

## GRADUATION REQUIREMENTS *Policy Code: 3460*

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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Due to COVID-19, Thomasville City Schools will have flexibility in waiving local graduation requirements, while ensuring all state requirements for graduation are met, for students graduating in years 2021, 2022, and 2023.

The principal shall ensure that students and parents are aware of all graduation requirements. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

### A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed ~~prior to grade 9, while in middle school~~, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by

demonstrating mastery of the course material in accordance with policy 3420, Student

Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;†(2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must

complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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- † The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, **except as provided in SBE Policy GRAD-008**. See also SBE Policies **CCRE-001** and **GRAD-004**.
- ‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; †(2) an American History course which shall be either (a) American History I, (b) American History II or (c) American History; ‡and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

- \* Certain International Baccalaureate (IB), Advanced Placement (AP) and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.
- \*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.
- \*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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- † The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.
- ‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.
- ^ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.
- ‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

**3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022**

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student’s post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;‡ American History; and World History)	
Health/P.E.	1	



Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

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† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policy CCRE-001 and GRAD-004.

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

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	

Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Applicable only to students entering the ninth grade for the first time prior to 2017-18. \*\* Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1

Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management and Employment Preparation IV: Math (to include 150 work hours))	1
Science	3 (including Applied Science, Biology and Employment Preparation I: Science (to include 150 work hours))	1
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

**B. DIPLOMA ENDORSEMENTS**

Students have the opportunity to earn an endorsement to their diploma identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement and/or (4) Global Languages Endorsement. No endorsement is required to receive a diploma, and a student may earn more than one endorsement.

**C. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING**

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

#### D. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

##### 1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

##### 2. Students with Disabilities

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

##### 3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

###### a. Waiver Requirements

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

###### b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy [GRAD-010](#).

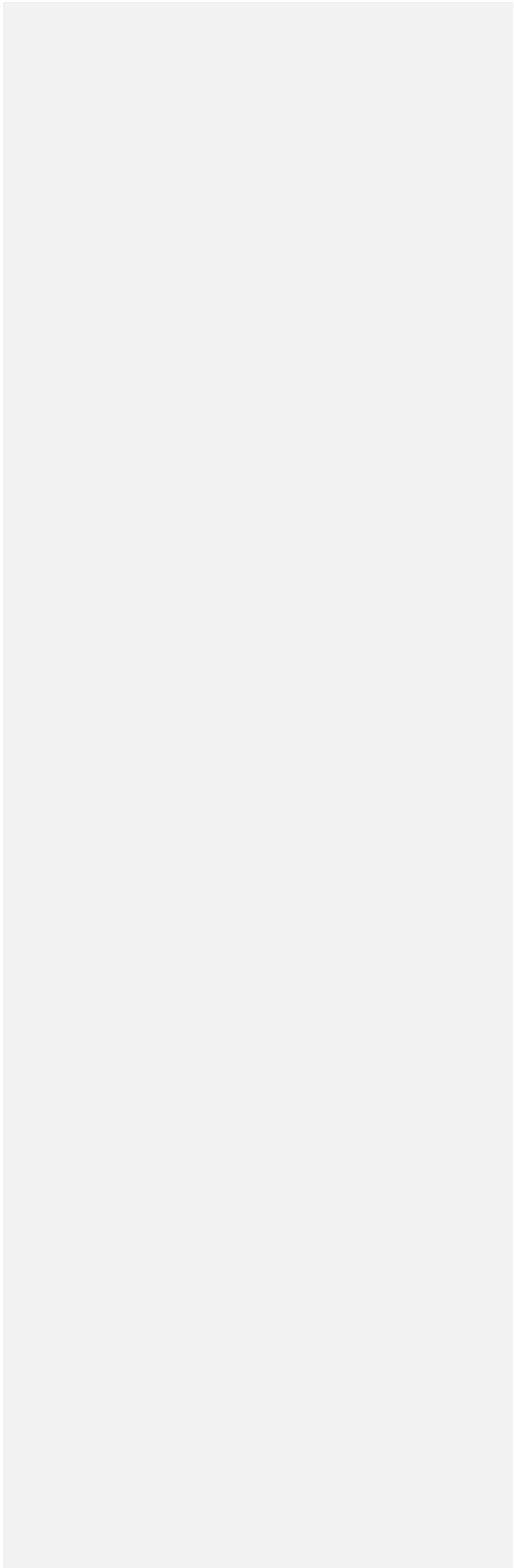
Under special circumstances, the superintendent or superintendent's designee may alter individual student local course requirements for graduation. (Eligible students must have the minimum 22 credits as defined by the Future-Ready Core Course of Study. Examples of possible candidates would include those students participating in the SOAR Program or students transferring from a school district with year-long course offerings and fewer opportunities for course completion).

