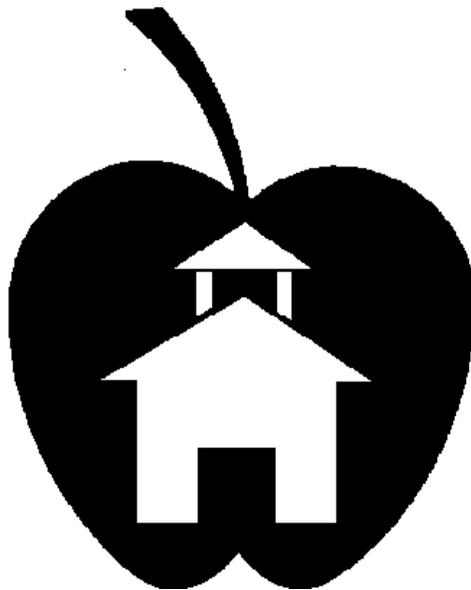


Parent/Guardian Handbook and Student Code of Conduct

2015-2016



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Asheboro City Schools
P. O. Box 1103
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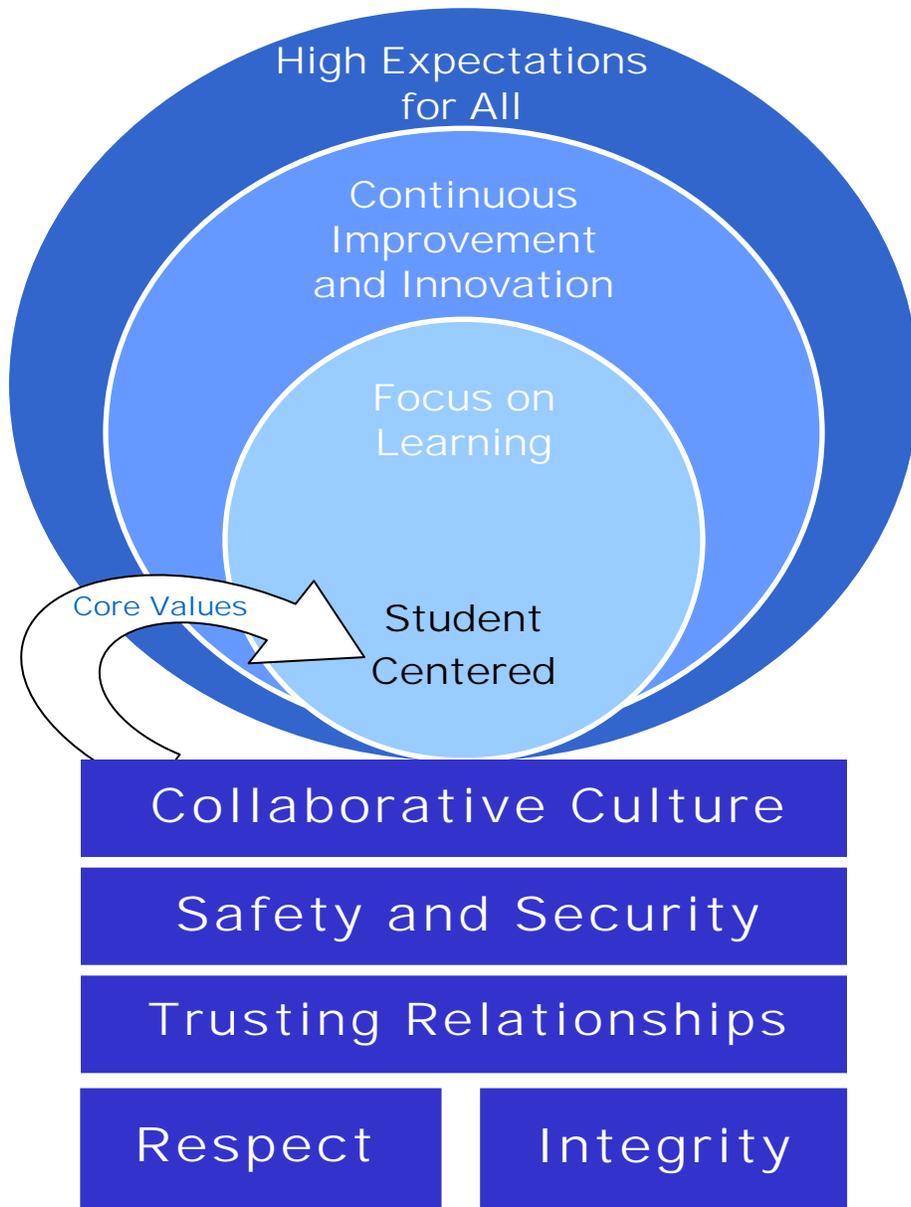
Asheboro City Schools
...the subject is excellence!

Vision Statement

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

Mission Statement

We are committed to providing high quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.



Asheboro City Schools

...the subject is excellence!

Asheboro City Schools Student Code of Conduct

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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

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 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.

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.

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)

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 legislates 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. This applies to non-prescription medications as well. Students with emergency situations such as asthma or diabetes 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.

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.

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.

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.

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.

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 2015-2016 schedule is listed below.

