

**Policy Committee Meeting  
Asheboro City Board of Education  
November 13, 2025**

**Agenda**

Call to Order

1. 1600 Governing Principle – Professional Development
2. 1740/4010 Student and Parent Grievance Procedure
3. 1750/7220 Grievance Procedure for Employees
4. 3400 Evaluation of Student Progress
5. 3460 Graduation Requirements
6. 4050 Children of Military Families
7. 4130 Discretionary School Assignment
8. 4150 School Assignment

Adjourn

## GOVERNING PRINCIPLE – PROFESSIONAL DEVELOPMENT

Policy Code:

1600

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

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

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

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

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

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

# STUDENT AND PARENT GRIEVANCE PROCEDURE

Policy Code: **1740/4010**

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## **A. OPTIONS FOR RESOLVING COMPLAINTS**

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

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

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

## **B. DEFINITIONS**

### **1. Days**

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

### **2. Final Administrative Decision**

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

### **3. Grievance**

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

4. Grievant

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

5. Parent

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

**C. TIMELINESS OF PROCESS**

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

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

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

**D. GENERAL REQUIREMENTS**

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

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

## **E. PROCESS FOR GRIEVANCE**

### **1. Filing a Grievance**

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

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

2. Investigation

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

3. Response by Principal

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

4. Response by Superintendent

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

5. Appeal to the Board

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

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

a. Mandatory Appeals

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

b. Discretionary Appeals

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

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

**F. NOTICE**

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

**G. RECORDS**

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

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

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

Issued: June 1997

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



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

**A. INFORMAL RESOLUTION**

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

**B. DEFINITIONS****1. Days**

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

**2. Final Administrative Decision**

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

**3. Grievance**

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

- a. that there has been a violation, misapplication, or misinterpretation of state or federal law or regulations, school board policy, or administrative procedure;
- b. that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or

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

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

4. Grievant

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

5. Parties in Interest

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

**C. TIMELINESS OF PROCESS**

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

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

**D. GENERAL REQUIREMENTS**

- 1. At all times during the grievance process, all parties in interest and their representatives must conduct themselves in a professional manner, including respecting the confidentiality of personnel matters.
- 2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
- 3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.

4. All meetings and hearings conducted pursuant to this policy will be private unless the Open Meetings Law requires that a board meeting or hearing be open to the public (see policies 2320, Compliance with the Open Meetings Law, 2321, Closed Sessions, and 2500, Hearings Before the Board).
5. The board and administration will consider requests to hear grievances from a group of grievants but have the discretion to hear and respond to grievants individually.
6. The board and administration will cooperate with the grievant and representative in the investigation of any grievance and will furnish the grievant or representative information pertinent to the grievance without cost to the grievant or the employee against whom the grievance is filed.
7. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

#### **E. PROCESS FOR GRIEVANCE**

1. Filing a Grievance
  - a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication, or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
  - b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s), or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation,

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

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

2. Response by Official

- a. The official shall arrange for a grievance file number to be assigned by the human resources office.
- b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.
- c. The official shall meet with the grievant at a mutually agreed-upon time within five days after receipt of the grievance.
- d. The official shall conduct any investigation of the facts necessary before rendering a decision.
- e. The official shall provide the grievant with a written response to the grievance within 10 days after the meeting.

3. Response by Superintendent

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

- b. The superintendent or designee shall arrange for a meeting with the grievant to take place within five days of the receipt of the appeal.
- c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the grievant with a written decision within 10 days after the meeting with the grievant.

4. Appeal to the Board

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

a. Mandatory Appeals

- 1) If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure, or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

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

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

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

## **F. RECORDS**

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

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

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

Adopted: May 7, 2004

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

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, <u>unless a student transfers from an unaccredited or international school.</u>
WP	Withdraw (WP) may be used for courses from which a student withdraws during the current semester and receives no course credit.
CDM	Credit by demonstrated mastery (CDM) will be used to reflect earning credit for a course through the CDM process.