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D .0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD 007, GRAD-008, GRAD-010, TEST-003

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

Adopted: January 7, 2014

Revised: June 3, 2014; June 29, 2017; December 5, 2017; July 13, 2020; June 29, 2021;



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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. successful completion of **cardiopulmonary resuscitation** instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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Due to COVID-19, Thomasville City Schools will have flexibility in waiving local graduation requirements, while ensuring all state requirements for graduation are met, for students graduating in years 2021, 2022, and 2023.

The principal shall ensure that students and parents are aware of all graduation requirements. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

### A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed ~~prior to grade 9, while in middle school,~~ as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by

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

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;†(2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must

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‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; †(2) an American History course which shall be either (a) American History I, (b) American History II or (c) American History; ‡(3) World History; and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
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‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

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**3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022**

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy; † Economics and Personal Finance; ‡ American History; and World History)	
Health/P.E.	1	

Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
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\*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

**THOMASVILLE CITY BOARD OF EDUCATION POLICY MANUAL Page 4 of 9**

*Policy Code: 3460*

† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, **except as provided in SBE Policy GRAD-008**. See also SBE Policies **CCRE-001** and GRAD-004.

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

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	

Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Applicable only to students entering the ninth grade for the first time prior to 2017-18. \*\* Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1

Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management and Employment Preparation IV: Math (to include 150 work hours))	1
Science	3 (including Applied Science, Biology and Employment Preparation I: Science (to include 150 work hours))	1
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

**B. DIPLOMA ENDORSEMENTS**

Students have the opportunity to earn an endorsement to their diploma identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement and/or (4) Global Languages Endorsement. No endorsement is required to receive a diploma, and a student may earn more than one endorsement.

**C. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING**

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

**D. SPECIAL CIRCUMSTANCES**

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

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

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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



c. Transfers During Senior Year

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

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy [GRAD-010](#).

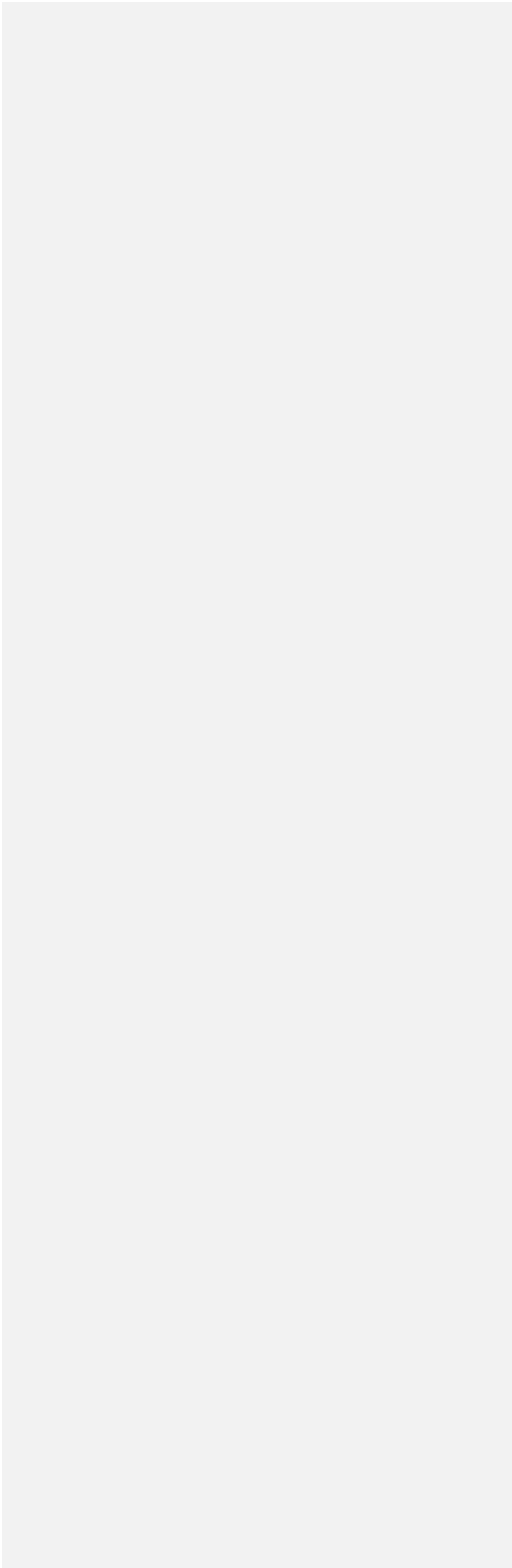
Under special circumstances, the superintendent or superintendent's designee may alter individual student local course requirements for graduation. (Eligible students must have the minimum 22 credits as defined by the Future-Ready Core Course of Study. Examples of possible candidates would include those students participating in the SOAR Program or students transferring from a school district with year-long course offerings and fewer opportunities for course completion).

