



**Parent/Guardian Handbook
and
Student Code of Conduct
2017-2018**

Dr. Terry W. Worrell, Superintendent
Asheboro City Schools
P. O. Box 1103
Asheboro, NC 27204-1103
Telephone: (336) 625-5104
www.asheboro.k12.nc.us

Asheboro City Schools Student Code of Conduct

INTRODUCTION

The United States is one of the few nations on earth that has universal free public education from kindergarten through grade 12. Our schools have enriched the lives of generations--helping pioneer children become literate, immigrants become citizens, and our young people prepare for responsible participation in our democratic society. Whether we can maintain the strength of our democracy depends in part on the strength of our schools. Consequently, we must ensure that the time students spend in schools is productive.

The business of our schools is education and the task of our students is learning. Activities that hinder education and learning do not belong there. Free public education is a privilege; that privilege carries with it certain rights and responsibilities. Individuals who infringe on the rights of others to an education have not met the responsibilities that accompany that privilege.

School officials are charged with the task of ensuring that all students have the opportunity to attend a safe, threat-free school environment that is conducive to learning. School officials also have the authority to discipline individuals who jeopardize that task.

This document outlines the student behavior policies and standards of expected student behavior for all students attending the Asheboro City Schools. It should serve as a guide to which behaviors are appropriate and which are inappropriate in a school setting. It should also serve as a guide when you believe that someone has treated you unfairly, punished you unjustly, or denied you basic freedoms guaranteed by our Constitution.

NOTICE: All policies of the Asheboro City Board of Education are under constant revision throughout the school year and may be viewed at the Asheboro City Schools website: www.asheboro.k12.nc.us

Vision Statement

Asheboro City Schools will be a community of excellence
where each student graduates globally competitive
for college, careers, and citizenship.

Mission Statement

We are committed to providing rigorous, individualized,
and engaging learning opportunities for all students
in a safe and inviting environment to ensure our students
can become successful lifelong learners,
prepared for global citizenship.

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PARENT NOTIFICATION

This document provides annual notification to Asheboro City Schools' students and parents of the following:

Asbestos Hazard Emergency Response Act (AHERA) Notification Statement

In 1989, all Asheboro City Schools were inspected for Asbestos Containing Materials according to the rules established by the Asbestos Hazard Emergency Response Act (AHERA). The inspection results and the Asheboro City School's plans concerning asbestos were compiled into a Management Plan for each school. Each school's Management Plan is available to the public for inspection upon request. Interested parties should contact the Principal or the Lea Designee to arrange for an inspection of the Management Plan. As required by AHERA, a re-inspection of all remaining asbestos material must be made every three (3) years. This re-inspection will not cause a health hazard to anyone on the campus. Any questions concerning a Management Plan can be directed to LEA Designee at (336) 625-5104.

Career-Technical Education

Asheboro City Schools offer a wide range of elective career-technical courses in business education, family and consumer sciences, health sciences, trade and industrial education, technology education, and pre-vocational education at the middle and high school levels. Supportive services such as career guidance are also offered to students enrolled in career-technical education courses.

Child Nutrition Services

School lunches are available to all students. Applications for Free/Reduced lunch and/or free milk are available at the school office. Breakfast is provided at each school. Free summer food service program meals are available for students when school is not in session. Location of program determined each spring. Contact Child Nutrition Services at (336) 625-5104 for additional information. (*Free and Reduced Price Food Services*, Policy 6225)

Complaint and Grievance Procedures

Asheboro City Board of Education has specific policies for assuring that complaints and disagreements are resolved quickly and fairly. (*Student and Parent Grievance Procedure*, Policy 1740/4010) outlines procedures to resolve disagreements between parents and the schools. (*Discrimination, Harassment and Bullying Complaint Procedures*, Policy 1720/4015/7225) guides resolution of harassment complaints.

Contact Information for School Officials

The last page of this booklet contains contact information for school principals and other district personnel.

Curriculum

All schools follow the North Carolina Standard Course of Study curriculum for each subject. The curriculum can be found at <http://www.ncpublicschools.org/curriculum>. (*Curriculum Development*, Policy 3100) This information can also be found at www.asheboro.k12.nc.us.

English as a Second Language Programs

Each school will notify parents of students identified for English as a Second Language services of the reasons for identification; the level of the child's English proficiency; methods of instruction to be used; how the program will help the child; if the child has a disability, how the language instruction program meets the objectives of the child's individualized educational program (IEP); and any other information necessary to effectively inform the parent of the program.

Grading Practices

Each school will notify its parents of assessment practices at the school. Our schools operate on a nine-week grading period, with opportunities for interim reports at the midpoint of each period. Report card schedules are on the district website. (*Evaluation of Student Progress*, Policy 3400; *Student Promotion and Accountability*, Policy 3420; *Class Rankings*, Policy 3450)

Health Plan

1. The parent/guardian should notify the school of any chronic health conditions associated with their child by noting the condition on the back of the student's emergency card. The parent/guardian may also notify the school nurse with any special health concerns for their child.
2. The school nurse will review all emergency cards to identify students with health concerns. The school nurse will contact the parent/guardian by letter with an emergency action plan. If the parent/guardian agrees with the plan for their child, the parent should sign and return the plan to the school nurse.
3. When the parent's/guardian's signature is obtained, the nurse will share the emergency action plan with teachers and staff who come in contact with the student.
4. If the parent does not return the plan, the NC Emergency Guidelines for Schools will be used to share a generic plan with teacher(s) and staff.

Health Education

Asheboro City Schools provides health education to students in kindergarten through ninth grade. Asheboro City Schools is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. Asheboro City Schools recognizes the primary role of parents in providing for the health and well-being of their children. The comprehensive health education program provided by the school system will meet the requirements of the Basic Education Program, G.S. 115C-81(e1), and aligned state-adopted Essential Standards. The healthful living curriculum as outlined in the North Carolina Standard Course of Study includes guidelines for teaching abstinence and is available for review at <http://www.ncpublicschools.org/docs/acre/standards/new-standards/healthful-living/khs.pdf>. As required by law, the health education program includes age-appropriate instruction on:

- bicycle safety
- consumer health
- dental health
- disease control
- drug and alcohol abuse prevention
- environmental health
- family living
- first aid and emergency care
- growth and development
- mental and emotional health
- nutrition
- prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases
- reproductive health and safety education

Elementary health education teaches students about growing up. This curriculum, taught in the spring semester, is done to help students maintain a positive attitude about the developmental, physical, and emotional changes that are occurring in this stage of their lives.

Goals:

4th Grade Girls and 5th Grade Girls & Boys

- To describe the physical changes during puberty
- To promote healthy habits
- To stress the importance of good hygiene
- To identify the structures of the reproductive system
- To describe what occurs during the menstrual cycle
- To describe the emotional changes during puberty
- To promote self-esteem and a positive attitude toward change

5th Grade Girls & Boys

- To discuss the function of reproductive cells
- To prepare boys for some of the common experiences of puberty, such as voice change and the occurrence of nocturnal emissions (boys only)
- To promote the importance of obtaining reliable information for good decision-making
- To discuss the dangers of alcohol, tobacco and other drugs

Materials:

- 4th grade girls - "Just Around the Corner for Girls."
- 5th grade girls - "Straight Talk for Girls."
- 5th grade boys - "Straight Talk about Puberty for Boys."

Beginning in sixth grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, effective contraceptive methods for preventing pregnancy and awareness of sexual assault and sexual abuse.

Parents are encouraged to preview all family life materials. If you are interested in viewing the material, please contact the school office or school nurse to set up a time. Asheboro City Schools hopes you will find the family life education materials valuable and will appreciate any comments you may have about them. Parents have the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, and awareness of sexual assault and sexual abuse. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal by October 1.

If you have any questions, please feel free to call (336) 625-5104. Thank you for your support in this important learning experience.

Health Screenings

Health screenings may be performed throughout the school year (such as vision, dental). Parents/guardians may opt students out of health screenings by providing written notification to the school principal.

Homeless Students

Education rights of homeless students (*Homeless Students*, Policy 4125).

Influenza and Meningococcal Meningitis Information; (Students Grades 5 through 12) - Cervical Cancer, Cervical Dysplasia and Human Papillomavirus

Information about the causes, symptoms and how these diseases are spread will be available to students through the schools.

Inspection of Student Records

School records contain attendance data, grading and promotion data, immunization data and other factual information deemed appropriate by the Board of Education. The parents of a student, or a student who is 18 years of age, may examine his/her records. (*Student Records*, Policy 4700)

Internet Use

Student Internet use is considered part of an overall plan for a student's well-rounded education. As such, it will be treated as any other resource within the school and its use will follow all school discipline policies. A parent who does not wish his/her child to have access to the Internet must sign an Internet Use Denial Form, available from each school principal. (*Technology Responsible Use*, Policy 3225/4312/7320)

Lawful Abandonment of Newborn Baby

North Carolina General Statute 7B-500 defines the lawful abandonment of a newborn baby. This law designates the following individuals shall, without a court order, take into temporary custody an infant under seven days of age that is voluntarily delivered to the individual by the infant's parent who does not express an intent to return for the infant:

- A health care provider, as defined under G.S. 90-21.11, who is on duty or at a hospital or at a local or district health department or at a nonprofit community health center.
- A law enforcement officer who is on duty or at a police station or sheriff's department.
- A social services worker who is on duty or at a local department of social services.
- A certified emergency medical service worker who is on duty or at a fire or emergency medical services station.

(*Counseling Program*, Policy 3610)

Medicines for Students

Students are not allowed to take medication or receive topical treatments at school without specific procedures in place. If a student must take medication at school, a completed form signed by the student's physician must be on file that specifies the medication, dosage, and duration of the prescription. Non-prescription medications must be authorized by a physician and parent/guardian. Students with emergency situations such as asthma, diabetes, or severe allergies, who need to self-medicate, may do so with the proper permissions on file. These students must demonstrate to the school nurse that they know how to use the self-medication. (*Administering Medicines to Students*, Policy 6125)

Parent Involvement

The board recognizes the critical role of parents in the education of their children and in the schools. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the district and his or her own child's progress. The board also encourages parents to participate in activities designed by the schools to involve them, such as parent conferences, in order to encourage effective communication. Federal regulations and the Elementary and Secondary Education Act (ESEA) require the involvement of parents in Title I and ESL programs. This policy applies to the parents, legal guardians and legal custodians of all students. (*Parental Involvement*, Policy 1310/4002, *Title I Parent Involvement*, Policy 1320/3560)

Pest Management and Herbicide Application Annual Notification

This notice is being distributed to comply with the North Carolina School Children's Health Act. Asheboro City Schools has adopted an Integrated Pest Management (IPM) (*Pest Management*, Policy 9205) to comply with this law. IPM is a holistic, preventive approach to managing pests that minimizes pesticide use in our schools and on school grounds. The IPM Coordinator and your on-site contact maintain the pesticide Material Safety Data Sheet (MSDS) of each pesticide product that may be used on school property. The MSDS are available for review upon request by a parent, guardian, staff member or student attending the school. Also, the IPM Coordinator is available to help answer any questions you might have about the school system's pest management program and pesticide use decisions.