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

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

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

Updated: October 9, 2014, August 14, 2025



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

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

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

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

#### **A. COURSE UNITS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

## C. SPECIAL CIRCUMSTANCES

### 1. Honor Graduates

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

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

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4. Early Graduation

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

5. Graduation Certificates

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

6. Diploma Endorsements

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

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

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

Adopted: January 9, 2014

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

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

**A. IDENTIFICATION OF MILITARY-CONNECTED STUDENTS**

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

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

**B. PROVIDING EDUCATIONAL OPPORTUNITY FOR CHILDREN OF MILITARY FAMILIES**

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

**1. Definitions**

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

**a. Active Duty**

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

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

b. Children of Military Families

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

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

c. Deployment

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

d. Education Records

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

e. Extracurricular Activities

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

f. Inactive Member

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

g. Member State

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

h. Non-Member State

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

i. Receiving State

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

j. Rule

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

k. Sending State

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

l. Student

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

m. Transition

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

n. Uniformed Services

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

o. Veteran

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

2. Resolution of Issues

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

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

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

Adopted: April 11, 2013

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



## **Policy Code: 4130 Discretionary School Assignment**

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. There are situations in which the superintendent or designee shall approve of an admission to the district from a different school system, release a student from the district to attend a different school system, or approve for a student to attend a school within the district other than the one the student is domiciled to attend. The superintendent or designee shall approve or deny requests for Discretionary School Assignment for students who do not meet the domicile or residence requirements outlined in policy 4120, Domicile or Residence Requirements. Applications from residents of the school system will be given consideration before others. Requests may be granted for up to one full school year. An application for Discretionary School Assignment must be submitted each subsequent school year in which Discretionary School Assignment is desired.

### **A. Criteria for Discretionary School Assignment**

The parent, legal guardian, or legal custodian must make a written application to the office of the superintendent for Discretionary School Assignment. Such an application must be submitted by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent or designee may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. A non-domiciled student may be admitted, at the discretion of the superintendent, or designee, under the following conditions.

#### **1. One of the following criteria are met:**

##### **a. Employee of a Public School System**

A student whose parent, legal guardian, or legal custodian is a permanent employee of the Asheboro City Schools may be admitted.

##### **b. Change of Domicile**

A student whose parent, legal guardian, or legal custodian plan to move within 90 days after the beginning of the school year may be assigned at the beginning of the school year to the school serving the student's new domicile. A student who changes his/her domicile during the course of the school year may be admitted to the school previously attended for the remainder of the school year. However, the student will be assigned according to the area in which they live at the beginning of the next school year. A student who changes his/her domicile during or after the completion of the 11<sup>th</sup> grade may be admitted for the 12<sup>th</sup> grade to the school serving his/her prior domicile.

c. Hardship

A student may be admitted because of undue hardship, or extraordinary, compelling, specific circumstances.

d. Special Curricular Needs

A student who is unable to obtain specially needed courses or programs in their regularly assigned school may be admitted to the Asheboro City Schools.

e. School Utilization

A student may be admitted when it would provide for the more orderly and efficient administration and operation of the schools in the district.

2. The superintendent or designee has determined that space is available in the school district and in the particular school or program in which the student seeks to enroll.

3. The student must demonstrate that he or she was in good standing in the previous school attended by that student, in terms of academics, discipline, attendance, and other measures of standing and progress in the school district. The student also must satisfy the requirements in policy 4115, Behavior Standards for Transfer Students.

4. With the initial application, the student must furnish a transcript and other student record data, including evidence of compliance with the North Carolina immunization requirements.

5. If the student is transferring from another school district in North Carolina, the student must submit a release approved by the board of education of the other school district from which the transfer is being made.

6. The student resides with his/her parent, legal guardian, or legal custodian.

## **B. Inter-District Agreement**

In full compliance with North Carolina General Statutes [115C-366](#) and [366.1](#):

The Asheboro City Schools shall not accept a non-domiciliary student, who is not otherwise entitled to enroll, from another public school system in North Carolina unless the student presents a release of assignment from the public school system in which he/she is domiciled. If the release is accepted by the superintendent, subject to the standards established in policy 4130, this release and acceptance shall serve as the agreement between the two

school systems. The release and acceptance shall be filed in the office of the superintendent and shall serve as the official records of the board. A copy of the acceptance will be sent to the school system in which the student is domiciled in order to complete that district's official records of agreement between the two boards.

### **C. Athletics**

Athletics or participation in athletics is not a lawful reason for admission, reassignment, or release.

### **D. Conditions for Admission**

Any admission granted pursuant to this policy will be for one school year and a written application for renewal must be made annually during the application period of March 1- June 1.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

Non-domiciled students who are admitted based upon false or misleading information on their application will have their release voided and rescinded immediately.

Non-domiciled students who are admitted to Asheboro City Schools are responsible for their own transportation.

