rules and not be promoted from tenth grade until the career development plan is revised. Any high school student who does not already have a career development plan must complete the plan within 90 days of enrollment in school. Career development plans must be easily accessible to students and parents.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. APPEALS OF PROMOTION DECISIONS**1. Appeal to the Superintendent**

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. LITERACY INTERVENTIONS**1. Reading Camps**

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

An Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with

reading development and that an IRP has been developed for the student. The notice provided must include all other information required under G.S. 115C-83.6B(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by G.S. 115C-83.6A.

F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

G. CREDIT BY DEMONSTRATED MASTERY

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

H. CREDIT RECOVERY

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of

the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered and the credit recovery will be tailored to meet the needs of the individual student. The length of credit recovery is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

If the credit recovery course has an associated EOC exam and the student is going to retake it, the exam will be administered no later than 30 days upon completion of the credit recovery course. Beginning with the 2025-26 school year, students shall earn a numeric grade for credit recovery, which will be factored into the pre-existing incomplete or fail course grade on the student's transcript to a degree proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education Policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;

- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. CREDIT FROM STUDYING ABROAD

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To

challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

M. RESOURCES

Consistent with the objective of improving student performance, the board will provide

schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

N. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

O. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -158.10, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0508, .0510; State Board of Education Policies CCRE-001, GRAD-

001, GRAD-006, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Comprehensive Reading Plan for Achievement, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019, November 12, 2020, November 17, 2022, August 13, 2024

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.

C. Special Circumstances

1. Students with Disabilities

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

2. Children of Military Families

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

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

D. Appeals Process

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

Legal References: Americans with Disabilities Act, [42 U.S.C. 12132](#), [28 C.F.R. pt. 35](#); Equal Access Act, [20 U.S.C. 4071-4074](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400 et seq.](#), [34 C.F.R. pt. 300](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); [G.S. 115C art. 9](#), [115C-12\(23\)](#), [-47\(4\)](#), [-390.2](#), [-407.5](#), [-407.55](#), [-407.59](#), [-407.60](#), [-407.65](#), [-407.70](#), [-407.75](#); [16 N.C.A.C. 6E .0207](#), [.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

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

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

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

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

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

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

B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS

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

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

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

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

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

maturity level;

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

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

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

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

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

2. Reporting by Students

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

3. Report of Criminal Misconduct

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

4. Report to the State Board of Education

In accordance with Section F of policy 7130, Licensure, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a student and resulting in termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation.

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

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-27.32, -202.4; 115C-47(18), -270.35(b), -326.20; 16 N.C.A.C. 6C .0601, .0602, .0604, .0605, .0608; State Board of Education Policies EVAL-014, EVAL-035, LICN-007

Cross References: Governing Principle – Removal of Barriers (policy 1700), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Student and Parent Grievance Procedure (policy 1740/4010), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Licensure (policy 7130), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

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

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: **4240/7312**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition to the other reporting requirements of this policy, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a child and resulting in termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation in accordance with Section F of policy 7130, Licensure.

E. COOPERATION WITH STATE AND LOCAL AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.
3. In a case under the jurisdiction of local law enforcement in which the child’s parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child

to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.

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

F. SHARING INFORMATION WITH OTHER AGENCIES

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

G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

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

H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS

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

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

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

Adopted: September 10, 2020

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

Policy Code: 4331 Assaults and Threats

The board will not tolerate assaults or threats from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. Prohibited Behavior

1. Assault

Students are prohibited from assaulting, physically injuring, attempting to injure, or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Threatening Acts

Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence, or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

B. Consequences

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.

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

Legal References: [G.S. 14-33](#), [-34 through -34.2](#); [115C-47](#), [-276\(r\)](#), [-288](#), [-307](#), [-390.2](#), [-390.5](#), [-390.7](#)

Cross References: Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted: November 4, 2021

Asheboro City Schools

Policy Code: 6330 Insurance for Student Transportation Services

No school bus, activity bus, or other vehicle owned, leased, or rented by the school system will be operated without bodily injury and property damage protection provided through the provisions of the State Tort Claims Act or through locally purchased liability coverage. School buses will not be used for any purpose or in any circumstance not covered by the State Tort Claims Act unless liability coverage has been purchased to cover such purpose or circumstance. Only activity buses and other vehicles meeting federal safety standards may be used for approved school-related activities. The superintendent or designee and principals shall monitor compliance with this policy.

Legal References: [49 U.S.C. 30125, 30165](#); [G.S. 115C-42, -47\(25\), -239, -242, -257, -258, -259](#); [G.S. 143 art. 31](#); Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <https://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

Cross References: Insurance (policy 8340)

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

Revised: January 21, 2016, August 10, 2023

Asheboro City Schools

Policy Code: 7100 Recruitment and Selection of Personnel

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

Except as otherwise provided in Section D of this policy, applicants must notify the 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 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.

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. 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.

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.

In addition, 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.