1. ***Notification of Pesticide Use:*** Our school system may find it necessary to use pesticides to control pests at your school. North Carolina state law gives you the right to be notified annually of our school system's pesticide application schedule, and 72 hours in advance of pesticide applications made outside that schedule, but the latter only if you request notification ahead of time by calling your child's school and asking for your name and number to be placed on the IPM Notification List.
2. ***Exemptions:*** Certain relatively low-risk pesticides are exempted from these notification requirements, including antimicrobial

cleaners, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA’s Toxicity Class IV, “relatively nontoxic.” Your right to be notified extends to all non-exempt pesticide applications at your school or other non-school site (office building, garage, workshop, etc.), both indoor and outdoor pesticide applications, and including applications that take place over summer recess, holidays, weekends, or after school hours.

3. **Emergency Pesticide Use:** In the event that a non-exempt pesticide must be used for a pest control emergency at your school or other site and there is not adequate time to notify you more than 72 hours in advance, and you have requested advance notice, you will receive a notice of emergency pesticide application less than 72 hours before, or as soon as possible after the pesticide application.
4. **To request advanced notification** of non-exempt pesticide applications at your school or other site, please call your child’s school and ask to be placed on the IPM Notification List. You will need to request to be placed on the IPM Notification List each year, and every time you wish to update or change your preferred contact information.
5. **Notification of Herbicide Applications:** State regulations also require notifications for any chemical application made in or around our schools. Asheboro City Schools has a scheduled application of herbicide (weed killer) that is applied once a month. The weed killer will be applied the first full week of each month unless inclement weather comes into play. The 2017-2018 schedule is listed below.

Herbicide Application Schedule for 2017-2018 School Year

| | | |
|----------------|----------------|------------|
| July 5-9 | November 1-5 | March 7-11 |
| August 2-6 | December 6-10 | April 4-8 |
| September 6-10 | January 3-7 | May 2-8 |
| October 4-8 | February 22-24 | June 6-10 |

To request 72 hour notification of unscheduled applications, please call your child’s school and ask to be placed on the Herbicide Notification List. You will need to request to be placed on the Herbicide Notification List each year, and every time you update or change your preferred contact information. If you have any questions you may contact your child’s principal or The Director of Facilities for Asheboro City Schools at 336-625-5104.

Positive Behavior Intervention and Support (PBIS)

Asheboro City Schools promotes the use of Positive Behavior Intervention and Support (PBIS) for establishing the school culture and individualized behavioral supports needed for our schools to be effective learning environments for all students. PBIS emphasizes positively reinforcing appropriate behaviors and teaching replacement behaviors for non-appropriate actions. Replacement behaviors and social skills are taught just like academic skills, and are integrated into the academic day.

Whole school Positive Behavior Intervention and Support is a systematic approach that establishes and reinforces clear behavioral expectations. It is a team-based system involving the entire school staff. The school staff adopts a common approach to discipline that is proactive and instructional. The school team looks at the entire school campus and the whole school day with the goal to educate all students, even students with challenging behaviors.

PBIS creates a total school climate that supports staff and student behavior and encourages family involvement. Standards of expected student behavior include showing respect for other people, being responsible for carrying out duties, showing honesty, being kind, considerate, courteous, and helpful to others, displaying courage to do the right thing even when others do not, being a good citizen, and to always maintain self-control over your words and actions.

Prohibition Against Discrimination, Harassment and Bullying.

The Asheboro City Schools shall provide equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (*Prohibition Against Discrimination, Harassment and Bullying, Policy 1710/4021/7230*)

Release of Student Information

The *Family Educational Rights and Privacy Act (FERPA)*, a Federal law, requires that Asheboro City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Asheboro City Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Asheboro City Schools to include this type of information from your child’s education records in certain school publications: Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation Programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEA) receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with the following information – names, addresses and telephone listings, unless the parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Asheboro City Schools to disclose directory information from your child's education records without your prior consent, you must notify the District in writing within 20 school days of receipt of this policy in the Student Code of Conduct. Asheboro City Schools has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Diplomas, certifications, and awards received
- The most recent school or educational institution attended

It is school system procedure not to require parent permission for students to be photographed, videotaped, and/or interviewed by system employees or media on routine school topics and activities for public information, instructional, and promotional purposes. Parent permission must be given, however, to photograph, videotape, and/or interview exceptional children if they will be identified as exceptional children. Parents, guardians, or eligible students may request not to be photographed, videotaped, and/or interviewed by notifying the school in writing within 20 days of receipt of this policy in the Student Code of Conduct. (*Student Records, Policy 4700*)

Reporting School and District Progress

The North Carolina School Report Cards for each school and for the district are available through the district's website at www.asheboro.k12.nc.us and at www.ncpublicschools.org/src. These reports include information regarding student achievement, graduation rates, performance of the school and district, teacher qualifications, and the results of each school's yearly progress. If a school or the district fails to make Adequate Yearly Progress, parents will be notified by letter and information concerning available services and improvement plans will be posted on the district website.

Rights under the Family Educational Rights and Privacy Act (FERPA)

The *Family Educational Rights and Privacy Act (FERPA)* affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

School Volunteers

Parents have the right to take four hours of paid leave from their jobs every year in order to volunteer in the schools as stated in G.S. 95-28.3. (*School Volunteers*, Policy 5015)

Seclusion and Restraint

The permissible use of seclusion and restraint in the schools (*School Plan for Management of Student Behavior*, Policy 4302.)
Deborah Greenblatt Act: - Session Law 2005-205 – House Bill 1032

Physical Restraint shall be considered to be a reasonable force when used in the following circumstances:

1. As reasonably needed to obtain possession of weapons or other dangerous objects on the person, or within the control of a student;
2. As reasonably needed to maintain order or to prevent or break up a fight;
3. As reasonably needed for self-defense;
4. As reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
5. As reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
6. As reasonably needed to escort a student safely from one area to another;
7. If used as provided for in an IEP, Section 504, or behavior intervention plan; or
8. As reasonably needed to prevent imminent destruction to school or another person's property.

Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.

Notice, Reporting, and Documentation:

All school personnel are required to notify the principal or principal's designee promptly of any of the following incident: any use of a physical restraint resulting in observable physical injury to a student; When a principal or his designee has personal knowledge or actual notice of any of the incidents described in subsection B.1, the principal or designee must promptly notify the parent or guardians of the student involved and provide the name of the school employee the parent or guardian can contact regarding the incident.

Sports and Extracurricular Activities

Each school shall notify parents of the sports and extracurricular activities available. (*Extracurricular Activities and Student Organizations*, Policy 3620)

Student Behavior Policies, School Standards and Rules

Policies in the 4300 series address student behavior, school standards and rules.

Student Fees

The Board will hold student fees to a minimum. No fee will be charged for required courses or activities. Any fees issued will be waived or reduced for students who demonstrate economic hardship. (*Student Fees*, Policy 4600)

Student Nondiscrimination Statement

The Asheboro City School System does not discriminate on the basis of race, color, national origin, sex, or disability. If anyone feels that discrimination has occurred on the basis of any of the above, he/she should contact:

- Dr. Sean McWherter, Executive Director of Student Support Services
- Carla Freemyer, Executive Director, Human Resources
- Dr. Aaron Woody, Assistant Superintendent for Curriculum and Instruction
- Dr. Cayce McCamish Director of Exceptional Children Services

All employees and students should be free of unlawful discrimination, harassment, and bullying as a part of a safe, orderly, caring and inviting working and learning environment. The board expressly prohibits unlawful discrimination, harassment, or bullying, including on the basis of race, color, national origin, sex, pregnancy, religion, age or disability. The board also prohibits retaliation against an employee or student who has exercised any rights made available through state or federal law, including prohibiting retaliation for reporting violations of this policy. Any violation of this policy is considered a serious violation and appropriate action will be taken in response to a violation. (*Nondiscrimination on the Basis of Disabilities*, Policy 1730/4022/7231 and *Prohibition Against Discrimination, Harassment and Bullying*, Policy 1710/4021/7230).

Student Performance Standards

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, the Board of Education has adopted the policies in the 3400 series and the Elementary and Secondary Education Act (ESEA).

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; (2) is not reading at grade level; or (3) has a personal education plan under G.S. 115C-105.41, 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 reading interventions that will be provided to the student to remediate identified areas of reading deficiency. 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.

Student Surveys

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 - a. Political affiliations or beliefs of the student or student's parent;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of* -
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use -
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Asheboro City Schools has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Asheboro City Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Asheboro City Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Asheboro City Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

(Surveys of Students, policy 4720)

Student Wellness

The Asheboro City Board of Education recognizes the importance of students maintaining physical health and proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience. The superintendent shall report annually to the board on the system's compliance with laws and policies related to student wellness and the implementation of this policy. At a minimum, the superintendent shall measure and report the following:

1. the extent to which the individual schools are in compliance with this policy;
2. the extent to which the board's wellness policy compares to model local school wellness policies; and
3. a description of the progress made in attaining the goals of this policy.

(Student Wellness, policy 6140)

Students with Disabilities

The Asheboro City School System mandates that every student receive a free and appropriate education. Some students may have physical or mental disabling conditions that substantially limit their ability to learn and participate in school activities. If a student or parent believes the student has a disability, the student's principal should be contacted. Further assistance can be obtained from the Director of Exceptional Children at 625-5104. *(Nondiscrimination on the Basis of Disabilities, Policy 1730/4022/7231)*

Support Services for Students

Asheboro City Schools offers a wide range of support services for students, including guidance and health services. *(Comprehensive Health Education Program, Policy 3540; Counseling Program, Policy 3610)*

Teacher Qualifications

The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher had been assigned. *(Title I Parent and Family Engagement, Policy 1320/3560)*

STANDARDS OF EXPECTED STUDENT BEHAVIOR

(Policy 4310)

All students are expected to demonstrate responsibility, respect, honesty, courage, self-discipline, kindness, and citizenship.

Respect—Showing high regard for authority, for other people, ideas, and cultures, for self, for property, and the environment; understanding that all people and all living things have value.

Responsibility—Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; being committed to active involvement in your community.

Honesty—Showing fairness, integrity, and sincerity; being straightforward, trustworthy, and honorable; telling the truth.

Kindness—Being considerate, courteous, helpful, and understanding of others; showing care, compassion, empathy, friendship, and generosity; treating others, as you would like to be treated.

Courage—Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile; being persistent in pursuit of worthy goals in spite of difficulty, opposition, or discouragement.

Citizenship—Making positive contributions as a member of your country, your community, and your school (for example, showing patriotism, obeying laws, doing your share, volunteering your service, protecting the environment, and conserving natural resources).

Self-discipline—Demonstrating hard work and commitment to purpose; staying focused for the sake of improvement; choosing appropriate behaviors; being in proper control of your words, actions, impulses, and desires; doing your best in all situations.

Prohibited Behavior. In addition to any standards or rules established by the schools, the following behaviors are specifically prohibited as an act of violating the standards of respect, responsibility, honesty, and citizenship:

- Cheating, including the actual giving or receiving or any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work;
- Plagiarizing, including the copying of the language, structure, idea, and/or thought of another and representing it as one's own original work;
- Violating copyright laws, including unauthorized reproduction, duplication, and/or use of printed or electronic work, computer software, or other copyrighted material;
- Cursing or using vulgar, abusive, or demeaning language towards another person; and
- Playing abusive or dangerous tricks or otherwise subjecting a student or personnel to personal indignity.

Consequences. Consequences for engaging in prohibited behavior will be provided in accordance with the school's student behavior management plan. For repeated or serious violations, the principal may suspend a student from school for up to 10 days.

CODE OF CONDUCT DISCIPLINARY GUIDELINES

Asheboro City Schools (ACS) is committed to maintaining effective discipline in order to establish an orderly environment in which students can learn. An orderly school environment will teach expected standards of behavior, help students learn to accept the consequences of their behavior, and provide students with the opportunity to develop self-control.