Herbicide Application Schedule for 2015-2016 School Year

July 6-10	November 2-6	March 1-4
August 3-7	December 7-11	April 4-8
September 7-11	January 4-8	May 2-6
October 5-9	February 1-5	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 and Harassment, including Bullying and Hazing, 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, tow 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 also 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

(Student Records, Policy 4700)

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 will 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. Brad Rice, Assistant Superintendent for Support Services
Carla Freemyer, Executive Director, Human Resources
Jennifer Smith, 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 and Harassment, including Bullying and Hazing*, 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:

- *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)-
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of*-
 1. Any other protected information survey, regardless of funding;
 2. 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
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use -
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. 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:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- 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

Under the No Child Left Behind Act, parents in Title I schools have the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child. Parents must be notified if their child is taught for at least four consecutive weeks by a teacher who does not meet the federal definition of "highly qualified." (*Title I Parent Involvement, Policy 1320/3560*)

GENERAL INFORMATION

ADMINISTERING MEDICINES TO STUDENTS

(Policy 6125)

The Asheboro City Schools recognize that students may need to take medication at school. However, to minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. The school district is not required to administer any medication that could be taken at home.

The following rules apply whenever students take medication at school:

- Each principal is responsible for planning for the implementation of this policy.
- School personnel will administer only drugs or medication clearly prescribed by a physician for a specific child upon the written request of the physician and parent(s).
- Information that will be requested by the school from the physician and parent(s) includes, but is not limited to, the following: student's name, name of medication, purpose of medication, time medication is to be administered, dosage, possible side effects, and termination date.
- School personnel are encouraged to administer medicine from a centralized location. However, in all instances, whether from a centralized location or multiple locations, any medicines maintained by the school district for a student must be kept in a locked and secure place.
- The school will maintain a written record of all drug and medication administrations to students.
- Parents should inform the school immediately if it is inappropriate, for any reason, for the school district to continue to administer drugs or medication as prescribed by the physician.
- Drugs or medication a child no longer needs will be returned only to a parent except for instances where the medicine is related to medical treatment for which the child does not need parental consent pursuant to G.S.90-21.5
- The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine. Therefore, 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 or another physician prior to administering the prescription. The school retains the discretion to reject requests for administering drugs or medications.
- 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. The school district shall not be responsible for students who are given drugs or medication by their parents. Students may not self-medicate except in case of emergency medication as provided below. Should this occur, the school district, again, shall not be responsible for the student.
- Parents are responsible for informing the school about any student health condition which may require a student to carry prescribed emergency medications at all times (e.g., allergic reactions, seizures, asthma, diabetes, etc.). A student with asthma or a student subject to anaphylactic reactions, or both, is authorized to possess and self-administer asthma medication on school property during the school day, at school-sponsored activities, or while in transit to or from school or school sponsored events. "Asthma medication" means a medicine prescribed for the treatment of asthma or anaphylactic reactions and includes a prescribed asthma inhaler or epinephrine auto-injector. Emergency medication may be carried by a student and self-administered only as provided below.
 1. The student's parent or guardian shall provide written authorization for the student to possess and self-administer asthma medication.
 2. The student's parent or guardian shall provide a written statement from the student's health care practitioner verifying that the student has asthma or an allergy that could result in an anaphylactic reaction, or both, and that the health care practitioner 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.
 3. The student's parent or guardian shall provide a written statement from the student's health care practitioner who prescribed the asthma medication that the student understands, has been instructed in self-administration of the asthma medication, and has demonstrated the skill level necessary to use the asthma medication and any device that is necessary to administer the asthma medication.
 4. The student's parent or guardian shall provide a written treatment plan and written emergency protocol formulated by the health care practitioner who prescribed the medicine for managing the student's asthma or anaphylaxis episodes and for medication use by the student.
 5. The student's parent or guardian shall sign a statement provided by the school acknowledging that the local school administrative unit and its employees and agents are not liable for an injury arising from a student's possession and self-administration of asthma medication.

6. The student's parent or guardian shall provide any other requirements necessary to comply with State and federal laws.
 7. The student must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the asthma medication and any device that is necessary to administer the medication.
 8. The student's parent or guardian shall provide to the school backup asthma medication that shall be kept at the student's school in a location to which the student has immediate access in the event of an asthma or anaphylaxis emergency.
 9. Information provided to the school by the student's parent or guardian shall be kept on file at the student's school in a location easily accessible in the event of an asthma or anaphylaxis emergency.
 10. If a student uses asthma medication prescribed for the student in a manner other than as prescribed, a school may impose on the student disciplinary action according to the school's disciplinary policy. A school may not impose disciplinary action that limits or restricts the student's immediate access to the asthma medication.
 11. The requirement that permission granted for a student to possess and self-administer asthma medication shall be effective only for the same school and for 365 calendar days and must be renewed annually.
- Students with special needs will be afforded all rights provided by federal and state law as enumerated in the Procedures Governing Programs and Services for Children with Special Needs. Students with disabilities also will be accorded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
 - No student can possess, use, or transmit any drug or counterfeit drug prohibited by Policy 4325, Narcotics, Alcoholic Beverages, and Stimulant Drugs.
 - Any school personnel who will be administering medicines will receive appropriate training.
 - Written information maintained by the school or 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.

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.