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](#), [-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

Reviewed by the Policy Committee: March 10, 2025

Asheboro City Schools

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

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

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

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Adjunct CTE Instructors

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

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

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

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

3. Interim Principals

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

4. Cherokee Language and Culture Instructors

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

5. Driver Education Instructors

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

6. Service Members and their Spouses Relocating to North Carolina

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

C. BEGINNING TEACHER SUPPORT PROGRAM

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

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

D. LICENSE CONVERSION

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

E. LICENSE RENEWAL

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

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

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

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

F. REPORTING MISCONDUCT

Any superintendent, associate superintendent, assistant superintendent, personnel administrator, or principal, who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b), has resulted in a criminal charge or indictment for any of the crimes listed in G.S. 115C-270.35(b), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the termination, nonrenewal, suspension, disciplinary action, or resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, does not have an employment contract renewed, or resigns as the result of conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under 16 N.C.A.C. 6C .0604, the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, nonrenewal, or resignation.

G. PARENTAL NOTIFICATION

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

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

H. EQUITABLE DISTRIBUTION OF TEACHERS

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

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 50 U.S.C. 4025a; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.1, -270.15, -270.20, -270.21, -270.35, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -326.20, -333, -333.1; 16 N.C.A.C. 6C .0602, .0604, .0605, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, EVAL-035, LICN-001, LICN-005, LICN-007, LICN-021, LICN-022, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

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

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019, March 12, 2020, January 14, 2021, August 12, 2021, February 10, 2022, February 9, 2023, March 14, 2024, November 14, 2024

Reviewed by the Policy Committee: March 10, 2025

Policy Code: 7335 Employee Use of Social Media

The board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students, and parents engaging, learning, collaborating, and sharing in digital environments as part of 21st Century learning. The board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. As practicable, the board will provide access to secure social media tools and board approved technologies for use during instructional time and for school-sponsored activities in accordance with policies 3220, Technology in the Educational Program, and 3225/4312/7320, Technology Responsible Use.

The board acknowledges that school employees may engage in the use of social media during their personal time. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school system employees. All school employees, including student teachers and independent contractors shall comply with the requirements of this policy when using electronic social media for personal purposes. In addition, all school employees must comply with policy 4040/7310, Staff-Student Relations, when communicating with individual students through other electronic means, such as through voice, email, text-messaging, or approved video-conferencing platform.

A. Definitions

1. Social Media

For the purposes of this policy, "social media" refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, nonsystem-related websites, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content. For purposes of this policy, it also includes any form of instant or direct messaging available through such applications. Examples of social media include, but are not limited to, Web 2.0 tools, Facebook, Twitter, LinkedIn, Flickr, YouTube Instagram, Google+, and social media components of learning management systems such as Moodle or Edmodo. The use of approved video-conferencing platforms is subject to policy 4040/7310, Staff-Student Relations.

2. School-Controlled Social Media

"School-controlled social media" are social media networks, tools, or activities that are under the direct control and management of the school system and that create an archived audit trail.

3. Personal Social Media

"Personal social media" means any social media networks, tools, or activities that are not school-controlled.

B. Social Media Communications Involving Students

Employees are to maintain professional relationships with students at all times in accordance with policies 4040/7310, Staff-Student Relations, and 7300, Staff Responsibilities. The use of electronic media for communicating with students and parents is an extension of the employee's workplace responsibilities. Accordingly, the board expects employees to use professional judgment when using social media or other electronic communications and to comply with the following.

1. All electronic communications with students who are currently enrolled in the school system must be school-related and within the scope of the employees' professional responsibilities, unless otherwise authorized by this policy or policy 4040/7310, Staff-Student Relations.
2. School employees may use only school-controlled social media or approved video- conferencing platforms to communicate directly with current students about school-related matters. (For exceptions regarding communication with students through video-conferencing platforms or other forms of electronic communication, e.g., email or texts, see policy 4040/7310, Staff-Student Relations.)
3. Employees are prohibited from knowingly communicating with current students through personal social media or personal websites without parental permission. An Internet posting on a personal social media network or personal website intended for a particular student will be considered a form of direct communication with that student in violation of this policy unless the parent has consented to the communication. However, an employee may communicate with a student using personal social media to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, sport or religious organization.
4. An employee seeking to utilize and/or establish a non-school-controlled social media website for instructional or other school-related purposes must

have prior written approval from the principal and the superintendent or designee and must verify that the social media application's terms of service meet the requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development. If the website collects personal information from students under the age of 13, the use will not be approved unless the applicable requirements of the Children's Online Privacy Protection Act (COPPA) are met. The employee shall ensure that the website does not include or link to the employee's personal social media footprint. The site must be used for school-related purposes only.

C. Employee Personal Use of Social Media

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations, and the Code of Ethics for North Carolina Educators, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends, or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students' access to the employees' personal information on social media websites and to prevent students from accessing materials that are not age-appropriate.

School employees are prohibited from accessing social networking websites for personal use during instructional time.

D. Posting to Social Media Sites and Personal Websites

Employees who use social media or non-system-related websites for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents, and community members. Employees shall observe the following principles when communicating through social media.

1. Employees shall not post confidential information about students, employees, or school system business.

2. Employees shall not accept current students as "friends" or "followers" or otherwise connect with students on personal social media sites without parental permission, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.

3. Employees shall not knowingly allow students access to their personal social media sites that discuss or portray sex, nudity, alcohol, or drug use or other behaviors associated with the employees' private lives that would be inappropriate to discuss with a student at school.

4. Employees may not knowingly grant students access to any portions of their personal social media sites or personal websites that are not accessible to the general public without parental permission, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.

5. Employees shall be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.

6. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar, or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.

7. Employees shall not use the school system's logo or other copyrighted material of the system on a personal social media site without express, written consent from the board.