ACS behavior management policies have been established with the following principles in mind:

- Student behavior management strategies should complement other efforts to create a safe, orderly, and inviting environment.
- Positive behavioral interventions will be employed, as appropriate, to improve student behavior.
- Responsibility, respect, honesty, self-discipline, courage, kindness, citizenship, and other standards of behavior should be integrated into the curriculum.
- Consequences for unacceptable behavior should help a student learn to comply with rules, to be respectful, to learn to accept responsibility for his or her behavior, and to develop self-control.
- Strategies and consequences will be age and developmentally appropriate.
- When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

Detailed student behavior standards are established in Board policy series 4300, all School Board policies can be found on-line at http://www.asheboro.k12.nc.us/district_info/board_of_education/board_policies. For complete information on behavior standards, students and parents should consult Board policy and related administrative regulations. If you have specific questions or would like copies of Board discipline policies or administrative regulations, please contact school administration.

The ACS Student Code of Conduct applies in the following situations:

- while in any school building or on any school premises before, during, or after school hours;
- while on any bus or other vehicle, as part of any school activity;
- while waiting at any bus stop;
- during any school function, extracurricular activity, or other activity/ event;
- when subject to the authority of school personnel; and
- any time or place, on or off campus, when the student's behavior has or is reasonably expected to have a direct and immediate impact on orderly and efficient operation of the schools or the safety of individuals in the schools environment.

Code of Conduct Violations

Minor offenses – Minor offenses of the ACS Student Code of Conduct will be handled in the classroom in accordance with the school or classroom behavioral guidelines/ expectations. Consequences for minor offenses may include, but are not limited to:

- Warning
- Redirection
- Loss of Privilege
- Seat Change
- Supervised separation from group
- Supervised time outside of regular classroom
- Teacher conference with student
- Parent Contact
- Conference with parent
- Referral to school counselor
- Repeated minor violations may also warrant a referral to a school administrator.

Major offenses - The following list of behaviors and consequences for major offenses is offered, as a guideline for administrators, for behaviors which rise to the level of the involvement of a school administrator. Because students at different developmental levels may need different consequences, the guidelines for administrators have been grouped into recommendations for Elementary Schools and Middle/High Schools. Administrators reserve the right to adjust consequences based on student(s) age, maturity, grade level, history, and circumstances in order to maintain safety. In addition, identified students with special needs may have different sanctions or actions based on their Individualized Education Plan (IEP) and/or based on special education or disability law.

Rule 1. Attendance – Students shall follow state and local attendance guidelines and attend school in a regular and timely manner. Parents should provide a note (parent or doctor) note within 2 days of an absence.

Truancy (030 UB) – In accordance with General Statute 115C-378 regular student attendance is required. Truancy is any intentional unauthorized or illegal absence from compulsory education. It is absences caused by students of their own free will, and does not refer to legitimate "excused" absences, such as ones related to medical conditions or religious observance.

| Elementary | Secondary |
|--|--|
| Parents may be criminally charged if the student has 10 or more unexcused absences A doctors note is required for absences beyond 15 during a school year | Parents may be criminally charged if the student has 10 or more unexcused absences A doctors note is required for absences beyond 15 during a school year |

Tardy (064 UB) - Excessive tardiness may result in loss of school privileges to include, but not limited to, the following: driving privileges on campus, attendance at athletic and extra-curricular events, club participation, lunch detention, and after school detention.

| Elementary | Secondary |
|---|---|
| Require parents to come in school and sign in student upon arrival. Excessive tardiness will result in parent interventions agreed upon by principal and school social worker; disciplinary actions may be assigned by administration. | Excessive tardiness will result in parent/ student interventions agreed upon by principal and school social worker; disciplinary actions may be assigned by administration. |

Skipping School/ Class (073 UB) - Student leaves class or is in an area that is outside of the classroom without permission skipping/cutting class, coming to class excessively late, leaving class without permission, leaving class without being signed out by a parent/legal guardian, students leaves school without permission.

| Elementary | Secondary |
|--|--|
| In school consequence, parent contact, possible referral to school counselor/social worker | 1st Offense: Up to 1 days ISS 2nd Offense: Up to 2 days ISS 3rd Offense: Up to 3 days ISS 4th Offense: Up to 2 days OSS |

Rule 2. Honor Code violation (028 UB) – Students shall not engage in any act of deception or falsification of work product such as plagiarism, cheating, fabrication, aiding in academic dishonesty, lying, and/ or bribery. This includes falsifying information (verbal or written) that could impede an administrative investigation, cheating by receiving any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work, plagiarism by copying the language structure, idea and/or thought of another and representing it as one’s own work, and a verbal or written statement of untruth.

| Elementary | Secondary |
|--|--|
| 1st Offense: In school consequence, up 3 days of ISS, “No Credit” for assignment 2nd Offense: Up 3 days of ISS or OSS, “No Credit” for assignment | 1st Offense: In school consequence, up 3 days of ISS, “No Credit” for assignment 2nd Offense: Up 3 days of ISS or OSS, “No Credit” for assignment |

Rule 3. Student Dress Code Violation (031 UB) – Student wears clothing that is not within the dress code guidelines defined by the school/district. Students maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct and are not disruptive to the educational environment. This will include student clothing that materially and substantially disrupts classes or other school activities, including but not limited to, sagging, ill fitting, and gang articles of clothing, per board policy 4316, Acceptable Standards of Clothing and Appearance.

| Elementary | Secondary |
|---|--|
| In school consequence, school guidance intervention, parent contact | 1st Offense: Warning, parent contact 2nd Offense: Up to 1 day of ISS 3rd Offense: Up to 2 days of ISS, parent conference |

Rule 4. Disruptive Behavior, Noncompliance/ Insubordination with Directives from Principals, Teachers, and Other School Personnel (033 UB) – Disruptive and/or defiant behavior that disrupts the learning environment and/or poses a safety issue. Insubordination is defined as refusing to follow a reasonable request to a specific direction/ instruction of an adult through disobedience, defiance, unruliness, or noncompliance. This can include, but is not limited to, refusal to work in class, walking away when an adult is speaking to you, talking back to an adult, refusal to report to the office, refusal to allow a search. A student will obey the lawful direction of any authorized staff member during the time the student is in school, participating in a school activity, or on school property.

| Elementary | Secondary |
|---|---|
| 1st Offense: In school consequence or 1 day of ISS 2nd Offense: In school consequence up to 2 days ISS 3rd Offense: Up to 3 days of OSS | 1st Offense: In School Consequence and/or up to 3 days ISS 2nd Offense: 2-5 days ISS 3rd Offense: Up to 5 days of OSS |

Rule 5. Insulting, Abusive, Harassing, Profane, Obscene or Seriously Disrespectful Words, Acts of Touching, Gestures, Signs, Verbal Threats, Acts of Harassment or Intimidation, or Other Acts (042 UB) – Students shall respect other students, visitors, school employees, and other persons by utilizing appropriate language and behaviors at all times. Any action which is insulting, abusive, harassing, profane, obscene, gang related, intimidating or seriously disrespectful and which disrupts the learning process for any student or which demeans or degrades another person based on his/her race, color, sex, religion, creed, political belief, age, national origin, linguistic, and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or disability is specifically prohibited. Students who believe they have been subjected to bullying, harassment, or discrimination should inform a teacher, counselor, or school administrator.

| Elementary | Secondary |
|---|---|
| 1st Offense: In school consequence or 1 day of OSS 2nd Offense: In school consequence up to 3 days of OSS 3rd Offense: In school consequence, up to 5 days of OSS | 1st Offense: In school consequence up to 3 days of OSS 2nd Offense: Up to 5 days of OSS 3rd Offense: Up to 10 OSS Long term suspension or alternative placement may result if aggravating circumstances are present. |

Rule 6. Bullying (052 UB) - Bullying is characterized by the following three criteria: it is aggressive behavior or intentionally doing harm; the behavior is carried out repeatedly and over time; the behavior occurs within an interpersonal relationship characterized by an imbalance of power. Behaviors that constitute as bullying may be, but are not limited to, physical, verbal, non-verbal, written, and/or electronic.

| Elementary | Secondary |
|--|--|
| 1st Offense: In school consequence up to 1 day of OSS 2nd Offense: Up to 2 days OSS 3rd Offense: Up to 3 – 5 days of OSS | 1st Offense: 1-3 days OSS 2nd Offense: 2-5 days OSS 3rd Offense: Up to 10 days OSS |

Rule 7. Use or possession of Tobacco Products (070 UB) – Students shall not use possess, or attempt to possess, any tobacco related substance (including e-cigarettes) at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on/or about any school-owned or operated vehicle, off school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and/or at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and/or protecting the safety and welfare of students and staff.

| Elementary | Secondary |
|---|--|
| 1st Offense: Parent Contact 2nd Offense: In school consequence 3rd Offense: Up to 3 days of ISS | 1st Offense: 1-3 days ISS and parent contact 2nd Offense: 2-5 days ISS and parent contact 3rd Offense: Up to 3 days of OSS |

Rule 8. Theft or Destruction of School or Personal Property (039 UB) - Students shall not steal or attempt to steal, knowingly be in possession of stolen property, or intentionally damage or attempt to damage any school or private property while under school jurisdiction. Students shall not vandalize damage, steal or attempt to damage property belonging to others.

| Elementary | Secondary |
|---|---|
| 1st Offense: In school consequence or 1 day of ISS 2nd Offense: In school consequence up to 2 days ISS 3rd Offense: Up to 3 days of OSS | 1st Offense: In school consequence and/or up to 5 days OSS, restitution, possible police involvement 2nd Offense: Up to 5 days OSS, restitution, police involvement 3rd Offense: 6-10 days OSS, restitution, police involvement |

Rule 9. Inappropriate or Lewd Interpersonal Behavior (063 UB) – Students shall conduct their personal and social relationships according to acceptable community standards. Inappropriate public displays of affection as determined by the principal will not be allowed. Lewd, illegal or sexual gestures or acts, even if consensual, will result in serious consequences.

| Elementary | Secondary |
|--|--|
| In-school disciplinary action up to long term suspension, police may be notified | ISS up to long term suspension, police may be notified |

Rule 10. Incidents of Aggressive Physical Action (090 UB) – Students shall not engage in incidents of hitting, biting, shoving, kicking, spitting, throwing objects, or other similar offenses towards a student or an adult.

| Elementary | Secondary |
|--|--|
| 1st Offense: In school consequence up to 1 day of ISS 2nd Offense: In school consequence up to 2 days OSS 3rd Offense: Up to 3 – 5 days of OSS | 1st Offense: Up to 3 days OSS 2nd Offense: Up to 5 days OSS 3rd Offense: 5-10 days OSS |

Rule 11. Threats or Actions of Assault on Adults – Physical Assault or Physical Harm to School Employees and Other Adults (003 RO) – Students shall not cause or attempt to cause physical or bodily harm to principals, assistant principals, teachers, substitute teachers, student teachers, instructional assistants, coaches, advisors, counselors, media specialists, bus drivers or monitors, or other adults at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel, and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher’s classroom unless the teacher consents.

| Elementary | Secondary |
|--|--|
| Up to 10 days OSS, Police involvement, possible long term suspension | Up to 10 days OSS, Police involvement, possible long term suspension, and/ or alternative program referral |