Prohibited Behavior

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.

Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, 365 days suspension or expulsion. The procedures for long-term suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305.

Consequences for Serious Assaults on School Personnel

Any student who is found by the superintendent to be at least 13 years of age and to have physically assaulted and seriously injured school personnel must be removed to an alternative educational setting in accordance with G.S. 115C-391(d2). If an appropriate alternative educational setting is not available, the superintendent, upon recommendation of the principal, must suspend the student for no less than 300 days but no more than 365 days.

Consequences for Certain Physical Assaults of Adults and Students

Upon the recommendation of the principal, the superintendent may remove a student to an alternative educational setting if the student is at least 13 and has:

- 1) physically assaulted a teacher or other adult who is not a student;
- 2) physically assaulted another student if the assault is witnessed by school personnel; or
- 3) physically assaulted and seriously injured another student.

Threatening Acts

Prohibited Behavior

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.

Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, 365 days suspension or expulsion. Consequences for bomb threats are addressed in policy 4333, Weapons, Bomb Threats and Clear Threats to Safety, and may include 365 days of suspension.

Harassment, Including Bullying and Hazing

Prohibited Behavior

Students are prohibited from engaging in or encouraging any form of harassment, including bullying and hazing, against students, employees or any other individuals on school grounds or at school-related functions.

Harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that 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 creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

Hazing means to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. It is unlawful for any student in attendance at any school in this state to engage in hazing or to aid or abet any student in the commission of this offense.

Consequences

Complaints of harassment will be investigated pursuant to policy 1740/4010, Student and Parent Grievance Procedure or policy 1745/4027, Sexual Harassment Complaint Procedure for Students. Incidents of misbehavior that do not rise to the level of harassment may violate board policy 4310, Standards of Expected Student Behavior, which establishes an expectation that students will demonstrate civility and integrity in their interactions with others. The consequences for harassment will be decided pursuant to policy 1745/4027 and will be more severe than for violation of the standards of integrity.

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.

Whether absences are excused, unexcused or because of short-term out-of-school suspensions, the student will be permitted to make up his or her school work. 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:

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

Elementary, Middle, and High Schools

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

High School only

Students who miss more than a total of 4 days (excused and/or unexcused) per course during a semester will not receive credit toward graduation except when one of the following conditions is met:

1. Students make-up absences: The high school will provide opportunities for students to make-up time missed from classes. The maximum number of days which a student can make-up per semester is 4; the maximum number of class periods which a student can make-up per semester is 16. All make-up time must be completed in the same semester as the absences.
2. The principal grants a waiver: Students whose academic standing is adversely affected by this standard have the right to appeal for a waiver. The appeal must be submitted to the principal in writing along with any appropriate and/or required documentation. Waivers of absences may be granted by the principal only when extenuating circumstances exist.

This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

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. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

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.

BEHAVIOR STANDARDS FOR TRANSFER STUDENTS *(Policy 4115)*

Transfer students are students who have been enrolled in or attended a private or public school in this state or another state. In accordance with State law, the student's parent, guardian or custodian must provide a statement made under oath or affirmation before a notary indicating (1) whether at the time of the admission request the student is under suspension or expulsion from attendance at a private or public school in this or any other state or (2) has been convicted of a felony in this or any other state.

Students Under Suspension/Expulsion or Convicted of a Felony

If at the time of the admission request the student is under suspension or expulsion or has been convicted of a felony, the parent, guardian or custodian must provide to the school district all requested information related to the conduct. The superintendent or his or her designee will review the information and make a determination as to whether the student should be admitted and whether any reasonable conditions should be imposed.

- Suspension – If a student is under suspension for conduct that could have led to a suspension from a school within the school district, his or her admission may be denied until the suspension has expired.
- Expulsion – Admission may be denied to a student expelled from school pursuant to G.S. 115C-391 or who has been expelled from a school for behavior that indicated the student’s continued presence in school constituted a clear threat to the safety of other students or employees. The student may request reconsideration of the decision in accordance with G.S. 115C-391(d).
- Felony Conviction – Admission may be denied to a student who has been convicted of a felony in this state or any other state. The student may request reconsideration of the decision in accordance with G.S. 115C-391(d).

In any of the above-described circumstances where admission may be denied, the board alternatively may place reasonable conditions on the admission of the student. Such conditions include but are not limited to behavior contracts, alternative school placement and limits on free time and extracurricular activities. Drug testing and weapon searches also may be reasonable conditions so long as they meet any constitutional requirements.

When a student who has been identified as eligible to receive special education and related services under the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1400, et seq., (2004), is denied admission under this subsection, the local board shall provide educational services to the student to the same extent it would if the student were enrolled in the local school administrative unit at the time of the suspension or expulsion, as required by G.S. 115C-107.1(a)(3).

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.

Definitions

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

1. **Active duty** Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 et seq. and 10 U.S.C. 12401 et seq.
2. **Children of military families** are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.
3. **Deployment** is the period one month prior to the service members' departure from their home station on military orders though six months after their return to their home station.
4. **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.