8. Employees shall not post identifiable images of a student or student's family on a personal social media site without permission from the student and the student's parent or legal guardian. Employees may post such images on a school-controlled social media site only with prior permission of the employee's supervisor and in accordance with the requirements of federal and state privacy laws and policy 4700, Student Records.

9. Employees shall not use Internet postings to libel or defame the board, individual board members, students, or other school employees.

10. Employees shall not use Internet postings to harass, bully, or intimidate students or other employees in violation of policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1725/4035/7236, Title IX Sexual Harassment - Prohibited Conduct and Reporting Process, 1735/4329/7311, Bullying and Harassing Behavior Prohibited, and 7232, Discrimination and Harassment in the Workplace, or state and federal laws.

11. Employees shall not post content that negatively impacts their ability to perform their jobs.

12. Employees shall not use Internet postings to engage in any other conduct that violates board policy or administrative procedures or state and federal laws.

E. Consequences

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

The superintendent shall establish and communicate to employees guidelines that are consistent with this policy.

Legal References: [U.S. Const. amend. I](#); Children's Internet Protection Act, [47 U.S.C. 254\(h\)\(5\)](#); Electronic Communications Privacy Act, [18 U.S.C. 2510-2522](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); [17 U.S.C. 101](#) *et seq.*; [20 U.S.C. 6777](#); [G.S. 115C-325\(e\)](#) (applicable to career status teachers), [-325.4](#) (applicable to non-career status teachers); [16 N.C.A.C. 6C .0601](#), [.0602](#); State Board of Education Policy [NCAC-6C-0601](#)

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment - Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700), Discrimination and Harassment in the Workplace (policy 7232), Staff Responsibilities (policy 7300)

Adopted: December 15, 2011

Revised: August 29, 2012, December 12, 2013, March 12, 2015, June 9, 2016, October 5, 2017, June 10, 2021

Policy Code: 7340 Employee Dress and Appearance

The board believes that the appearance and the conduct of its employees are of supreme importance in establishing a positive climate for learning and for presenting a good example for students. Therefore, the board affirms its expectations that all personnel shall be cleanly, neatly, and appropriately attired for the work to be done. An employee's dress and appearance must not disrupt or distract from the educational process and must be in accordance with health and safety standards. The superintendent shall develop and communicate to employees the guidelines for appropriate dress and appearance. Such guidelines (1) must be gender-neutral; (2) may authorize the principal or department supervisors to develop specific dress or additional appearance requirements for each school or department; (3) may authorize exemptions from the guidelines for employees performing specialized duties that require a different form of dress; and (4) must provide a process for offering reasonable accommodations when required by law.

Administrative and supervisory personnel shall set a good example in personal appearance and good manners and shall encourage and expect employees to dress in accordance with the board's expectations. An employee's supervisor will make an initial determination of whether an employee's dress or appearance is inappropriate. In making this determination, the supervisor will consider the following factors:

1. the nature and environment of the work;
2. whether the dress is consistent with a professional environment;
3. health and safety factors;
4. the nature of the employee's public contact and the normal expectations for outside parties with whom the employee will work;
5. the employee's interaction with students;
6. the prevailing practices of other workers in similar jobs; and
7. any properly established guidelines for dress or appearance.

Based on these factors, the following requirements are established for all employees:

1. Employees shall be clean, neat, and appropriately attired. An employee's dress and appearance shall not disrupt the educational process or distract from a positive school climate.
2. The dress and appearance of employees should be appropriate to the type of work performed, with reasonable accommodation when the nature of an employee's work is unique.

3. Reasonable accommodations will be considered in accordance with all federal, state and local regulations.

4. Uniform dress may be required for certain categories of employees such as: food service and maintenance personnel.

The following are considered inappropriate for employees:

- a. Clothing that is inappropriately revealing, regardless of the activity or movement of the employee;
- b. Shirts with spaghetti straps, low-cut tops, or shorts or skirts that are shorter than mid-thigh in length;
- c. Flip-flops;
- d. Sweatpants;
- e. Clothing, jewelry, or body art which displays inappropriate images, words, or is obscene;
- f. Clothing which reveals undergarments;
- g. Clothing which is tattered or ragged; or
- h. Hats worn inside the building.

An employee's immediate supervisor shall make an initial determination of whether an employee's dress or appearance is a violation of this policy. If the supervisor determines that the employee's dress or appearance is inappropriate, detrimental to the work or learning environment, or hazardous to the health and safety of the employee or students, the supervisor shall counsel the employee regarding appropriate attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his/her dress. Any failure to follow the supervisor's directive and/or blatant violation or repeated violations of this policy may subject the employee to disciplinary action.

Legal References: Americans with Disabilities Act, [42 U.S.C. 12101](#) et seq.; Title VII of the Civil Rights Act of 1964, [42 U.S.C. 2000e](#) et seq.; Consolidated Appropriations Act, 2023, [P.L. 117-328](#), div. II - Pregnant Workers Fairness Act; [Bostock v. Clayton County](#), 590 U.S. 644, 140 S. Ct. 1731 (2020); [G. S. 115 - C](#) (36), (47)

Adopted: March 13, 2003

Administrative Procedure: None

Updated: October 8, 2009, July 14, 2016, August 11, 2022, October 5, 2023

Asheboro City Schools

Policy Code: 7820 Personnel Files

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, 1735/4329/7311, Bullying and Harassing Behavior Prohibited, and 7232, Discrimination and Harassment in the Workplace).