Written or Verbal Threats to School Employees and Other Adults (019UB) – Students shall not, through written or oral communication, threaten to cause, cause or attempt to cause harm to principals, assistant principals, teachers, substitute teachers, student teachers, instructional assistants, coaches, advisors, counselors, media specialists, bus drivers or monitors, or other adults at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

| Elementary | Secondary |
|--|---|
| Up to 10 days OSS, police involvement, possible long term suspension | Up to 10 days OSS, police involvement, possible long term suspension, and/or alternative program referral |

Rule 12. Fighting/ affray among students (024 UB) – The act of fighting occurs when two individuals engage in physical contact with the intent to do physical harm. Such actions include, but are not limited to hitting, slapping, punching, kicking, or excessive pushing. An affray consist of the same behaviors but involves more than two students.

| Elementary | Secondary |
|---|--|
| 1st Offense: 1 to 3 days in school suspension (ISS) or out of school suspension (OSS) 2nd Offense: Up to 5 days ISS/ OSS 3rd Offense: Up to 10 days OSS *Some situations may result in police involvement/ alternative placement | 1st Offense: 5-10 days OSS 2nd Offense: 10 days OSS 3rd Offense: Recommendation to Alternative Placement *Some situations may result in police involvement/ alternative placement |

Rule 13. Assault on Another Student (071 UB) - An assault is viewed as one person physically attacking another when there is a clear victim. Unlawful threatening or any physical force or violence, to include tearing clothes, striking, or threatening to seize or strike another person either alone or in combination with other students.

| Elementary | Secondary |
|---|---|
| Up to 10 days of OSS, police involvement, possible long term suspension | Up to 10 days of OSS, police involvement, possible Long term suspension and/or alternative program referral/placement |

Rule 14. Under the influence of or in Possession of Illegal and/or controlled substances (096 UB) - Students shall not possess, use, sell, transmit, distribute marijuana, narcotics, stimulants, alcoholic beverages or any other controlled or unauthorized or illegal substances or drug paraphernalia or any substance which impairs or otherwise mimics the hallucinatory, euphoric, depressive and/or intoxicating effects of illegal substances, at any time, while a student is at school in any school building and on any school premises, attending school-sponsored activities, on/or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and/or at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff. In all cases the substance will be confiscated.

| Elementary | Secondary |
|---|---|
| OSS up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. Intervention program may be required. | Up to 10 days of OSS, referral to substance abuse program, alternative school referral, police involvement, possible Long Term suspension |

Rule 15. Possession Inappropriate items on School Property (040 UB) – Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). This may also include: Possession of a slingshot, a pocketknife, penknife, Swiss army knife having a blade less than 2.5 inches long, fireworks, bullets, or any other similar weapon or destructive device. Possession of a “look-alike” weapon.

| Elementary | Secondary |
|---|---|
| 1st Offense: 1-5 days OSS, possible police involvement 2nd Offense: 5-10 days OSS, possible police involvement | 1st Offense: Up to 10 days OSS, possible police involvement 2nd Offense: 10 days of OSS, police involvement, possible recommendation for alternative program placement |

Rule 16. Possession of a Weapon (008 RO) – Students shall not possess a weapon which is any of the following: a firearm including a starter gun, a BB gun, stun gun, air rifle, or air pistol which will or is; a dagger or knife longer than 2.5 inches, razors, brass knuckles, or any type of explosive device.

| Elementary | Secondary |
|--|--|
| Up to 10 days of OSS, long term suspension, and police involvement | Up to 10 days of OSS, long term suspension, and police involvement |

Rule 17. Threat of attack with a weapon (106 UB) – Students shall not make a threat of attack through any kind through verbal, written, or pictorial means. Threats, may include, but are not limited to bomb threats and shootings.

| Elementary | Secondary |
|---|---|
| Long term suspension and Police involvement | Long term suspension and police involvement |

Rule 18. Unjustified Activation of a Fire or Other Alarm System (029 UB) – Students shall not activate any fire or other alarm system unless authorized to do so by school employees or unless there are reasonable grounds to believe that an actual emergency situation exists.

| Elementary | Secondary |
|---|--|
| Up to 10 days of OSS, police involvement, possible long term suspension | Up to 10 days of OSS, police involvement, possible long term suspension and/or alternative placement |

Rule 19. Repeat Offender (092 UB) - Student has already been referred to the office for the same behavior (3 or more times) and who has been caught again for committing the same infraction (3 or more times). These consequences may be applied in addition to the regular behavioral consequence.

| Elementary | Secondary |
|--|--|
| 1st Offense: 1 day ISS 2nd Offense: 1- 2 days ISS 3rd Offense: Up to 3 days of OSS | 1st Offense: Up to 1 days of ISS 2nd Offense: Up to 2 days of OSS 3rd Offense: Up to 5 days of OSS |

Rule 20. Other School Defined Offense (069 UB) – Student engages in any other problem behaviors that do not fall within the other categories, or may not be listed in the code of conduct

| Elementary | Secondary |
|--------------------------|--------------------------|
| Administrator discretion | Administrator discretion |

SCHOOL BUS DISCIPLINE CODE

In accordance with the General Statutes of North Carolina, Asheboro City Schools provides transportation to all eligible students. It is the position of the Asheboro City Schools that such transportation will be provided safely and efficiently. To ensure this policy and prevent disciplinary action or suspension of school bus privileges will take a combined effort on the part of students, parents, and school administrators.

A school bus driver has complete authority over and responsibility for maintaining order and good conduct on the bus. A driver does not have the power to punish or suspend a student's riding privilege. The driver, upon observing an infraction of the code, makes a written report to the principal. A principal or their representatives are authorized to take the needed disciplinary action.

A suspension of school bus privileges does not imply suspension from school and attending classes unless deemed necessary by the principal. Therefore, any student suspended from the bus who does not attend school during those days will be subjected to the provision of the North Carolina Compulsory School Attendance Law.

Complaints against a driver or the operation of a bus should be directed to the principal of the school or the Transportation Supervisor at the administration office (625-5104). Listed below are the telephone numbers for Asheboro City Schools. Any unauthorized person who boards a school bus to settle a problem is trespassing. A warrant will be issued.

| | |
|-------------------------------|----------|
| Asheboro High School | 625-6185 |
| North Asheboro Middle School | 672-1900 |
| South Asheboro Middle School | 629-4141 |
| Balfour Elementary | 672-0322 |
| Charles W. McCrary Elementary | 629-1817 |
| Lindley Park Elementary | 625-6226 |
| Donna Lee Loflin Elementary | 625-1685 |
| Guy B. Teachey Elementary | 625-4163 |

The following offenses and consequences are designed to accomplish the objectives of the code. These offenses and consequences are minimal and not intended to be all-inclusive. They are however; absolute in that strict adherence is required to retain the privilege of riding school buses in the Asheboro City Schools.

Bus discipline is divided into three categories. Category I deals with general misconduct and Category II and III deals with severe misconduct. Many of the Asheboro City Schools buses have video cameras.

The principal or his/her designee will review videotape of an incident on the bus. Video coverage of a reported incident is not a requirement for the principal to take disciplinary action.

Following are the Elementary Level consequences for infractions of the rules by a student rider. A school administrator will issue the final consequence:

- 1st infraction – driver warning- no parent signature required
- 2nd infraction – administration conference and parent call- parent signs bus discipline
- 3rd infraction – silent lunch
- 4th infraction – after school detention
- 5th infraction – suspension from the bus for 1 to 3 days
- 6th infraction – suspension from the bus for 3 to 5 days
- 7th infraction – suspension from the bus for 5 to 10 days
- 8th infraction – suspension from the bus for 10 to 15 days
- 9th infraction – permanent suspension of bus riding privileges (for the present school year)

Category I Offenses:

1. Bus assignment – Only students assigned to the bus are to ride the bus, and they are to get off at their assigned stop only. Any change must be with a note from a parent and signed by a school official. The note should be signed by the principal/designee and a copy given to the driver.
2. Bus stop behavior – Be on time at the designated bus stop only. Stand a safe distance from the roadway and wait for the bus to come to a complete stop before attempting to board.
3. Boarding and unloading – Students are to board the bus in an orderly manner with no pushing, shoving, or breaking in front of another student.
4. Driver instruction – Instructions from the driver are to be obeyed the first time they are given.

5. Language – Use polite language, speak softly, and maintain respectable conduct while riding the bus.
6. Hands and feet – Passengers should keep their hands and feet inside the bus at all times.
7. Seat – Stay in your seat facing forward with feet on the floor while the bus is in motion.
8. Personal items – Items not authorized in writing to be transported will be taken by the driver and given to the principal or designee.
9. Food/tobacco – Do not eat, drink, smoke, or use tobacco products on or around the bus or bus parking lot.

Category II Offenses: (Additional action may be taken by the principal for discipline offenses 1-6) Consequences for students who are guilty of Category II misconduct will be administered beginning with the sixth infraction listed above.

1. Fighting – No student rider shall provoke or engage in a fight or cause personal injury or discomfort to another.
2. Physical intimacy – No student will engage in any type of intimate contact with another.
3. Gross disrespect – No student shall show disrespect to another student or driver by use of vulgar and profane language, indecent exposure, etc.
4. Safety equipment – No student shall tamper with emergency exits, bus equipment, or deface a bus in any manner.
5. Willful disobedience – No student shall willfully fail to comply with any request by school personnel or the driver regarding safety on the bus and the protection of other persons or property.
6. Bus privileges – No student shall ride his/her assigned bus or any other school bus within the system after the principal has suspended riding privileges.

Category III Offenses: (Additional action may be taken by the principal and in some cases the police will be notified for discipline offenses 1-2) Consequences for students who are guilty of Category III misconduct will be administered beginning with the sixth infraction listed above.

1. Weapons – (Refer to Asheboro City Schools Board of Education Policy 4333.)
2. Controlled substances – No student rider shall possess, use or be under the influence of any illicit drugs on a bus or bus parking area. (Refer to Asheboro City Schools Board of Education Policy 4325.)

Following are the Middle and High School Level consequences for infractions of the rules by a student rider for a Category I Offense. A school administrator will issue the final consequence:

- 1st infraction – driver warning- documented by the bus driver
- 2nd infraction – referral to assistant principal– parent contact (does not mandate bus suspension)
- 3rd infraction – 1 to 3 days suspension from riding the bus or ISS (assistant principal’s discretion whether OSS or ISS)
- 4th infraction – suspension from the bus for 3 to 5 days or ISS (assistant principal’s discretion whether OSS or ISS)
- 5th infraction – suspension from the bus for 5 to 7 days or ISS (assistant principal’s discretion whether OSS or ISS)
- 6th infraction – permanent suspension of bus riding privileges (for the present school year)

Category I Offenses:

1. Bus assignment – Only students assigned to the bus are to ride the bus, and they are to get off at their assigned stop only.
2. Any change must be with a note from a parent and signed by a school official. The note should be signed by the principal/designee and a copy given to the driver.
3. Bus stop behavior – Be on time at the designated bus stop only. Stand a safe distance from the roadway and wait for the bus to come to a complete stop before attempting to board.
4. Boarding and unloading – Students are to board the bus in an orderly manner with no pushing, shoving, or breaking in front of another student.
5. Driver instruction – Instructions from the driver are to be obeyed the first time they are given.
6. Language – Use polite language, speak softly, and maintain respectable conduct while riding the bus.
7. Hands and feet – Passengers should keep their hands and feet inside the bus at all times.
8. Seat – Stay in your seat facing forward with feet on the floor while the bus is in motion.
9. Personal items – Items not authorized in writing to be transported will be taken by the driver and given to the principal or designee.
10. Food/tobacco – Do not eat, drink, smoke, or use tobacco products on or around the bus or bus parking lot.