5. **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.
6. A **member state** is a state that has enacted the Compact.
7. A **non-member state** is a state that has not enacted the Compact.
8. The **receiving state** is the state to which a child of a military family is sent, brought, or caused to be sent or brought.
9. 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.
10. The **sending state** is the state from which a child of a military family is sent, brought, or caused to be sent or brought.
11. 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.
12. 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.
13. 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.
14. A **veteran** is a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

Those to Whom Adopted Policies and Procedures Apply

Policies and procedures that are adopted to comply with the Compact apply to the children of:

1. 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.;
2. 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
3. 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.

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:

1. Inactive members of the National Guard and Military Reserves;
2. Members of the uniformed services now retired, except as provided in Section B of this policy;
3. 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 guidance 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. Guidance 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 with 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 (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), Student Promotion and Accountability (policy 3420), Special Education Programs/Rights of Disabled Students (policy 3520).)

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 does not, however, 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.

CRIMINAL BEHAVIOR

(Policy 4335)

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action as stated in applicable board policies and may be criminally prosecuted as well.

School officials will cooperate fully with any criminal investigation and prosecution. School officials will independently investigate any criminal behavior that also violates school rules or board policy.

STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.

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 including Hazing. 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:

- Alleged Perpetrator - The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.
- 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.
- Complainant - The complainant is the individual complaining of being discriminated against, harassed or bullied.
- 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.
- Investigative Report - The investigative report is a written account of the findings of the investigation conducted in response to a complaint.
- Investigator - The investigator is the school official responsible for investigating and responding to the complaint.
- 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.

REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

- **Mandatory Reporting by School Employees** - Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 1710/4021/7230 or 1730/4022/7231 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.
- **Reporting by Other Third Parties** - All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.
- **Anonymous Reporting** - Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.
- **Investigation of Reports** - Reports of discrimination, harassment or bullying will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances, regardless of the alleged victims willingness to cooperate. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

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:

- the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- an immediate supervisor if the individual making the complaint is an employee;
- 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);
- the Title IX coordinator for claims of sex discrimination or sexual harassment;
- the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability;
- for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230; or
- in addition, complaints can be filed with the Office of Civil Rights, US Department of Education.

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.

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

• Initiating the Investigation

- 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.
- 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 assistant superintendent 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 assistant superintendent of human resources or designee.
- If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.
- If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent 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.
- If the alleged perpetrator is the assistant superintendent of human resources, the superintendent or designee is the investigator.
- 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.)
- 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.)
- 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.
- 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.
- 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.
- Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

Conducting the Investigation

- 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.
- 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. 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.
- 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.

Investigative Report

- The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA or other coordinator.
- 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:

- reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;
 - as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
 - 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.
 - 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.

Appeal of Investigative Report

- If the complainant is dissatisfied with the investigative report, 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 investigative report. 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.
- 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

- 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.
- All meetings and hearings conducted pursuant to this policy will be private.

- 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.
- The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
- 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

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

DISRUPTIVE BEHAVIOR

(Policy 4315)

An orderly environment is critical for teaching and learning. Students are encouraged to participate in school efforts to create a safe, orderly, and inviting environment. Students are also encouraged to exercise their constitutional rights to free speech as a part of a stimulating, inviting educational environment. A student's right to free speech will not be infringed upon; however, school officials may place reasonable, constitutional restrictions on time, place, and manner in order to preserve a safe, orderly environment.

Prohibited Behavior. Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school district. The following are examples of disruptive behavior and are prohibited:

- Intentional verbal or physical acts that result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
- Violation of standard of appearance or clothing;
- Possessing or distributing literature or illustrations that significantly disrupt the educational process or that are obscene or unlawful;
- Engaging in behavior that is immoral, indecent, lewd, disreputable, or of an overly sexual nature in the school setting;
- Failing to observe established safety rules, standards, and regulations, including on the bus and in hallways; and
- Interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus.
- Engaging in any consensual sexual activity while on school property or at a school sponsored activity or event.

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.

Consequences. the principal must report to the appropriate law enforcement agency any student who is in possession of a controlled substance in violation of the law. In addition, school sanctions will be as outlined below.

Kindergarten and Elementary Schools

Principals in the elementary grades are expected to use good judgment and reasonable discretion in applying board policies and in determining the appropriate consequences for violation of board policies, school standards or rules.

Middle and High Schools

An appropriate consequence for a student who has been found to have sold or otherwise transmitted prohibited substances is presumed to be suspension for the remainder of the school year. Depending upon the circumstances, a student may be permanently expelled (see board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion). The superintendent may assign the student to an alternative program if he or she believes that it is in the student's best interest, the alternative placement is appropriate and placement of the student will not jeopardize the safe and orderly environment of the alternative placement. If an alternative consequence is approved, the superintendent must document the basis for the alternative consequence. Any other violation of this policy may result in long-term suspension up to the remainder of the school year or expulsion.

The principal must notify the superintendent of all violations of this policy, and recommend appropriate consequences. In making the recommendation to the superintendent, the principal must provide an assessment of whether any available services, such as school counseling services, an alternative school, substance abuse programs or programs provided by other agencies, would assist the student and whether any services should be a part of the consequence.

The superintendent or superintendent's designee must approve any consequence for violations of this policy, including any recommendations for long-term suspension or expulsion. A student re-entering school following treatment for substance abuse should be identified by the school as highly at-risk and provided a transition/support plan developed collaboratively by staff, parent(s) and, when appropriate, the student. The transition/support plan must include periodic monitoring. The superintendent is responsible for ensuring that this policy is fairly applied throughout the school district. 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.