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 salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee);
- h. the date and amount of each increase or decrease in salary 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

I. 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. 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), Discrimination and Harassment in the Workplace (policy 7232), 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)

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Asheboro City Schools

Policy Code: 9210 Care and Maintenance of Grounds and Outdoor Equipment

The board strives to make the physical grounds at each school campus a part of a safe, orderly and inviting educational environment. To further this goal, the principal will seek opportunities to involve employees, parents and students at that school in the decisions related to the school grounds and shall make reasonable efforts to maintain the grounds and outdoor equipment in a manner consistent with board goals.

The board recognizes that chromated copper arsenate-treated wood ("arsenate-treated wood") has been found to pose health hazards to students and has been removed from the marketplace for residential uses. Thus, the board prohibits the purchase or acceptance of arsenate-treated wood for future use on school grounds. To the extent possible, the principal or designee shall ensure that existing arsenate-treated wood in playground equipment is sealed.

The principal shall inspect playgrounds and outdoor equipment for health and safety hazards on a regular basis and as required by law and post warnings of any hazards as necessary to alert the public, staff and students of those hazards. The principal shall notify the superintendent, or designee, immediately of repairs needed to meet safety standards.

Legal References: [G.S. 115C-12](#)(34)(a), [-36](#), [-47](#), [-524](#)

Cross References: School Safety (policy 1510/4200/7270)

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

Updated: July 10, 2014, June 2, 2022

Asheboro City Schools

**Asheboro City Schools
Personnel Transactions
August 14, 2025**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carrouth	Megan	AHS	English	7/28/2025
Hornback	Cyndy	LP	Instructional Assistant	7/31/2025
Robinson	Alex	GBT	Instructional Assistant	8/5/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Headen	Charneka	SAMS	ISS Assistant	8/14/2025
O'Neil	Preston	AHS	LTIP Assistant	8/14/2025

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barclift	Tenisha	CO	Substitute to Regular Bus Driver	08/25/2025
			Technology Admin Assistant to	
Cortes	Maira	CO to GBT	Data Manager/Treasurer	8/4/2025
Little	Delores	CO	Regular to Substitute Bus Driver	8/20/2025

Asheboro City Schools
Personnel Transactions - ADDENDUM
August 14, 2025

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Badillo	Guadalupe	CO	Maintenance/Grounds Keeper	8/15/2025
Key	Whitney	CO	Social Worker	8/11/2025
Lancianese	Toni	CO	Administrative Assistant	9/12/2025

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Acosta-Hernandez	Jose Daniel	LP	Instructional Assistant	8/14/2025
Jasso Rodriguez	Diana	AHS	Instructional Assistant/EC	8/14/2025
May	Brandy	AHS	Graduation Coach	8/15/2025
Thompson	Kip	AHS	Exceptional Children	8/14/2025

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
August 14, 2025**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Thompson, Kip	High Point University B: Ind/Org Psychology University of New England M: Inclusion Education	Exceptional Children

Mr. Kip Thompson is recommended for the position of Exceptional Children Teacher at Asheboro High School for the 2025–2026 school year. He brings twenty-three years of teaching experience, most recently with Davidson County Schools, and has a strong background in working with exceptional children at the secondary level. We are excited to welcome Mr. Thompson to Asheboro City Schools and look forward to the expertise and dedication he will bring to our team. Welcome aboard, Mr. Thompson!

Asheboro City Schools Field Trip/Transportation Request

Submission ID: 1b0f9ad1-d7b3-447d-b8e9-2ffe392aa4bc

Status: Submitted

General Details

Submission ID: 1b0f9ad1-d7b3-447d-b8e9-2ffe392aa4bc

South Asheboro Middle School

Freddy

Bello Medina

fbellomedina@asheboro.k12.nc.us

Fields

☒ Overnight Trip

Group Making Request: *

FFA - SAMS

School: *

SAMS

Destination: *

Indianapolis, Indiana

Date of Trip: *

 October 27, 2025

Number of Students Involved: *

5

Percent of Total Group: *

5

Reasons for Students Not Attending: *

Sick

Transportation Method: Check box



- ☒ Activity Bus
- ☐ Charter Bus
- ☐ Private Automobile

Other: Provide details

Rental Car

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

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

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

0

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

0

Departure Time: *

12:00pm

Return Time: *

7:00pm

Round Trip Miles (estimated) *

0

Estimated Cost to the Student: *

\$ 500

Purpose of the Field Trip: *

98th National FFA Convention

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

Janeice Leonard, Brooke Griffith, Nathaly Trinidad Flores, Virginia Beasey

Sponsor (Group Responsible for Paying for the Trip) *

We'll be attending this trip with AHS & NAMS FFA. We are in the process of applying for grants & doing fundraisers to help offset the cost of the trip for students. A tentative itinerary is being created and will be shared once finished

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

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

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

Special Comments/Response:

Date of Trip: 10.27.25 - 11.01.25 / We'll be attending this trip with AHS & NAMS FFA. We are in the process of applying for grants & doing fundraisers to help offset the cost of the trip for students. A tentative itinerary is being created and will be shared once finished

POLICY: FIELD TRIPS

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

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

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

Also keep the following regulations governing field trips in mind:

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

Approval History

- Submission Date: 7/28/2025, 4:49 PM
1. Submitter: Freddy Bello Medina
Submitter Email: fbellomedina@asheboro.k12.nc.us

Approved

7/28/2025

2. Signer Name: Chris Burian
Signer Email: cburian@asheboro.k12.nc.us
Signer Type: Principal

Approved

7/29/2025

3.