Non-domiciled students who are admitted to Asheboro City Schools must be in good standing in terms of academic performance, discipline, attendance, and other measures of good standing and progress in the school district. The student must also satisfy the requirements of policy 4115, Behavior Standards for Transfer Students.

### **E. Appeal of Discretionary School Assignment Decisions**

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

A final decision regarding Discretionary School Assignment may be appealed to the board of education. An appeal to the board of education must be received in writing no later than five working days following receipt of the decision of the superintendent. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board

for a final determination. The board will make a written determination within 30 days of receiving the appeal.

Legal References: [G.S. 7B art. 35](#); [35A, art. 6](#); [50-13.1 to 13.3](#); [115C-47\(6~~98~~\)](#), [-231](#), [-364 to -366.1](#)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), School Assignment (policy 4150), Behavior Standards for Transfer Students (policy 4115), Domicile or Residence Requirements (policy 4120)

Adopted: June 11, 1998 to become effective July 1, 1998

Revised: April 12, 2001, November 10, 2005, February 12, 2009, March 8, 2018, November 17, 2022, February 8, 2024

Administrative Procedure: Yes

**Asheboro City Schools**

## **Policy Code: 4150 School Assignment**

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

### **A. Assignment Areas**

The superintendent shall recommend to the board school assignment areas for the schools in the district.

The assignment areas will be developed in accordance with applicable Legal Requirements, the need to serve all school-age children who live in the school district; and the effective use of each school facility. Assignments will be made in a non-discriminatory manner.

The superintendent shall review periodically the assignment areas and submit recommendations for revisions to the board when necessary.

### **B. Assignment of Students**

The superintendent or designee shall assign students to particular schools in accordance with the following standards.

#### **1. Students Admitted Based on Domicile**

Except as otherwise provided in this policy, students admitted to the school system based on domicile will be assigned to the school of the appropriate grade span within the assignment area of the student's domicile (or residence location if the student is exempted from the domicile requirement, as described in policy 4120, Domicile or Residence Requirements).

#### **2. Students Accepted for Discretionary School Assignment**

Students who are accepted for discretionary school assignment under policy 4130, Discretionary School Assignment, will be assigned to a school that meets the best interest of the student and the orderly and efficient administration of the school system.

#### **3. Homeless Students and Students in Foster Care**

Notwithstanding any other provisions of this policy, the superintendent or designee shall (1) assign homeless students in a manner consistent with state and federal law and policy 4125, Homeless Students; and (2) assign

students in foster care to their school of origin unless contrary to their best interest, as required by federal law and as feasible.

#### 4. Students Participating in the Address Confidentiality Program

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by [G.S. Chapter 15C](#) will be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

#### 5. Students with Disabilities

Students with disabilities receiving services under an Individualized Education Program (IEP) or Section 504 plan will be assigned to schools in accordance with this policy unless the superintendent or designee determines the student needs a different assignment to provide access to a program or service required under the IEP or Section 504 plan, as determined by the student's IEP or Section 504 team.

#### 6. Administrative Assignment

The superintendent or designee may administratively assign a student to a school other than the one to which the student would otherwise be assigned under this policy when deemed in the best interest of the student and/or the effective administration of the schools, such as for reasons related to student safety, discipline, or programmatic issues, or when required by law.

#### 7. Assignment to Alternative Program or School

Students will be assigned to an alternative education program or school in accordance with policy 3470/4305, Alternative Learning Programs/Schools.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability and Success for Children Students in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (~~June 2016~~ November 2024), available at <https://www.ed.gov/media/document/non-regulatory-guidance-ensuring-educational-stability-and-success-students-foster-care-november-15-2024-108448.pdf>; ~~and~~ *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016), ~~both~~ available at <https://www.ed.gov/sites/ed/files/2020/07/160240ehcyguidanceupdated082718.pdf> <https://www2.ed.gov/policy/elsec/leg/essa/index.html>; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://files.eric.ed.gov/fulltext/ED494736.pdf> <https://www2.ed.gov/policy/elsec/guid/edpicks.jht>

| [ml?src=ln](#); G.S. 15C-8; 115C-36, -47(698), -366, -367, -369; State Board of Education Policy SSCH-006

Cross References: Alternative Learning Programs (policy 3470/4305), Domicile or Residence Requirements (policy 4120) Homeless Students (policy 4126), Discretionary School Assignment (policy 4130), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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Reviewed by the Policy Committee: March 10, 2025

Administrative Procedure: Yes

**Asheboro City Schools**