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.

PROCESS FOR ADDRESSING MISBEHAVIOR

(Policy 4340, 4342, 4302)

Any student who violates board policy or school standards or rules must accept the consequences for the misbehavior. In administering consequences, all students are to be treated in accordance with accepted standards of fairness and constitutional rights.

The school administrator will take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. Investigate the facts and circumstances related to the alleged misbehavior.
2. Offer the student an opportunity to be heard on the matter.
3. Determine whether board policy or school standards or rules have been violated.

Investigations. Principals are authorized and responsible for investigating anti-social behavior and other conduct that may violate board policies, school standards, or rules.

- School administrators have the authority to conduct reasonable searches and seize materials for the purpose of maintaining a safe, orderly environment and for upholding established standards of conduct. Reasonable suspicion that a student has unauthorized or illegal materials are generally required before an individual will be singled out for a search. A student's failure to permit reasonable searches and seizures as provided in this policy shall be considered a violation of the expected standard of behavior and appropriate consequences may be imposed.
- A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized material and that the material could be found on the student's person or in the personal effects.
- A metal detector can be used to search a student's person and/or personal effects whenever a school official has reasonable suspicion to believe that the student is in possession of a weapon.

- Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. Inspections of lockers may be conducted by school authorities for any reason consistent with board policies or school rules at any time, without notice, without consent, and without a search warrant. A student’s personal effects, such as backpacks, gym bags, or purses, may be searched only pursuant to guidelines for personal searches described above.
- Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to patrol student parking lots at any time, without notice or consent. The interior of a student’s motor vehicle parked on the school premises may be searched if a school official has reasonable suspicion to believe that illegal, unauthorized, or contraband items are contained inside.
- With the prior approval of the superintendent, school officials may use trained dogs in inspections for illegal, unauthorized, or contraband materials in school facilities, grounds, and school parking lots. Trained dogs may sniff lockers, student motor vehicles, and other inanimate objects. Such inspections are not considered searches and do not require notice or consent. Dogs may not be used for random searches of students or other persons.

Consequences. If the school administrator finds that a violation of board policy or school standards or rules has occurred, the school administrator will implement an appropriate consequence in accordance with the school’s plan for managing student behavior or applicable board policy. Consequences for violating board policies or school standards or rules may include, but are not limited to, the following:

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| • Parental involvement; | • Detention before and/or after school or on Saturday; |
| • Isolation or time-out for short periods of time; | • Community service; |
| • Behavior improvement agreements; | • Exclusion from extracurricular activities; |
| • Individual or small group sessions with the school counselor; | • Suspension from bus privileges; |
| • In-school suspension; | • Placement in an alternative school; or |
| | • Out-of-school suspension or expulsion. |

The parent or guardian is responsible for transportation as may be required to carry out the consequences.

The board prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No employee, student teacher, or volunteer may use corporal punishment with any student. Reasonable force necessary to protect oneself or others is not considered corporal punishment.

**PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING INCLUDING
HAZING
(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

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.

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:

- in any school building or on any school premises before, during or after school hours;
- on any bus or other vehicle as part of any school activity;
- at any bus stop;
- during any school-sponsored activity or extracurricular activity;
- at any time or place when the individual is subject to the authority of school personnel; and
- 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:

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.

Harassment and Bullying

Harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that:

- 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
- creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

"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.

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:

- 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;
- 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
- 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 care givers 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*:

- 1) Use and possession of tobacco;
- 2) Fighting;
- 3) Use and possession of weapons;
- 4) Assault;
- 5) Arson;
- 6) Intimidation/Bullying;
- 7) Gross Misconduct;
- 8) Insubordination;
- 9) Use of profanity/vulgarity;
- 10) 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 _____

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.

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

- 1st infraction – driver warning or administrative conference
- 2nd infraction – referral to principal – parent contact
- 3rd infraction – 3 to 5 days suspension from riding the bus or equivalent punishment (principal's discretion)
- 4th infraction – suspension from the bus for 5 to 10 days (principal's discretion)
- 5th infraction – suspension from the bus for 10 to 15 days (principal's discretion)
- 6th infraction – permanent suspension of bus riding privileges (for the present school year)

Bus discipline is divided into two categories. Category I deals with general misconduct and Category II deals with severe misconduct. Consequences for students who are guilty of Category II misconduct will be administered beginning with the fourth infraction listed above. 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.

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 1-8)

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.
4. Physical intimacy – No student will engage in any type of intimate contact with another.
5. Gross disrespect – No student shall show disrespect to another student or driver by use of vulgar and profane language, indecent exposure, etc.
6. Safety equipment – No student shall tamper with emergency exits, bus equipment, or deface a bus in any manner.
7. 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.
8. 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.

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.

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. If necessary, the superintendent may establish administrative regulations for the use of service animals on school property.

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.

Use of Service Animal on School Property by Students and Employees

Introduction of a Service Animal - School administrators shall facilitate the introduction of an eligible service animal into the school environment. To promote a successful integration of the service animal into the educational program and to minimize unnecessary disruption, an employee or student with a disability who intends to bring a service animal to school during the school day is encouraged to follow these guidelines.