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

Pending

4.

Signer Type: Transportation Supervisor



A learning community of excellence!

Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

School Treasurers

2025-2026

(updated 8/14/25)

Kacie Kern

Asheboro High School

Donna Hill

North Asheboro Middle School

Freddy Bello Medina

South Asheboro Middle School

Alora Annonson

Balfour Elementary School

Gina Delk

Early Childhood Development Center

Cecilia Tzintzun-Jimenez

Charles W. McCrary Elementary School

Jasmine Vang

Donna Lee Loflin Elementary School

Maira Cortes

Guy B. Teachey Elementary School

Nicole Cox

Lindley Park Elementary School

Asheboro City Schools

Approved Signature List for Guy B. Teachey Elementary

With Pinnacle Financial Partners

<u>Account</u>	<u>SIGNER</u>	<u>SIGNER</u>	<u>SIGNER</u>	<u>SIGNER</u>	<u>SIGNER</u>
Guy B Teachey Elementary School	Aaron Woody	Sandra Spivey	Kristen Wright	Jordan Seagraves	Maira Cortes



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Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

2025-2026 Charter Bus Approval

The listed charter bus companies have submitted all required documentation for consideration for use by Asheboro City Schools for the 2025–2026 school year.

Mrs. Tari Johnson successfully completed site inspections for both Holiday Tours and Sunway Charters.

At this time, Support Services recommends that the Asheboro City Board of Education approve the following charter bus companies for use during the 2025–2026 school year:

Holiday Tours Inc.

10367 Randleman Road
Randleman, NC 27317

Sunway Charters

2400 Queen City Drive
Charlotte, NC 28208

Approved:

(Board of Education Signature/Date)

2025-2026 Consolidated Federal Funding Application Summary

Title I Part A - ESEA Chapter I Low Income

Planning Allotment - \$1,558,715

Carryover – \$328,245.75

Asheboro City Schools uses Title I funds to support all elementary and middle schools. Individual school improvement teams meet to determine the best use of these funds. All school teams choose to use the majority of funds to provide additional classroom teachers to reduce class size. In total, Title I funds provide 20 classroom teachers. Additional instructional materials, professional development opportunities and tutoring services are other ways schools choose to spend their funds. Title I funds are used to supplement the level of federal, state, and local funds provided by other sources designated to increase the academic achievement of our students.

A portion of the Title I allocation is set-aside to provide support to the Early Childhood Development Center as well as any homeless students in the district.

Title I funds also support Parent and Family Engagement in accordance with Board Policy # 1320 – Title I Parent and Family Engagement.

Title II-A – Supporting Effective Instruction

Planning Allotment - \$219,273

Carryover - \$190,172.96

Asheboro City Schools will use Title II funds to focus on the following areas:

Instructional Support through a targeted approach with Beginning Teachers and those whose data does not demonstrate effectiveness in the classroom. Provide instructional support through the use of Instructional Facilitators at all levels to include curriculum support for beginning teachers.

Tuition Assistance to support staff who pursue advanced degrees, work toward expanding their teaching license, or successfully complete the National Board Certification renewal process.

Teacher Recruitment and Retention to support emerging best practices in recruiting, hiring and retaining highly qualified teachers. Funds will be used to support the Beginning Teacher Support programming, licensure, and teacher evaluation.

Professional Development offerings focus on building the capacity of teachers and leaders. We will include targeted training sessions focused on the newly implemented science standards, training to orient elementary math teachers to new curriculum resources, UNCG micro-courses on a variety of current educational topics, and sessions that will equip teachers to use innovative spaces and practices with their students. These initiatives aim to enhance teaching effectiveness and ultimately improve student outcomes across our district. The Director of School Improvement and Professional Development is funded through this grant.

Mentoring Support to provide funds for a Lead Mentor at each school. Lead Mentors are key to the implementation of the district's Beginning Teacher Support Plan, and play an integral part in the success of beginning teachers.

Class Size Reduction to create smaller class sizes at the elementary school level. Funds will be used to employ one class size reduction teacher.

Title III Part A - English Language Acquisition

Planning Allotment - \$100,745

Carryover - \$53,976.04

Asheboro City Schools uses Title III funds to carry out highly focused, innovative, locally designed activities to expand and enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth. A full time Lead Teacher is funded through this grant to enhance the engagement of staff, students, families and community.

Title III Part A – Significant Increase - English Language Acquisition

Planning Allotment - \$0	Carryover - \$3,839.42
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Asheboro City Schools uses Title III funds to purchase materials to be provided to support newcomers and their families in order to the acquire English language.

Title IV – Student Support and Academic Enrichment

Planning Allotment - \$110,745	Carryover - \$19,086.58
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There are three components to the Title IV grant that focus on well-rounded educational opportunities, safe and healthy students, and effective use of technology. The funds may be used for a variety of activities to improve student outcomes and address opportunity gaps.