Following are the Middle and High School Level suggested consequences for infractions of the rules by a student rider for a Category II Offense. A school administrator will issue the final consequence:

- 1st infraction – referral to assistant principal– parent contact (does not mandate bus suspension)
- 2nd infraction – 1 to 3 days suspension from riding the bus or ISS (assistant principal’s discretion whether OSS or ISS)
- 3rd infraction – suspension from the bus for 3 to 5 days or ISS (assistant principal’s discretion whether OSS or ISS)
- 4th infraction – suspension from the bus for 5 to 7 days or ISS (assistant principal’s discretion whether OSS or ISS)
- 5th infraction – permanent suspension of bus riding privileges (for the present school year)

Category II Offenses:

1. Physical intimacy – No student will engage in any type of intimate contact with another. The nature of offense may move it to a category III offense.
2. Gross disrespect – No student shall show disrespect to another student or driver by use of vulgar and profane language, indecent exposure, etc.
3. Willful disobedience – No student shall willfully fail to comply with any request by school personnel or the driver regarding safety on the bus and the protection of other persons or property.
4. Bus privileges – No student shall ride his/her assigned bus or any other school bus within the system after the principal has suspended riding privileges.

Following are the Middle and High School Level suggested consequences for infractions of the rules by a student rider for a Category III Offense. A school administrator will issue the final consequence:

1st infraction- direct suspension from both school and bus and in some cases police notification

Category III Offenses:

1. Weapons – (Refer to Asheboro City Schools Board of Education Policy 4333.)
2. Controlled substances – No student rider shall possess, use or be under the influence of any illicit drugs on a bus or bus parking area. (Refer to Asheboro City Schools Board of Education Policy 4325.)
3. Fighting- No student rider shall provoke or engage in a fight or cause personal injury or discomfort to another.
 - Assistant principal's discretion at whether suspension from fighting will result in OSS or ISS.
4. Safety equipment – No student shall tamper with emergency exits, bus equipment, or deface a bus in any manner.

SCHOOL BUS SAFETY RULES

Riding a school bus is a privilege afforded to certain public school students. Associated with this privilege is the responsibility for safe, orderly conduct. The safety of every student is the concern of the State Board of Education and the Asheboro City Board of Education. Therefore, the following rules and regulations have been adopted within the Asheboro City Schools. Failure to follow any of the bus safety rules is grounds for temporary or permanent removal of a student from the bus.

Every student who is eligible to ride a school bus shall:

1. Be ready and on time at his/her designated bus stop. Students should be at stop 10 minutes prior to bus time arrival.
2. Stand off the street or highway while waiting for the bus and in no way interfere with traffic.
3. Wait for the bus to come to a complete stop before approaching the bus or crossing the road.
4. Cross the road or street only under the protection of the bus stop arm and IN FRONT of the bus only.
5. Load and unload the bus in an orderly manner: single line, never push, break line, or rush.
6. Observe the same standards of behavior as in the classroom. Ordinary conversation is permissible.
7. Remain seated, in the assigned seat, at all times and never stand except to get off the bus at the properly designated stop, once bus has come to a complete stop.
8. Refrain from talking to or otherwise distracting the bus driver.
9. Keep all of your personal property inside the bus. Refrain from throwing or dropping objects from the bus whether it is moving or standing still. Lost electronic items are not the responsibility of the driver.
10. Provide a neat and safe bus by keeping it clean. Refrain from defacing or littering the bus (that includes free from pencil and pen marks). Do not cut seat or destroy seat. A charge of \$35.00 will be given to replace seat covers.
11. The uses of any tobacco, food, or drink products are strictly prohibited on the bus.
12. Engage in absolutely no profanity or fighting on the bus.
13. Respectfully obey all driver and school official instructions.
14. Never tamper with the bus in any manner or touch the door or mechanical controls at any time.
15. Observe all established safety rules and regulations at all times.

School bus loading and unloading is supervised by teachers, assistant principals, and/or other school staff at all schools. Failure to follow the directions of these school officials is grounds for removal from the bus. Please be advised that any principal of any school in Asheboro is authorized to handle disciplinary matters on buses, which serve his or her school. This includes the suspension of students from the bus even though the students may not attend that school.

GENERAL INFORMATION

ADMINISTERING MEDICINES TO STUDENTS

(Policy 6125)

The board recognizes that students may need to take medication during school hours. School personnel may administer drugs or medication prescribed by a doctor upon the written request of the parents. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. School personnel should not agree to administer any medication that could be taken at home.

Standards for Administering Medicines

1. School employees are authorized to administer drugs or medication when all of the following conditions have been met.
 - a. The student's parent or legal custodian has made a written request that school personnel administer the drug or medication to the student and has given explicit written instructions describing the manner in which the drug or medication is to be administered.
 - b. A physician has prescribed the drug or medication for use by the student (for over-the-counter medications as well as medications available only by a physician's prescription).
 - c. A physician has certified that administration of the drug or medication to the student during the school day is necessary (for over-the-counter medications as well as medications available only by a physician's prescription).
 - d. The employee administers the drug or medication pursuant to the written instructions provided by the student's parent or legal custodian and healthcare provider.
2. The superintendent shall develop procedures for the implementation of this policy. These rules and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.
 - a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
 - b. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the Policies Governing Services for Children with Disabilities. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
 - c. No student may possess, use or transmit any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol.
 - d. The board generally encourages school personnel to administer medicine from a centralized location. However, in all instances, whether from a centralized location or multiple locations, any medicines kept at school for a student must be kept in a locked and secure place.
 - e. All school personnel who will be administering medicines must receive appropriate training.
 - f. Only drugs clearly prescribed and intended for the student may be administered by school personnel. At the time a parent brings a drug to school for administration, if school personnel have concerns regarding the appropriateness of a drug or dosage for a student, a confirmation should be obtained from the student's doctor or another doctor prior to administering the medicine or allowing a student to self-administer a medicine.
 - g. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medicines to his or her child at any time while the child is on school property.
 - h. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

Over-the-Counter Medication

Consistent with the above requirements, over-the-counter medications will only be given during school hours by school personnel if they are authorized by a physician and parent/guardian complete with instructions. Parents/Guardians who want school personnel to administer over-the counter medication must provide the medication to school personnel pursuant to the requirements of this policy.

Emergency Medication

Students who are at risk for medical emergencies, such as those with asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medicine.

Student Self-Administering Emergency Medications

The board recognizes that students with asthma, diabetes and/or subject to anaphylactic reactions may need to possess and self-administer emergency medication on school property. The superintendent shall develop procedures for the possession and self-administration of emergency medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Before a student will be allowed to self-administer medicine pursuant to this section, the student's parent or guardian must provide to the principal or designee all of the documents listed below.
 - a. written authorization from the student's parent or guardian for the student to possess and self-administer asthma medication;
 - b. a written statement from the student's health care practitioner verifying:
 - 1) that the student has asthma, diabetes, and/or an allergy that could result in anaphylactic reaction;
 - 2) that he or she prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 - 3) that the student understands, has been instructed in self-administration of the emergency medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
 - c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's asthma, diabetes, or anaphylaxis episodes and for medication use by the student;
 - d. a statement provided by the school system and signed by the student's parent or guardian acknowledging that the board of education and its agents are not liable for injury arising from the student's possession and self-administration of asthma medication; and
 - e. any other documents or items necessary to comply with state and federal laws.
2. Prior to being permitted to self-administer medicine at school, the student also must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the emergency medication and any accompanying device.
3. Finally, the student's parent or guardian shall provide to the school backup emergency medication that school personnel are to keep in a location to which the student has immediate access in the event of an emergency.

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

A student who uses his or her prescribed emergency medication in a manner other than as prescribed may be subject to disciplinary action pursuant to the school disciplinary policy. No one may impose disciplinary action on the student that limits or restricts the student's immediate access to the emergency medication.

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

APPEALS

(Policy 4360, 4353)

Appeals of Consequences No Greater Than Short-Term Suspension

A student may appeal to the superintendent any consequence imposed by a school administrator for violating board policy, school standards, or rules that is no greater than a short-term suspension (suspension of up to 10 days). The appeal must be in writing and must be received by the superintendent within three days of the consequence being imposed. The student may submit in writing any statement or evidence to support his or her position.

Appeals of Long-Term or 365 Day Suspension and Expulsion

Students may challenge a long-term or 365-day suspension or an expulsion approved by the superintendent for violation of board policy, school standards, or rules. The student must appeal to the board in writing within five days of the superintendent's decision.

ASSAULTS, THREATS, And HARASSMENT including BULLYING and HAZING

(Policy 4331)

Any student exhibiting such behavior will be removed from the classroom or school environment for as long as necessary to ensure a safe and orderly environment for learning. The superintendent is responsible for ensuring that consequences for prohibited behaviors are uniformly applied throughout the school district. Except where certain consequences for misbehavior are required by law, principals in the elementary grades are expected to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or rules.

ASSAULT, INJURY

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.

THREATENING ACTS

Students are prohibited from directing toward any other person any language, which threatens force, violence or disruption, or any sign or act which 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.

HARASSMENT

Students are prohibited from engaging in or encouraging any form of harassment, including bullying and cyberbullying of students, employees or any other individuals on school grounds, at school-related functions, and at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools. Harassment is unwanted, unwelcome and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment may be created through pervasive or persistent misbehavior or a single incident if sufficiently severe. Harassment and bullying are further defined in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying.

ATTENDANCE

(Policy 4400)

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than 5 consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

AUTHORITY OF SCHOOL PERSONNEL *(Policy 4301)*

The principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules that if violated could result in short-term or long-term suspension or expulsion.

The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board and school. Every teacher, student teacher, substitute teacher, voluntary teacher or teacher assistant is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to quell a disturbance threatening injury to others;
2. to obtain possession of a weapon or other dangerous object on the person, or within the control, of a student;
3. for self-defense;
4. for the protection of persons or property; or
5. to maintain order on school property, in the classroom, or at a school-related activity on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable board policies and procedures. (*School Plan for Management of Student Behavior*, policy 4302.)

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel.

CHILDREN OF MILITARY FAMILIES (*Policy 4050*)

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.

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 Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard. The identification of military-connected students is not a public record subject to public records law.

COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In order 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 in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") 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.

- a. 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 are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.
- c. 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 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 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. A member state is a state that has enacted the Compact.
- g. A non-member state is a state that has not enacted the Compact.
- h. The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- i. 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.
- j. The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- k. 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.
- l. 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.

- m. The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.
 - n. A veteran is a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.
2. Those to Whom Adopted Policies and Procedures Apply
Policies and procedures that are adopted to comply with the Compact apply to the children of:
- a. Active duty members of the uniformed services as defined in Section A of this policy, 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. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
 - c. Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
3. Those to Whom Adopted Policies and Procedures Do Not Apply
The policies and procedures adopted to comply with the Compact do not apply to the children of:
- a. Inactive members of the National Guard and Military Reserves;
 - b. Members of the uniformed services now retired, except as provided in Section B of this policy;
 - c. Veterans of the uniform services, except as provided in Section B of this policy, and other U.S. Department of Defense personnel and other federal agency civilians and contract employees not defined as active duty members of the uniformed services.