- The employee, student or student’s parent should notify the superintendent and the principal of the applicable school in writing at least 10 work days prior to the date proposed to bring the service animal onto school property.
- The employee, student or student’s parent should work with school personnel to create a plan addressing the presence of the service animal during the school day. A plan to integrate a service animal into the school environment should include the following:
 - appropriate training for school personnel and students regarding interaction with the service animal;
 - arrangements for meeting the service animal’s basic needs during the school day;
 - any necessary modifications to the educational program so that the employee or student with a disability may be accompanied by the service animal; and
 - when necessary, provisions for the presence of a handler other than the employee or student with the disability to control or care for the service animal.
- It is recommended, but not required, that the service animal wear identification to provide adequate notice to students, school personnel, and school visitors that the dog is a service animal.
- The service animal should wear identification to provide adequate notice to students, school personnel and school visitors that the dog is a service animal.
- The service animal should be free of parasites and otherwise in good health.

Presence of a Service Animal on School Property - An employee or student with a disability accompanied by a service animal must meet the following requirements for a service animal to be present on school property.

- A student or employee who elects to be accompanied by a service animal will be expected to care for and supervise the animal. If a student is not capable of providing adequate care and supervision, the parent will be responsible for providing such care and supervision.
- If a student requires assistance from a parent or handler to control and care for the service animal while on school property, that individual must submit to a background screening, which may include a criminal history check in accordance with state law and any procedures established by the superintendent.
- The service animal must be on a leash or other mechanical restraint at all times. If mechanical restraint is not feasible due to a student’s disability, the animal must be under other sufficient means of control.
- The service animal must be housebroken, under the control of its handler, and have received all necessary vaccinations as required by state law. The handler must ensure that the animal is in good health and has been vaccinated against diseases

common to that type of animal as recommended by the American Veterinary Medical Association. For example, dogs should have routine maintenance for flea and tick prevention, de-worming, and have annual examinations. In addition, the animal must be spayed or neutered. Dogs must wear a rabies tag. [NC Rabies Law – N.C. General Statute § 130A-185] If an animal other than a dog is to be used as a service animal, the Superintendent must approve the health requirements regarding that animal.

Use of a Service Animal on School Property by School Visitors

A school visitor who is an individual with a disability may be accompanied by a service animal in accordance with all applicable state and federal laws and regulations and with policy 5020, Visitors to the Schools. A service animal that is accompanying a school visitor may be properly excluded from school property for a reason(s) set forth in section E of this policy.

Liability

The board may hold the owner or handler of a service animal liable for any property damage caused by the animal to the same extent required by other board policy or administrative rules that impose liability for property damage. In addition, either the owner or handler, or both may be liable for personal injury caused by the animal or related to the presence of the animal on school property.

Exclusion of a Service Animal from School Property

School personnel shall not ask an individual with a disability about the nature or extent of his or her disability or for proof of a service animal's training as a condition of allowing the animal onto school property. However, when not readily apparent to school personnel, a principal or designee may inquire as to whether the animal is required because of a disability and what work or task the animal has been trained to perform. Such inquiries may be made to confirm that the dog is a service animal and is rightfully present on school property.

A principal or designee may exclude a service animal from school property for the following reasons:

- The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
- The animal is out of control and the animal's handler does not take effective action to control it.
- The animal is not housebroken.
- The presence or behavior of the animal fundamentally alters the service, program or activity of the school system.

If a principal or designee excludes a dog or service animal from school property, the principal or designee must document the reasons for the exclusion and notify the superintendent. The superintendent or designee will make a determination on whether a service animal will be allowed to return to the school and, if reasonably possible, notify the individual with the disability in writing of the decision within five work days of the initial exclusion.

If the superintendent determines that an animal does not meet the definition of a service animal or that a service animal should be excluded for one or more of the reasons described in this section, the student's Section 504 or IEP Team shall meet to consider and document whether the animal's presence is necessary for the child to receive an appropriate education or to have equal access to the educational program and, if not, whether the child needs other aids and services or accommodations.

If a service animal is excluded, an individual with a disability will be provided the opportunity to participate in educational services, programs or activities as required by law without having the service animal on the premises.

Appeal of an Exclusion of a Service Animal from School Property

The superintendent's decision regarding exclusion of a service animal from school property in accordance with this policy may be appealed consistent with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and any other procedure established by the superintendent under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities.