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D .0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD 007, GRAD-008, GRAD-010, TEST-003

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

Adopted: January 7, 2014

Revised: June 3, 2014; June 29, 2017; December 5, 2017; July 13, 2020; June 29, 2021;



## **CHILDREN OF MILITARY FAMILIES** *Policy Code: 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.

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

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

### **B. COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**

In order to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children's well-being, and to assist these children in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of children of military families.

#### 1. Definitions

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

##### a. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*

##### b. Children of Military Families

member.

c. Deployment

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

d. Education Records

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

e. Extracurricular Activities

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

f. Member State

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

g. Non-Member State

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

h. Receiving State

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

i. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact,

or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the

Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

j. Sending State

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

k. Student

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

l. Transition

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

m. Uniformed Services

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

n. Veteran

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

2. Those to Whom Adopted Policies and Procedures Apply

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

a. active duty members of the uniformed services as defined in ~~s~~Section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*;

b. members or veterans of the uniformed services who are severely injured

and medically discharged or retired for a period of one year after medical discharge or retirement; and

c. members of uniformed services who die on active duty or as a result of injuries

sustained on active duty for a period of one year after death.

### 3. Those to Whom Adopted Policies and Procedures Do Not Apply

The policies and procedures adopted to comply with the Compact do not apply to the children of:

- a. inactive members of the National Guard and Military Reserves;
- b. members of the uniformed services now retired, except as provided in sSection B of this policy; and
- c. veterans of the uniform services, except as provided in sSection 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.

### C. RESOLUTION OF ISSUES

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

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

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

Adopted: October 2, 2012

Revised: April 1, 2014; June 1, 2021;

## STUDENT DRESS CODE *Policy Code: 4316*

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits any appearance or clothing that does the following:

1. violates a reasonable, nondiscriminatory dress code adopted and publicized by the school;
2. is substantially disruptive (for more information on gang-related attire, see policy 4328, Gang-Related Activity);
3. is provocative or obscene; or
4. endangers the health or safety of the student or others.

Before ~~being punished~~receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity 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 violation of the dress code.

Legal References: G.S. 115C-47, -390.2

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Disruptive Behavior (policy 4315), Gang-Related Activity (policy 4328)

Adopted: November 13, 2012

Revised:

## ATTENDANCE *Policy Code: 4400*

School attendance and class participation are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop 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 7 (or younger if enrolled) and 16 attend school.

Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

The principal must assure adherence to attendance policies and regulations and notify parents of their responsibility under the Compulsory Attendance Law (G.S. 115C-378). Teachers must monitor and report student absences on a daily and class period basis and follow all rules and regulations concerning attendance.

The Ten Day Rule states that when a student accumulates more than ten consecutive days of unlawful absences, he/she is to be withdrawn from funded membership as of the first day following his/her last attendance. The absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for compulsory attendance violation action. Absence caused by out of school suspensions are not a factor in the administration of the Ten Day Rule.

### A. ATTENDANCE RECORDS

School officials shall keep accurate records of attendance, including accurate attendance records in each class.

Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

### B. ATTENDANCE COMMUNICATION

Attendance concerns will be communicated in the following ways:

Local Requirements for 10% Notification

1. 3, 6, and 10 State Letters

When a student has missed 3, 6, or 10 days (unlawful) the state required **written** notification will be sent. School officials and/or designees in charge of attendance will check these reports and generate and **mail-distribute** this documentation each day for students reaching the 3, 6, and 10 day absence (unlawful) milestones.