Well-Rounded Education

Asheboro City Schools will utilize funds to improve access to foreign language, arts, and music education. Each school submits a plan to provide experiences for students through after school clubs or through extended learning opportunities. STEAM experiences will also be used to provide students with supplemental activities that enhance grade level curriculum.

Safe and Healthy Students

There is an increased need for additional support for social-emotional learning support and a need for mental health services. Funds will be used to provide school-based mental health services and counseling to students. Panorama, a social-emotional screener, will be implemented to gather data on our students social and emotional well-being. This data will assist counselors, mental health specialists, and teachers in determining how to best meet the needs of our students. Funds will be used to provide professional development for counselors and teachers related to social emotional skills and appropriate responses to mental health needs.

Effective Use of Technology in Schools

Asheboro City Schools will utilize funds to build our technological capacity as a district. We will purchase a software management program for student Chromebook computers. This instructional tool allows teachers to monitor student devices and communicate with students both on campus and remotely to maximize time on task. Features include the ability to lock student screens and easily take screenshots of student activity in order to provide meaningful feedback during class. Teachers can remotely monitor student progress without hovering over them to provide redirection and assistance.

NORTH CAROLINA PRAYER CERTIFICATION AND SINGLE SET OF ASSURANCES
The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act of 2015 (P.L. 114–95)

SEC. 8524. [20 U.S.C. 7904] SCHOOL PRAYER.

CERTIFICATION. -- As a condition of receiving funds under this Act, we hereby certify in writing to the State educational agency that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools.

SEC. 8306. [20 U.S.C. 7846] OTHER GENERAL ASSURANCES.

ASSURANCES. —Any applicant, other than a State educational agency that submits a plan or application under this Act, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including— (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will— (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- (8) the applicant will comply with the provisions of Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

Agency Name: 761 Asheboro City Schools

I HEREBY CERTIFY that to the best of my knowledge, the agency complies with assurances; the agency named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the agency's meeting held on 08/14/2025. (Month/Day/Year)

Dr. Aaron Woody

Printed Name of Superintendent

Signature of Superintendent

Date

Policies For Review

Policy Code: 3225/4312/7320 Technology Responsible Use

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

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

A. Expectations for Use of School Technological Resources

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

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

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

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

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

B. Rules for Use of School Technological Resources

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

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

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

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

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

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

6. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
9. Users must respect the privacy of others.
 - a. Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using email, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person's home address or telephone number, credit or checking account information, or social security number. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.
 - b. School employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.
 - c. Users may not forward or post personal communications without the author's prior consent.
 - d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such media in any way, without consent of the students and/or employees and the principal or designee. An exception will be made for settings where students and staff cannot be identified beyond the context of a sports performance or other public event or when otherwise approved by the principal.
10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users

may not disable antivirus programs installed on school system-owned or issued devices.

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

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

13. Users are prohibited from using another individual’s ID or password for any technological resource or account without permission from the individual. Sharing of an individual’s ID or password is strongly discouraged. If an ID or password must be shared for a unique classroom situation, students must have permission from the teacher or other school official.

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

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

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

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

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

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

20. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other

reasonable rules or guidelines issued by the superintendent or technology director for the use of such devices.

C. Restricted Material on the Internet

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

D. Privacy

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

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

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

E. Use of Personal Technology on School System Property

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

F. Personal Websites

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

1. Students

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

2. Employees

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

3. Volunteers

Volunteers are to maintain appropriate relationships with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in

order to prevent the possibility that students could view materials that are not age appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

G. Use Agreements

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

Legal References: [U.S. Const. amend. I](#); Children's Internet Protection Act, [47 U.S.C. 254\(h\)\(5\)](#), 47 C.F.R. 54.516; Electronic Communications Privacy Act, [18 U.S.C. 2510-2522](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); [17 U.S.C. 101 et seq.](#); [20 U.S.C. 7131](#); [G.S. 115C-325\(e\)](#) (applicable to career status teachers), [-325.4](#) (applicable to non-career status teachers)

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

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

Adopted: July 15, 2005

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

ACS Global Innovation Center Summer Update

August 14, 2025

Julie Brady-Innovation Lead Teacher
Leonardo Acosta, Luis Garcia De Luna, and
Jayden Hernandez-GIC Interns



GLOBAL INNOVATION CENTER

of Asheboro City Schools



IGNITING TOMORROW'S INNOVATORS

ABOUT US

The Global Innovation Center is designed to foster creativity, curiosity, and cutting-edge skills for all K-12 students. This visionary initiative marks a transformative leap towards a dynamic learning environment, preparing our students to thrive in the ever-evolving global landscape.

OUR VISION

To empower students with the knowledge and skills necessary to excel in the 21st century. The ACS Global Innovation Center stands as a testament to our commitment to cultivating a culture of innovation, critical thinking, and collaboration. This state-of-the-art facility will serve as an innovative space for students to explore, create, and lead in fields that define the future.