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

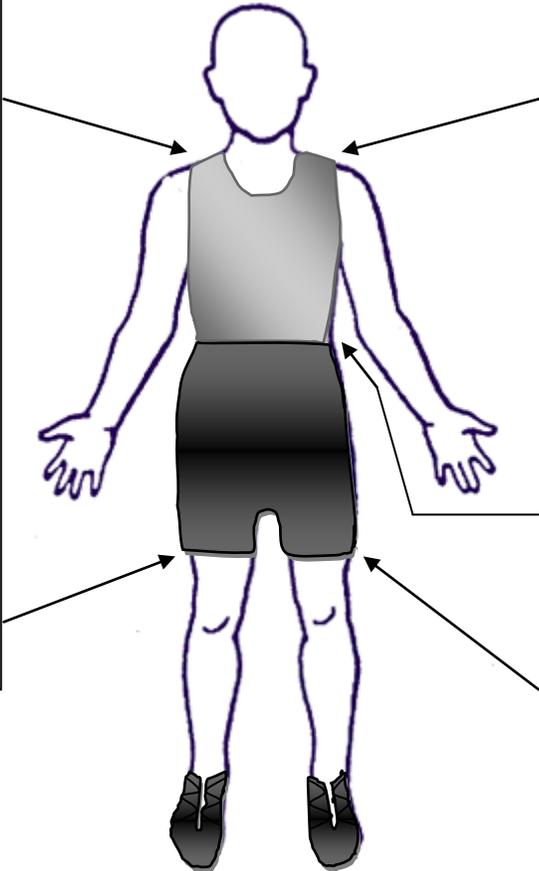
Head
No head apparel (hats, sweatbands, bandanas, picks, combs, sunglasses, etc.) is to be worn inside the building.

Minimum 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.

Tight clothes such as knit or spandex leggings, bicycle/bike pants or overly tight pants or low cut/tight tops are not allowed unless covered by other clothes meeting the dress code.

No sheer clothing shall be worn unless other clothes meeting the dress code are underneath.

Holes in clothing inside the coverage area are not permitted.



Shirts/Tops
No tank tops, halter tops, tube tops, or spaghetti straps.

Sleeves should cover from the top of the arm pit vertically to the top of the shoulder.

No clothing that exposes the midriff or cleavage will be permitted.

Pants/Shorts/Skirts
Pants may not sag or be worn below the waistline.

Undergarments may not be exposed.

Pajama bottoms or sleepwear are not allowed

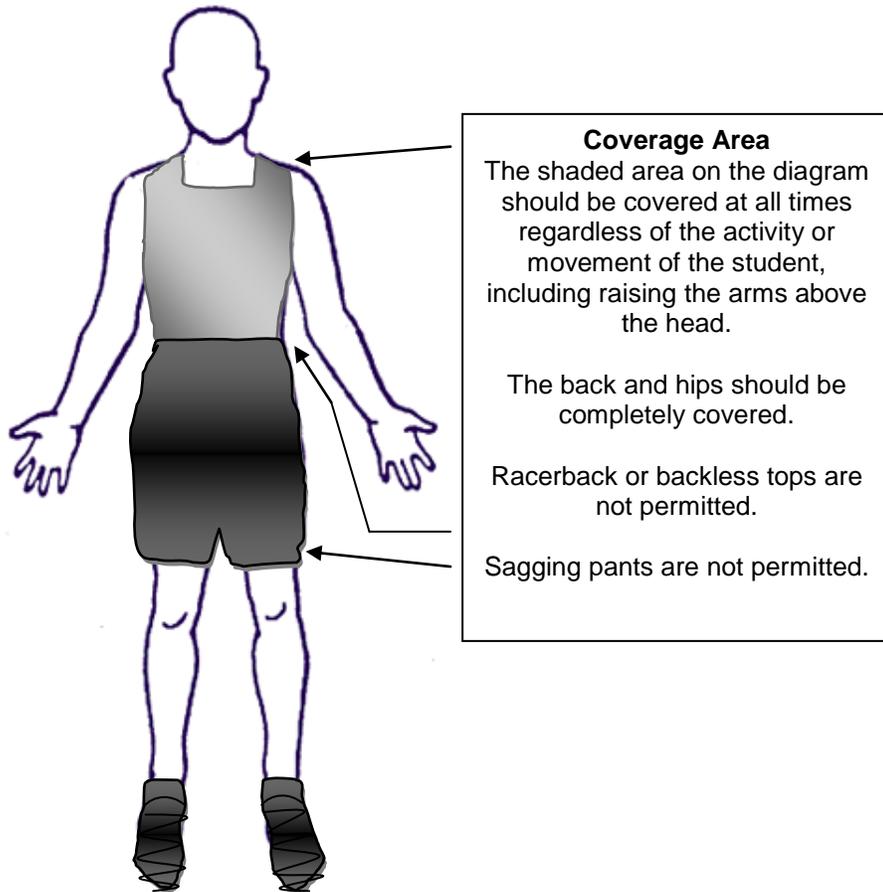
Pants/Shorts/Skirts
Shorts, skirts or dresses should be no shorter than mid-thigh.

High School
There must be less than 5 inches from the bottom of the garment to the crease in the back of the knee.

Feet
Bedroom slippers are not allowed. Wheeled shoes are not allowed.

Elementary
Flip flops are not allowed. Shoes must be secured at the back of the foot.

Back



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.

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 BEHAVIOR POLICIES (Policy 4300)

Purpose. All decisions related to student behavior are guided by the board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (3) consequences for prohibited behavior or drug/alcohol policy violations; and (4) required procedures for addressing misbehavior.

Principles. The following principles will apply in managing student behavior:

- 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;
- Disruptive behavior in the classroom will not be tolerated;
- 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; and
- When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

Communication of Policies. Board policies related to student behavior are codified mainly in the 4300 series. The superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the superintendent, the Code of Student Conduct may include additional rules needed to implement the board's student behavior policies. Each school shall create a student behavior management plan that will elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences (see policy 4302, *School Plan for Management of Student Behavior*). The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with policy 4302, provided such measures are consistent with law and board policy. The Code of Student Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law. At the beginning of each school year, principals shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents. For the purpose of board policies related to student behavior, all references to "parent" include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy 4120, *Domicile or Residence Requirements*.