COUNSELING PROGRAM

(Policy 3610)

Guidance and counseling programs are provided by the school district with the ultimate aim of improving student performance by implementing strategies and activities that support and maximize learning; helping students to grow in their personal and social development; and providing a foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. The principal of each school is directed to develop a counseling program that meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the needs of the student population at that school.

School counselors and other guiding adults in middle and high schools shall provide guidance and information to students about high school course selections and requirements prior to ninth grade, in order to inform them about the requirements for college entry, including accelerated preparation for college entry. Counselors will encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate.

The counseling program is the shared responsibility of teachers, counselors, parents and community members, and should operate with the collaboration of all individuals involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's plan for involvement of the community in school programs. All schools must follow the Parental Involvement Plan (policy 1310/4002) in regard to parental notification and permission for counseling programs. In addition, school personnel shall annually provide all students in Grades 9 through 12 information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Counseling may be provided on an individual basis or in small or large groups. School counselors may refer students who have extensive needs or needs that go beyond the purpose of the counseling program to community resources.

Students may seek counseling or be referred by staff or parents. Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the school counselor in accordance with any rules established by the superintendent or principal. Any counselor or other staff member who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment must report the information as provided in policy 4240/7312, Child Abuse - Reports and Investigations and as required by law.

Counseling programs are most effective when voluntarily entered into by a student. School officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the board and school district. However, students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, in an individualized education plan. (Student Behavior Policies (4300 series), policy 3420, Student Promotion and Accountability, policy 3520, Special Education Programs/Rights of Disabled Students.)

Information obtained in a session with a counselor will be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege, however, does not exempt the counselor from reporting child abuse as required by G.S. 7B-301. Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law, such as G.S. 7A-544. Any document prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with board policy on student records, policy 4700, Student Records.

DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE

(Policy 1720/4015/7225)

The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

Definitions:

1. Alleged Perpetrator - The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.
2. Complaint - A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.
3. Complainant - The complainant is the individual complaining of being discriminated against, harassed or bullied.
4. Days - Days are the 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 receipt of the complaint. When a complaint 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.
5. Investigative Report - The investigative report is a written account of the findings of the investigation conducted in response to a complaint.
6. Investigator - The investigator is the school official responsible for investigating and responding to the complaint.
7. Report - A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint
Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:
 - a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
 - b. an immediate supervisor if the individual making the complaint is an employee;
 - c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
 - d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
 - e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
 - f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230
2. Time Period for Filing a Complaint
A complaint should be filed 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.
3. Informal Resolution
The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The board encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence complaints by a student of sexual harassment perpetrated by an employee, or when otherwise inappropriate. Informal procedures may be used only if the parties involved voluntarily agree.
If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to end the informal process and begin formal procedures at any time and (2) make a copy of this policy and other

relevant policies available to the complainant. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time. If informal procedures fail to resolve the matter in a reasonable period of time or are inappropriate, or if the complainant requests formal procedures, the complaints will be investigated promptly, impartially, and thoroughly according to the procedures outlined in the remainder of this policy.

PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation
 - a. Whoever receives a complaint of discrimination, harassment or bullying, pursuant to subsection C.1, shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows.
 - 1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the executive director of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the executive director of human resources or designee.
 - 2) If the alleged perpetrator is the principal, the executive director of human resources or designee is the investigator.
 - 3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the executive director of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.
 - 4) If the alleged perpetrator is the executive director of human resources, the superintendent or designee is the investigator.
 - 5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources, who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
 - 6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
 - b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
 - c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
 - d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.
 - e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.
2. Conducting the Investigation
 - a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230 or policy 1730/4022/7231. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, who may have relevant information. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator.
 - b. The complaint and investigation will be kept confidential to the extent possible. 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. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
 - c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA, or other coordinator.
3. Notice to Complainant and Alleged Perpetrator
 - a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 1. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;

2. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 3. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- b. If required by federal law, information regarding specific disciplinary action imposed on the alleged perpetrator(s) will be given to the complainant, such as when the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant). School officials are encouraged to consult with the superintendent and board attorney before releasing such information, however.
 - c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
 - d. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.
4. Appeal of Report
 - a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the notice of the results 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.
 - b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum.

Every effort should be made to expedite the process. If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

Records will be maintained as required by policy 1710/4021/7230.

DRUGS AND ALCOHOL

(Policy 4325)

No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior.

For the purpose of the Code of Student Conduct, the following definitions apply:

1. Possess: having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book bag, or desk, or on a student's person.
2. Use: the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
3. Under the influence: the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
4. Sell: the exchange of a prohibited substance for money, property, or any other benefit or item of value.
5. Distribute: to give, share, or pass a prohibited substance.
6. Possess with intent to distribute/sell: Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.
7. Counterfeit Substance: any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
8. Unauthorized Prescription Drug: Any drug or medication that has not been prescribed for the student.

Students are also prohibited from possessing, using, transmitting, or selling drug paraphernalia or counterfeit (fake) drugs. In all circumstances in which students must comply with student behavior policies, students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.

Prescription and over the counter drugs are not in violation of this policy if possessed and used in accordance with Policy 6125, Administering Medicines to Students.

PARENTAL INVOLVEMENT IN STUDENT BEHAVIOR ISSUES

(Policy 4341)

The board recognizes the need for parents and guardians to work with the school employees in helping students to learn and practice acceptable standards of behavior. School employees are to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of board policies, the Code of Student Conduct, and other school standards and rules.

Schools are expected, as a part of their student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board policies, the Code of Student Conduct, school standards or rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided in board policy 4700, Student Records.

If the principal is considering imposing a short-term suspension or recommending long-term suspension or expulsion, the principal is required to make the following efforts to notify and involve the parent:

- notify the parent in accordance with Section C of policy 4351, Short-Term Suspension;
- maintain documents and relevant information received about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
- make reasonable efforts to meet with the parent before or at the time the student returns to school after any suspension;
- make available a copy of this policy, the Student Code of Conduct and all other applicable board policies, school standards and rules; and
- advise the parent of the right to appeal the action of the principal as provided in board policy 4360, Appeals of Consequences No Greater Than Short-Term Suspension.

When a short-term suspension has been imposed, the principal shall inform the parent of the student's rights under policy 4351, Short-Term Suspension.

When the principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the principal shall inform the parent of the student's rights, as outlined in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the principal shall provide the notice in English and also in the parent's or guardian's first language when the appropriate foreign language resources are available.

All records of parental contact should be maintained in the student's records and will be retained at least through the school year.

POWERSCHOOL PARENT ACCESS

Parents will have access to an online data system through PowerSchool.

A web browser allows parents to view:

- Detailed attendance information
- Grade information
- Credits Earned to Date (high school)
- Standardized Testing Information
- Personal Demographic Information
- Emergency Contact Information

A secured password system allows only authorized individuals to access this information. Parents with more than one child will only need one user name and password to access the information on all of their children. User names and passwords will be provided at the school level.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING *(Policy 1710/4021/7230)*

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, color, national origin, sex, disability, or age 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, harassment, or bullying in any of its educational or employment activities or programs.

PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment, and Bullying

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment, and bullying.

Students are expected to comply with the behavior standards established by board policy and the Code of Student Conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (*School Plan for Management of Student Behavior*, policy 4302). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies, and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment, and bullying by students, employees, volunteers, and visitors. "Visitors" includes persons, agencies, vendors, contractors, and organizations doing business with or performing services for the school system.

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; and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

- a. Harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that:
 - 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
 - 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, 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. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;
 - 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
 - 3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors, or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment, or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

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

NOTICE

The superintendent is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. The superintendent must ensure that each school principal provides a copy of this policy and policy 1720/4015/7225 to students, employees, and parents or other responsible caregivers at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available in the principal's office, the media center at each school, and the superintendent's office. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

COORDINATORS

The superintendent has appointed the following individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal nondiscrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws.

- Title IX Coordinator - Assistant Superintendent for Support Services
- Section 504 Coordinator - Director of Exceptional Child Services
- ADA Coordinator - Director of Exceptional Child Services
- Age Discrimination Coordinator - Executive Director for Human Resources
- Coordinator for Other Non-discrimination Laws - Executive Director for Human Resources

RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. 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, harassment, and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the board.

REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC ATHLETICS

(Policy 3620)

1. Philosophy of Athletic Program

We believe that interscholastic athletics is a co-curricular activity and is an integral part of the educational process. Participation in athletics teaches life skills including responsibility, determination, accountability, team building, and fair play.

We emphasize academic accountability and fair play. We promote attitudes and practices that keep winning in perspective and discourage activities that would be considered unsportsmanlike. We believe that all students should have the opportunity to participate in competitive athletics; however, participation is a privilege, not a right. According to Board of Education policy, participation may be reserved for students in good academic standing who meet behavior expectations of the school and the community.

2. Citizenship/Sportsmanship

As a team member, an individual must learn to work with others to promote responsibility and obligation for his/her actions. As a student-athlete wearing the “Blue Comets” uniform, you are special. You are a student first, an athlete second, and most important – you are a role model always. As a member of the “Blue Comets,” everything you do at school, in the community, and at rival schools is noticed and judged. As a member of the “Blue Comets,” you are a role model and spokesperson for the Asheboro community and the Asheboro City Schools. We believe that student-athletes must play within the rules, conduct themselves in a sportsmanlike manner, and represent their school in a positive way.

3. Student/Athlete Behavioral Management Plan

The athletic program will adhere to the *Asheboro City Schools Student Code of Conduct*, which is provided to each student upon entry to school each fall. Board of Education policies related to participation in athletics are included in the *Code of Conduct*. As prescribed by Board policy, rule violations and major infractions will be addressed according to the *Student Behavior Management Plan* of the school.

The following infractions are addressed in the *Student Behavior Management Plan*:

- a. Use and possession of tobacco;
- b. Fighting;
- c. Use and possession of weapons;
- d. Assault;
- e. Arson;
- f. Intimidation/Bullying;
- g. Gross Misconduct;
- h. Insubordination;
- i. Use of profanity/vulgarity; and
- j. Hazing.

A student-athlete who commits any of the infractions listed above (or any infraction that is in violation of school rules or Board policy), may be excluded from participation in the athletic program.

4. Substance Abuse (Alcohol/Drugs)

We believe that the use and abuse of alcohol and drugs is unhealthy and unacceptable for “Blue Comets” student-athletes.

Students found possessing, using, transmitting, or being under the influence of alcohol or drugs at any time, on campus or off campus, 24 hours per day, 7 days per week, in season or out of season, will suffer the following consequences:

- a. 1st Offense
 - **30-day suspension** from participation in athletic contests
 - Athlete must practice with team, but may not dress or participate in athletic contests
 - Athlete must enroll in an appropriate drug counseling program. Cost for the program is the responsibility of the athlete’s parent/guardian.
- b. 2nd Offense
 - **365 day suspension** from participation in athletics
- c. 3rd Offense
 - **Ineligible for participation** in the athletic program
- d. For an offense occurring out of season, the penalty will be imposed during the next season of participation by the athlete.

A student-athlete, who self-reports a substance abuse problem before a charge or conviction occurs, may continue to participate in athletics after seeking appropriate professional counseling. A follow-up plan and review will be required.

5. **NCHSAA Felony Policy**

Student-athletes in grades 9 – 12 are subject to the Felony Policy of the North Carolina High School Athletic Association. The policy may be found in the *NCHSAA Handbook*.