INNOVATIVE LEARNING SPACES FOR STUDENTS

- Advanced Modeling Lab
- Robotics
- Content Creation Studio
- SparkNC Learning Lab
- Design Thinking Lab
- ZSpace
- Esports Labs
- Welcome Center



ADVANCED MODELING LAB

- Introduction to drone technology, flight skills and real-world drone technology
- Hands-on experiences with advanced artificial intelligence and robotics
- Immersive experiences and gamification using VR headsets

CONTENT CREATION STUDIO

- Build communication and marketing skills through podcasting and video production
- Equip students with video, production, editing and graphic design skills
- Create a platform for authentic self-expression and sharing our students' ideas with the world

DESIGN THINKING LAB

- Grow as critical thinkers using the Design Thinking process
- Generate ideas, build prototypes and try different solutions using different tools including 3d printers and engravers

ESPORTS LAB

- Immerse students in the rapidly growing world of Esports
- Foster teamwork, strategic thinking, and digital literacy
- Provide a platform for students to develop leadership skills and sportsmanship

OTHER LEARNING EXPERIENCES

Provide diverse opportunities for hands-on learning in STEAM (Science, Technology, Engineering, Arts, and Mathematics) fields.

Collaborate with industry professionals through mentorship programs and partnerships.

Offer workshops, seminars, and events to expose students and families to emerging technologies and trends.

JOIN US ON THIS EXCITING JOURNEY AS WE IGNITE THE SPARK OF INNOVATION IN EVERY STUDENT, PREPARING THEM TO BECOME THE ARCHITECTS OF TOMORROW'S ADVANCEMENTS.

CONTACT US FOR MORE INFO

336-625-5104
211 W. Walker Ave
Asheboro, NC 27203

www.asheboro.k12.nc.us

ACS_Global_Innovation_Center
ACS Global Innovation Center



ROBOTICS LAB

- Hands-on experiences with robotics technology to encourage problem-solving, coding and engineering skills
- Engage K-8 students in real-world applications of robotics through competitions and projects

SPARKNC LEARNING LAB

- Empower students to build skills and explore careers in tech fields
- Students self-select learning experiences from an extensive menu
- Businesses partner with SparkNC to help students grow their professional networks and build durable skills

ZSPACE LAB

- Explore career opportunities and pathways
- Engage students in simulated learning experiences using virtual and augmented reality technology

WELCOME CENTER

- Empower and strengthen our school community
- Provide resources and support services to families and community members





Summer Interns



835

**hours worked by AHS student interns
between June 17 and August 7**



Summer Interns

- Our district received a grant from the North Carolina Business Committee for Education to offer a Global Innovation Center and Technology paid internship to Asheboro High School students between June 17 and December 31st.
- Six student interns have worked throughout the summer completing various tasks at the GIC and in our technology department



**Leonardo
Acosta**



Emma Adams



**Luis
Garcia De Luna**



**Morgan
Greene**



**Jayden
Hernandez**



**Lorena
Sanchez Rangel**









Progress of Labs



Progress of Labs

Robotics Lab

Purchase of Robo Wunderkind and initial training to learn the tool

Esports Labs

PC lab in use

8 screens added to walls in PC Lab

ggCircuit products to manage software and devices

Nintendo Switches and Xboxes installed in Console Lab

Content Creation Studio

Additional furniture and materials purchased

Initial training to use cameras, microphones, lights, soundboard and production software

Advanced Modeling Lab

Learned more about Rocket Drones, UGOT, PICO VR headsets

Researching additional instructional tools for this space

Additional furniture ordered

Design Thinking Lab

Unpacked and set up ten 3D printers and two engravers

3D printer stands and workbench assembled plus additional furniture ordered

3D printers connected to wifi

Toyota Lab

Worked with shift_ed, a Toyota partner, to plan and design lab space

Opening Target: November 2025

zSpace Lab

20 zSpace computers set up (virtual and augmented reality learning)





Summer Programming



Summer Programming

Summer Fun & Exploration

All ACS students (K-12) and their families are invited to an afternoon of fun including:

- Lab Stations: Robotics, Drones, Content Creation, SparkNC and Esports
- Randolph Mobile Library from 1pm-2pm
- Parent/Child Session--The Power of Play
- Check out the ACS Welcome Center and Comet Community Room
- Food Truck: DonutNV on July 10 & 24
- Drawings for prizes at 2:20pm

Questions?
336.625.5104
Julie Brady (ext 226100) or
Jennifer Smith (ext 601100)

July 10, July 24, August 7th
12:30pm-2:30pm
ACS Global Innovation Center
211 W. Walker Ave. Asheboro NC

Esports BootCamp

Round 1
6th-8th Grade
July 8-10, 8:30-12:00

- Learn more about SparkNC
- SparkNC Unit Completion
- Digital Citizenship
- Rocket League Tournament

Sign up by July 3rd!

Round 2
9th-12th Grade
July 22-24, 8:30-12:00

- Coding with Roblox
- SparkNC Unit Completion
- Digital Citizenship
- Roblox Obby Tournament

Sign up by July 17th!

Round 3
4th-5th Grade
July 28-30, 8:30-12:00

- Minecraft Education Mission Challenge
- Digital Citizenship
- Collaboration & Communication Skill Development

Sign up by July 23rd!

Register

SparkNC Lab
ACS Global Innovation Center
211 W. Walker Ave.
Asheboro, NC 27203

For More Information:
jbrady@ashcschools.net

GLOBAL INNOVATION CENTER



Empowering students to believe in their ability to make a difference.



Our Vision

CIS of Randolph County has teamed up with the Children's Defense Fund to provide equitable learning experiences for minority students in the Asheboro City Schools. The CDF Freedom Schools program fosters environments that support scholars to excel and believe in their ability to make a difference. The mission of the Children's Defense Fund is to ensure every child a healthy, fair, safe and moral start in life, and in their passage to adulthood. Communities In Schools works to surround students with a community of support, empowering them to stay in school and achieve in life.