Applicability. Students must follow all student behavior policies in all of the following circumstances:

- 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 or event;
- When subject to the authority of school personnel; and
- Any time or place on or off campus when the student's behavior has a direct effect on maintaining order and discipline or protecting the safety and welfare of students, staff, and visitors.

Consequences for Violations. Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school's behavior management plan (*School Plan for Management of Student Behavior*, policy 4302).

Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, *Short-Term Suspension*. Other disciplinary measures or responses may include, but are not limited to, the following:

- parental involvement, such as conferences;
- isolation or time-out for short periods of time;
- behavior improvement agreements;
- instruction in conflict resolution and anger management;
- peer mediation;
- individual or small group sessions with the school counselor;
- academic intervention;
- in-school suspension;
- detention before and/or after school or on Saturday;
- community service;
- exclusion from graduation ceremonies;
- exclusion from extracurricular activities;
- suspension from bus privileges;
- out-of-school suspension; and
- placement in an alternative school.

The parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence may be substituted.

Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

Enforcement. The superintendent or designee is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system.

STUDENT DISCIPLINE RECORDS

(Policy 4345)

RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, either in 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 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) will be allowed access to the student's records upon proper request. A formal review of a student's complete records will be conducted only in the presence of the principal or his or her designee. School personnel will 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 (see next section).

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

STUDENT USE OF TOBACCO PRODUCTS

(Policy 4320)

State laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term "tobacco product" means any product that contains or that is made or derived from tobacco and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products.

PROHIBITED BEHAVIOR

In support of the board's commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.

CONSEQUENCES

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

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean and inviting school environment.

SERVICES FOR STUDENTS

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students.

NOTICE

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

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

No right of privacy exists in the use of technological resources. Users should not assume that files or communications created or transmitted using school system technological resources or stored on services or hard drives of individual computers will be private. School system administrators or individuals designated by the superintendent may review files, monitor all communication, and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School system personnel shall monitor on-line activities of individuals who access the Internet via a school-owned computer.

F. PERSONAL WEBSITES

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

1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's 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' 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 INVOLVEMENT *(Policy 1320/3560)*

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents 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 PARENTAL INVOLVEMENT

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;
2. that parents 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 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 engages in activities to support parental involvement 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 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. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

D. PARENTAL INVOLVEMENT EFFORTS

The board believes that the involvement of Title I parents 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 involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with and annually distributed to parents 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 parental involvement policy 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 Title I parents, including parents with limited English proficiency, parents with disabilities and parents of migratory children. 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 proficiency levels and the school's academic performance.

School officials will 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 will establish procedures 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 in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;
2. provide coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start, and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

7. provide assistance to parents of participating Title I children 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, sending information home, newsletters, workshops and newspaper articles;
8. 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;
9. with the assistance of parents, ensure that teachers, pupil services 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;
10. 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 technology or literacy training;
11. coordinate and integrate parental involvement programs with 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;
12. strengthen the partnership with agencies, businesses and programs that operate in the community;
13. ensure that parents are involved in the school's Title I activities; and
14. 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. LEP Program

- a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:
 - i. the reasons for the child's identification;
 - ii. the child's level of English proficiency;
 - iii. methods of instruction;
 - iv. how the program will help the child;
 - v. the exit requirements for the program;
 - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
 - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools and the public a school system

report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.

- b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LEA's yearly progress review of each school.

3. Teacher Qualifications

- a. Each year, school system officials shall notify parents of Title I students 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 is not "highly qualified" as defined in the No Child Left Behind Act.

4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school.

F. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and
4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

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; and
- any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

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.

Consequences

General Consequences

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

Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an

individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

SCHOOL OFFICIALS

2015-2016

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 Toth	625-6185
North Asheboro Middle 1861 N. Asheboro School Rd.	Candace Call	672-1900
South Asheboro Middle 523 W. Walker Ave.	Brian Saunders	629-4141
Balfour School 2097 N. Asheboro School Rd.	Jusmar Maness	672-0322
McCrary School 400 Ross St.	Julie Brady	629-1817
Loflin School 405 S. Park St.	Jordi Roman	625-1685
Teachey School 294 Newbern Ave.	Amy Day	625-4163
Lindley Park School 312 Cliff Rd.	Robin Harris	625-6226
Early Childhood Development Center 1738 N. Fayetteville St.	Holly White	672-6636

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

Dr. Terry Worrell	Superintendent
Jennifer Smith	Assistant Superintendent, Curriculum and Instruction
Dr. Brad Rice	Assistant Superintendent, Support Services
Carla Freemyer	Executive Director, Human Resources
Dr. Drew Maerz	Director of Testing and Accountability
Dr. Cayce McCamish	Director of Exceptional Child Services
Dr. Julie Pack	Director of Secondary Education
Wendy Rich	Director of Elementary Education
David Hayes	Transportation Supervisor
Tena Lester	Attendance Social Worker, Student Transfer Coordinator