6. **Other Policies Related to Athletic Participation**

- a. On the day of a game or practice, the athlete must be in attendance for a minimum of ½ the school day. Only extenuating circumstances as approved by the principal will be considered as a waiver of this policy.
- b. If an athlete is suspended from school (OSS), he/she will not be permitted to practice or play until the suspension is completed. In addition, athletes will be suspended after the OSS is complete as follows:
 - 1st Offense – 1 game suspension
 - 2nd Offense – 2 game suspensions
 - 3rd Offense – Suspension from participation through the end of the school year
- c. An athlete assigned to in-school suspension (ISS) may not practice or play until the ISS assignment is completed. In addition, athletes will be suspended after the ISS is complete as follows:
 - 1st Offense – 1 game suspension
 - 2nd Offense – 2 game suspensions
- d. Penalties for violating team rules will be at the discretion of the coach.
- e. An athlete who quits or is dismissed from a team may not begin participation in a new sport’s season, until completion of the previous sport season.
- f. Requirements for lettering in a sport will be at the discretion of the coach.
- g. All players and team personnel must ride to and from the athletic contest on the team bus. Exceptions to this rule may be approved by the coach, with a note signed by the athlete’s parent/guardian. An athlete may ride only with his/her parent/guardian.

7. **Signatures of Agreement**

The signatures below signify that all parties have read the athletic policies for the Asheboro City Schools. The policies are understood.

Student-Athlete _____ Date _____

Parent/Guardian _____ Date _____

Coach _____ Date _____

SERVICE ANIMALS IN SCHOOLS

(Policy 4202/5029/7272)

The board will make reasonable accommodations for qualified persons with disabilities in accordance with policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, and the requirements of state and federal law. An individual with a disability may be accompanied by his or her service animal on school property subject to the requirements of this policy

Definition of “Service Animal”

A “service animal” for purposes of this policy is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual’s disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify. Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i). Animals, whose sole function is to provide emotional support, wellbeing, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not service animals for the purposes of this policy.

STANDARDS OF APPEARANCE OR CLOTHING

Asheboro City Schools Student Dress Code

(Policy 4316)

All students and parents have the right to determine what the student wears *unless* the student’s appearance or clothing:

- Violates the reasonable dress code adopted and publicized by the school.
- Is substantially disruptive;
- Is provocative or obscene;
- Endangers the health or safety of the student or others; or
- Is gang-related.

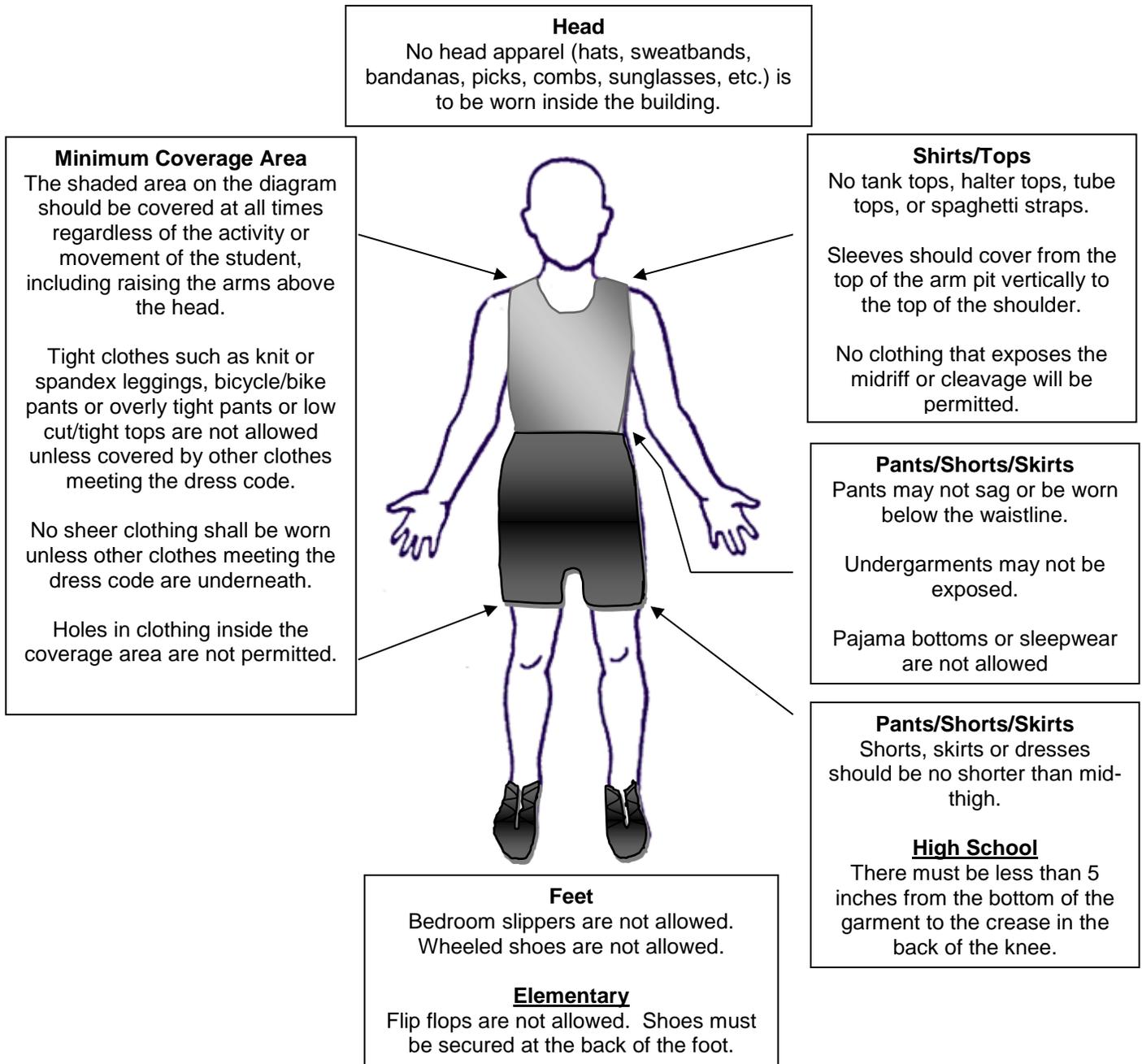
It is the responsibility of the schools to foster good habits of dress and grooming just as it is their responsibility to maintain an atmosphere conducive to optimal learning. It is in the interest of pride in one’s self, school, and community for the students in the Asheboro City Schools to be encouraged and expected to dress safely, cleanly, and decently.

Acceptable Standards for Clothing or Appearance

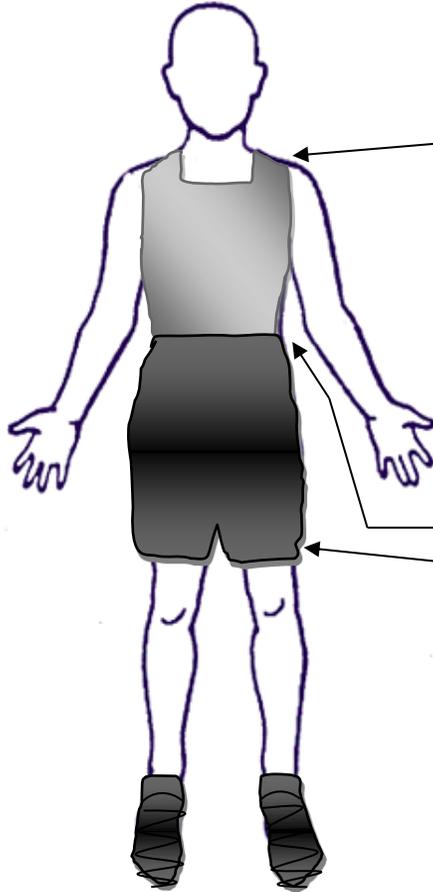
Asheboro City Schools respects the right of the student to choose his/her dress style and appearance. Certain guidelines need to be observed in order to create a wholesome school environment. Student dress and appearance shall not be hazardous to the health or safety of anyone in the school community; nor shall it have a negative effect on or be disruptive to the educational process.

- Clothing or jewelry which advertises products that would be illegal such as drugs, tobacco, and alcohol products, as well as any clothing which depicts statements or pictures that would be offensive to the mores of the community of Asheboro will not be permitted. Clothing recognized as being related to a group or gang, such as rolled up pant legs or bandanas will not be allowed. No clothing or insignia that can be denoted as membership in a gang will be allowed.
- No items that could be used as a weapon, such as large chains and fishhooks are allowed.
- At all times, personal decency, dignity, self-respect and respect for others should dictate student dress.

FRONT



Back



Coverage Area

The shaded area on the diagram should be covered at all times regardless of the activity or movement of the student, including raising the arms above the head.

The back and hips should be completely covered.

Racerback or backless tops are not permitted.

Sagging pants are not permitted.

STUDENT AND PARENT GRIEVANCE PROCEDURE

(Policy 1742/5060 and 1740/4010)

The Asheboro City Schools are committed to providing an effective means for parents and the community to voice concerns and complaints. In general, the complaint should be received and addressed at the level closest to which the complaint originated. For example, if it involves a teacher, first talk to that individual. If you are still concerned, talk with the principal. Then if you are still concerned, make an appointment to talk with the superintendent or a member of the superintendent's staff.

A grievance is a formal complaint regarding specific decisions made by school personnel. A grievance may be submitted in specific circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated. Any claims of discrimination on the basis of race, color, national origin, sex, pregnancy, religion, age, or disability also may be submitted as a grievance.

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. A student who has a grievance must provide the following information in writing to the principal:

- The name of the school district employee or other individual whose decision or action is at issue;
- The specific decision(s) or actions at issue;
- Any board policy or law that the parent or student believes has been misapplied, misinterpreted, or violated; and
- The specific resolution desired.

Upon receiving the written grievance, the principal will then:

- schedule and hold a meeting with the student within five school days of receiving the grievance request;
- conduct any investigation of the facts necessary before rendering a decision; and
- provide a written response to the written grievance within ten days of the meeting.

If you need additional information about grievance procedures, a copy of the local school board policies is available in each school. You can make arrangements with your school principal to review these policies.

STUDENT DISCIPLINE RECORDS

(Policy 4345)

RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, in either paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons or expelled: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the state student information system application in accordance with State Board of Education policies and procedures.

DISCLOSURE OF RECORDS

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

REMOVAL OF RECORDS

1. End of Year Removal

The following types of discipline records may not be removed from student records, electronic files and databases at the end of the school year:

- notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
- any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b and c above are met.

STUDENT PROMOTION AND ACCOUNTABILITY

(Policy 3420)

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 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.

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.

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 use individual growth plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

LOCAL PROMOTION STANDARDS

1. Grades Kindergarten, 1 and 2

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course, End of Grade, and North Carolina Final Exams

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. To earn high school credit for a course with an EOC assessment, in grades 6 through 8, a student must demonstrate College and Career Readiness by performing at achievement level 4 or 5. Students not demonstrating College and Career Readiness, performing below achievement level 4, shall retake the course. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards.

5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All other high school courses are also required to administer a final exam, which shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

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

INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify, as early as possible, students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them an individual growth plan constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school’s plan for intervention as part of the school’s yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. differentiated instruction for students who have been retained; and
- c. meeting individual students’ needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

2. Review Process

In the case where a student’s promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student’s performance during a review process. Documentation may include but is not limited to:

- 1. Student work samples;
- 2. Other assessment data;
- 3. Information supplied by parents;
- 4. For student with disabilities, information that is included in the individualized education program; and
- 5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light’s Retention Scale should be considered for deciding whether or not a student should be retained.