Open to current 4th-8th grade students enrolled in a public school in Asheboro City Schools.

Programming runs from June 23 to August 5 at First Presbyterian Church. Closed on July 3rd & 4th

Questions?
Contact us by emailing
freedomsschool@cisrandolph.org

Scan Here to Enroll



This is a non-school material that is neither endorsed nor necessarily reflective of the views of Asheboro City Schools.



Communities In Schools
Randolph County

Freedom School

"If we don't stand for children, we don't stand for much."

MARIAN WRIGHT EDELMAN
Children's Defense Fund Founder

Our Program

MORNING HARAMBEE
An informal time of sharing where scholars and staff come together to sing, dance, stomp and celebrate themselves and each other!

Why Register

- Zero cost to attend
- Transportation, breakfast, lunch and snacks included
- Empower your child's creativity
- Avoid summer learning loss

IRC
Servant-Leader Interns (SLI) lead the scholars through our integrated Reading Curriculum (IRC). The curriculum features books about heroes, heroines and settings that reflect the children's own cultural images and history. Classroom activities include cooperative learning, group discussions, creative writing and art.

AFTERNOON ACTIVITIES

Afternoon activities are typically related to the themes presented in the morning's IRC and intended to challenge and engage students.



Summer Fun & Exploration

Lab stations for students and families to explore: robotics, drones, Esports, SparkNC, Legos

Our Welcome Center was open for visits

Parent/Child Make and Take session, *The Power of Play*

Randolph Mobile Library and DonutNV were also onsite

In addition to our GIC interns and AHS student volunteers helped support the event





Esports Bootcamps

Four Camps

- Round 1: July 8-10, Middle School
- Round 2: July 22-24, High School
- Round 3: July 28-30, 4th & 5th Grades
- Round 4: August 11-13, 4th & 5th Grades

SparkNC Unit Completion

Rocket League tournament, Roblox coding, Minecraft challenges

Collaboration, communication, digital citizenship

“This is the most excited Jack has ever been and the most he’s ever shared with us about a camp!”

Katie Henderson, parent of rising 6th grader



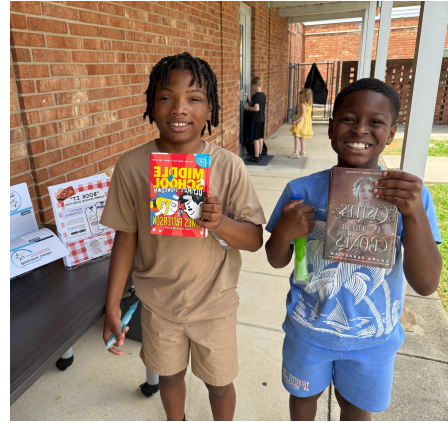
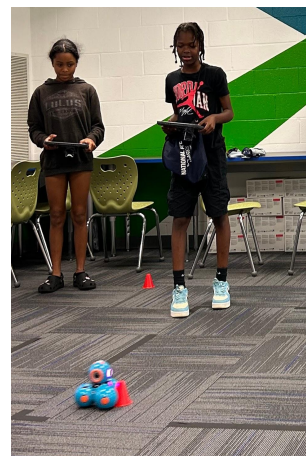
Freedom School

Sponsored by Communities in Schools of Randolph County

Students visited our labs three times and completed work with our magnet wall, Ozobot Evos, Dash Robots, Rocket Drones and the Esports Lab

Students also visited the Randolph Mobile Library three times

“I’m going to tell my 7th grade teachers that they have to bring me back over here!”
Freedom School Student



Our Vision: To **empower** students with the knowledge and skills necessary to excel in the 21st century. The ACS Global Innovation Center stands as a testament to our **commitment** to cultivating a **culture of innovation, critical thinking, and collaboration**. This state-of-the-art facility will serve as an **innovative space** for students to **explore, create, and lead** in fields that define the future.

We're excited about this school year!





Questions?



CALENDAR OF UPCOMING EVENTS - August 14, 2025 Board Meeting

DATE	TIME	EVENT	LOCATION
Friday, August 15	All Day	Required Teacher Workday	All Schools
Monday, August 18 -Thursday, August 21	All Day	Required Teacher Workday	All Schools
Wednesday, August 20	4:00-7:00 p.m.	Asheboro High School Open House	Asheboro High School
Thursday, August 21	10:00 a.m.	Convocation	Performing Arts Center
Thursday, August 21	2:00-5:00 p.m.	Early Childhood Development Center Open House	Early Childhood Development Center
Thursday, August 21	3:00-6:00 p.m.	Elementary Schools Open House	All Elementary Schools
Thursday, August 21	4:00-7:00 p.m.	Middle Schools Open House	All Middle Schools
Friday, August 22	All Day	Optional Teacher Workday	All Schools
Monday, August 25	All Day	First Day of School for Students	All Schools
Monday, September 1	All Day	Holiday	All Schools
Monday, September 8	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Thursday, September 11	7:30 p.m.	Board of Education Meeting	Professional Development Center
Wednesday, September 17	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release Day/Staff PD	All Schools

Asheboro City Board of Education Meetings **2025-2026 Meeting Schedule - Updated July 2025**

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

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

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

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