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.

PROMOTION AND ACCOUNTABILITY 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.

PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

CREDIT BY DEMONSTRATED MASTERY

The superintendent, or designee, 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 middle school 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.

REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy GCS-M-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 make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. 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;
- d. the course to be repeated must be a duplicate of the original class and course number 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;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. 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.

ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. 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. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. 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).

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; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, 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 reading interventions that will be provided to the student to remediate identified areas of reading deficiency. 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.

CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) 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 in courses or programs offered by the school system.

STUDENT RECORDS

(Policy 4700)

Student records are defined as those records, files, documents, and other materials which (1) contain information directly related to a student; and (2) are maintained by the Asheboro City Schools, any of our schools, or any person acting for these institutions.

A parent, guardian, or eligible student (one who is at least 18 years old or is married) may access the student's records upon proper request. The principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent or eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

A parent, guardian, or eligible student has the right to challenge an item in the student record believed to be inaccurate or inappropriate. The principal will examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in policy 1740/4010, Student and Parent Grievance Procedure. If the final decision is that the information in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school system.

Student records will be released promptly when a student transfers to another school, and in other circumstances specifically permitted by law. Written permission by a parent, guardian, or eligible student is required for the release of a student's records in any other circumstance.

Directory information on students may be utilized by the school district, individual schools, or organizations. Parental consent may be withheld for the release of student directory information about his or her child for school purposes or to outside organizations. The following information is considered to be directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Diplomas, certifications, and awards received
- The most recent school or educational institution attended

SURVEYS OF STUDENTS

(Policy 4720)

The school district must obtain prior written consent of a parent or eligible student before the student is required to participate in any Department of Education-funded survey, analysis or evaluation that reveals information concerning the following protected topics:

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior and attitudes;
- Illegal, antisocial, self-incriminating or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
- Religious practices, affiliations or beliefs of the student or the student's parents; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents will have the right to review surveys that may contain these topics and may opt their children out of participating in the survey(s).

TECHNOLOGY RESPONSIBLE USE

(Policy 3225/4312/7320)

The board provides its student and staff access to a variety of technological resources. These resources provide opportunities to enhance learning and improve communication within the school community and with the larger global community. 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 a privilege, not a right. 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 the Internet and other school technological resources.

In addition, anyone who uses school system computers or electronic devices or who accesses the school network or the Internet using school system resources 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.

Before using the Internet, all students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school system technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuses may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

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 during instructional time is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business and is not otherwise prohibited by board policy or procedure.

2. Under no circumstance may software purchased by the school system be copied for personal use.
3. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. 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. 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.
5. The use of anonymous proxies to circumvent content filtering is prohibited.
6. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
7. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
8. Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personally identifying information, or information that is private or confidential such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information. In addition, 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. Users also may not forward or post personal communications without the author's prior consent.
9. 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. Users must scan any downloaded files for viruses.
10. 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.
11. 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.
12. Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.
13. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner's express prior permission.
14. Employees shall not use passwords or user IDs for any data system (e.g., Student Information System, CECAS, time-keeping software, etc.) for an unauthorized or improper purpose.
15. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
16. Teachers shall make reasonable efforts to supervise student use of the Internet during instructional time.
17. 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.

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 materials 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 users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel.

In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

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

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

F. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

The school system assumes no responsibility for personal technology devices. Student, employee, visitor and other personal devices are governed by policy 4318, Use of Wireless Communication Devices. The use of personal devices by teachers and staff for instructional purposes are governed by policy 3220, Technology in the Educational Program.

G. 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 on-line 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 (see the student behavior policies in the 4300 series).

2. Employees

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.

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 (see the student behavior policies in the 4300 series).

Employee. Employees' social media and personal websites are subject to policy 7335, Employee Use of Social Media.

3. Volunteers

Volunteers are to maintain an appropriate relationship with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or on-line 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.

TITLE I PARENT AND FAMILY ENGAGEMENT *(Policy 1320/3560)*

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and other family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and other family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and other family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, ~~and~~ guardians, and other family members in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide a comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidenced-based strategies to support parent and family engagement.

C. ANNUAL MEETING

Each year, school officials must invite parents of students participating in Title I programs to meeting to explain parental rights, discuss programs and activities to be provided with Title I funds, and solicit input on the Title I Program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. PARENTAL AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan are developed with, agreed upon with and annually distributed to parents and family members of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement and increasing accessibility for participation of all parents and family members of children participating in Title I Programs, including parents and family members who have limited English proficiency, who have disabilities and for who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parent engagement strategies established in other federal, state, or local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local program including public pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

11. strengthen the partnership with agencies, businesses and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of a program English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
 1. assessed,
 2. assessed using alternative assessments,
 3. involved in preschool and accelerated coursework programs, and
 4. English learners achieving proficiency;
- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents students who participate in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (*Personnel Files*, Policy 7820).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject areas in which the teacher had been assigned.

4. Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school and opportunities for parents and family members to be involved in the school.
- b. Each year, the principal or designee of a Title I school shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - c. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - d. if available, the time and format for distributing results.

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

USE OF WIRELESS COMMUNICATION DEVICES

(Policy 4318)

The board recognizes that cellular phones and other wireless communication devices have become an important tool through which parents and guardians communicate with their children. Therefore, students are permitted to possess such devices on school property as long as such devices are not activated, used, displayed or visible during the instructional day or as otherwise directed by local school rules or school personnel. Wireless communication devices include, but are not limited to, cellular phones, electronic devices with internet capability, paging devices, two-way radios and similar devices.

Authorized Use

Administrators may authorize individual students to use wireless communication devices for personal purposes when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for instructional purposes provided that they supervise the students during such use.

Although use generally is permitted before and after school, use of cellular phones and other wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices for the duration of such programs.

Consequences of Unauthorized Use

School employees may immediately confiscate any wireless communication devices that are on, used, displayed or visible in violation of this policy. Absent compelling and unusual circumstances, confiscated wireless communication devices will be returned only to the student's parent or guardian.

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

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

Search of Wireless Communication Devices

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

Liability

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

WEAPONS, BOMB THREATS, TERRORIST THREATS AND CLEAR THREATS TO SAFETY

(Policy 4333)

Weapons and Weapon-Like Items

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include, but are not limited to the following:

- loaded or unloaded firearm, including a gun, pistol or rifle;
- destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades and mines
- knife, including a pocket knife, bowie knife, switchblade, dirk or dagger;
- slingshot or slungshot;
- leaded cane;
- blackjack;
- metal knuckles;
- BB gun;
- air rifle or air pistol;
- stun guns and other electric shock weapons, such as Tasers;
- icepicks;
- razor or razor blade (except those designed and used solely for personal shaving);
- fireworks;
- gun powder, ammunition, or bullets;
- any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance; and
- mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another student to possess, handle, or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

Bomb Threats

Students are prohibited from making, aiding, and/or abetting in making a bomb threat or perpetrating a bomb hoax against school system property by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on school property.

No student may knowingly or willfully cause, encourage, or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat, or perpetrate a bomb hoax must notify a teacher or the principal immediately.

Terrorist Threats

Students are prohibited from making, aiding, conspiring, and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school system property by making a false report that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school property or at a school event.

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

Clear Threats to Safety of Students and Employees

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- theft or attempted theft by a student from another person by using or threatening to use a weapon;
- the intentional and malicious burning of any structure or personal property, including any vehicle;

- an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- an attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack;
- any intentional, highly reckless, or negligent act that results in the death of another person;
- confining, restraining, or removing another person from one place to another, without the victim's consent or the consent of the victim's parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;
- taking or attempting to take anything of value from the care, custody, or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;
- the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the North Carolina General Statutes;
- any behavior resulting in a felony conviction on a weapons, drug, assault, or other charge that implicates the safety of other persons; and
- any other behavior that demonstrates a clear threat to the safety of others in the school environment.

SCHOOL OFFICIALS

2017-2018

If you have questions about any of these policies or procedures, please contact the principal of your school.
School district personnel who also may assist you are listed below.

| School | Principal | School Phone |
|--|------------------|---------------------|
| Asheboro High School 1221 S. Park St. | Brian Saunders | 336-625-6185 |
| North Asheboro Middle 1861 N. Asheboro School Rd. | Candace Call | 336-672-1900 |
| South Asheboro Middle 523 W. Walker Ave. | Ron Dixon | 336-629-4141 |
| Balfour School 2097 N. Asheboro School Rd. | Dr. Penny Crooks | 336-672-0322 |
| McCrary School 400 Ross St. | Julie Brady | 336-629-1817 |
| Loflin School 405 S. Park St. | Jordi Roman | 336-625-1685 |
| Teachey School 294 Newbern Ave. | Amy Day | 336-625-4163 |
| Lindley Park School 312 Cliff Rd. | Nikia Domally | 336-625-6226 |
| Early Childhood Development Center 1738 N. Fayetteville St. | Holly White | 336-672-6636 |

ASHEBORO CITY SCHOOLS ADMINISTRATION

1126 S. Park Street
Asheboro, NC 27203
(336) 625-5104

| | |
|--------------------|--|
| Dr. Terry Worrell | Superintendent |
| Dr. Aaron Woody | Assistant Superintendent, Curriculum and Instruction |
| Harold Blair | Assistant Superintendent, Business and Finance |
| Carla Freemyer | Executive Director, Human Resources |
| Dr. Sean McWherter | Executive Director of Student Support Services |
| Robin Harris | Director of Federal Programs and ESL |
| Dr. Drew Maerz | Director of Testing and Accountability |
| Dr. Cayce McCamish | Director of Exceptional Child Services |
| Dr. Julie Paek | Director of Secondary Education |
| Wendy Rich | Director of Elementary Education |
| Anthony Woodyard | Director of Instructional Technology and Innovation |
| Leigh Anna Marbert | Public Information Officer |
| Tari Johnson | Transportation Supervisor |
| Tena Lester | Attendance Social Worker, Student Transfer Coordinator |

Asheboro City Schools Student Calendar 2017 - 2018

| July 2017 | | | | | | |
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| September 2017 | | | | | | |
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| October 2017 | | | | | | |
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| April 2018 | | | | | | |
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| May 2018 | | | | | | |
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| June 2018 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Non Student Days
 First/last day of school and beginning of each academic quarter

Makeup for Inclement Weather

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

| | | | |
|--------------------|-----------------|------------------|-----------------|
| RADIO WMAG 99.5 FM | TV-WFMY (Ch. 2) | TV-WXLV (Ch. 45) | TV-WXII (Ch.12) |
| RADIO WKXR 1260 AM | TV-WGHP (Ch. 8) | News 14 (Ch. 14) | |

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

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

| | | | |
|------------------------------|-----------------------------|--|------------------------|
| November 3, 4, 11, 22 | December 22,28,29 | January 6, 19, 20, 22, 27, 28, 29 | February 19, 24 |
| March 29th | April 2, 3, 4, 5, 6, | June 2nd | |

**Reception of the
Parent/Guardian Handbook
and
Student Code of Conduct**

To be completed by all students and parents and returned to school.

Student Name: _____ (Please Print)

I have received a copy of the Asheboro City Schools' Parent/Guardian Handbook and Student Code of Conduct for 2017-2018. I understand that all students are expected to abide by these rules and policies. I also understand that school officials, principals and teachers may develop rules that are necessary for the efficient operation of school, and such rules may not be included in this publication.

Student Signature

Date

Parent/Guardian Signature

Please cut, sign, and return to your child's school.