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2. 3, 6, and 10 Day Phone Calls and Emails



- a. At 3 days absent (and for high school, 3 class periods absent) – teachers will call and email to notify parents of the absence. The call will be logged and the email will be saved for documentation purpose. Principals will require and check attendance logs regularly.
- b. At 6 days absent (and for high school, 6 periods absent) – school counselors will contact parents by phone and email. An attendance improvement plan will be created and put into place. The district truancy officer will also be provided with names of students reaching this attendance milestone. Waiver forms and processes will be provided at this time as appropriate (lawful absences only).
- c. At 10 days absent (and for high school, 10 periods absent) – principals will hold mandatory face to face meetings with parents and students along with relevant stakeholders (school counselor, truancy officer, teacher, etc.). If appropriate, waiver forms and processes will be provided (lawful absences only). The ability to be promoted (K-8) and/or the ability to receive credit for the course (9-12) part of this required meeting.

**C. LAWFUL ABSENCES**

The following are lawful (excused) absences permitted by the North Carolina State Board of Education attendance rules:

- 1. personal illness or injury that makes the student physically unable to attend school; 2. isolation ordered by the local health officer or the State Board of Health; 3. death in the immediate family;
- 4. medical or dental appointment;
- 5. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
- 6. observance of an event required or suggested by the religion of the student or the student’s parent or legal guardian that was previously communicated to the principal (the principal must authorize a minimum of two such absences for a student per academic year);
- 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; or

- 9. visitation with the student’s parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student’s 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 (the principal must authorize a minimum of two such absences for a student per academic year).

#### **D. UNLAWFUL ABSENCES**

Unlawful (unexcused) absences are defined as the student's willful absences from school without the knowledge of the parents or guardians, or the student's absences from school without justifiable causes with the knowledge of parents or guardians. All absences not classified above as lawful (excused) are deemed unlawful (unexcused). An absence also will be deemed unlawful unless the student's parent, guardian or custodian provides written documentation of the reason(s) for the absence to the principal or designee within three school days of the student's return to school.

#### **E. HOMEBOUND PLACEMENTS**

Homebound placements are based on medical or exceptional circumstances, and students are credited as in attendance when pre-approved by the appropriate official in the Thomasville City Schools.

#### **F. MAKEUP WORK**

Whether absences are lawful, unlawful, including absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school) or due to suspension, the student will be permitted to make up his or her work. Students are responsible for all work missed when absent from school. Immediately upon returning to school, students must make arrangements with their teacher(s) to make up all work (assignments, tests, projects, etc.) missed while absent. Work must be made up during the grading period in which it was assigned.

#### **G. ABSENCE DOCUMENTATION REQUIREMENT**

All absences require a written note from the parent or guardian explaining the absence(s). The student should deliver the note to school authorities (teacher, attendance office official, etc.) as soon as possible upon his or her return to school. Failure to submit such notes within three school days after returning to school will result in an unlawful absence being recorded.

Parents and guardians are requested to contact school officials as soon as possible when unanticipated absences occur. All anticipated periods of absence should be reported to school officials prior to the period of absence. Such absences should receive prior approval

by school officials. Prior approval is required for any student departing from campus once he or she has arrived; this approval is required throughout the school day. Students must follow a sign-in / sign-out procedure as established by the school.

For absences of more than 3 consecutive days for illness or for absences of 6 or more total days for illness (chronic illness), documentation from medical personnel will be required in order to excuse the absence.

#### **H. TARDIES/EARLY SIGN-OUTS**

When a student has no lawful excuse for not being in the required, scheduled location at the appropriate time as determined by school start times and bell schedules, a student is considered tardy (unlawful/unexcused).

Six (6) or more tardies/early releases in a semester will lead to mandatory meeting with relevant stakeholders (principal, school counselor, teacher, parent/guardian, student, etc.) to create an attendance improvement plan.

#### **I. DEFINITION OF BEING “IN ATTENDANCE”**

To be considered “in attendance,” a student must be present in the school for at least one half of the school day. For high school students, this also includes being in attendance for two-thirds of the class period (that would be 60 minutes of a 90-minute block) to be counted “in attendance” for that class period.

To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must: (1) complete their daily assignments, either online or offline; and/or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-5 or (b) for all other grade levels, each course teacher as scheduled. School officials shall communicate the attendance procedures to students and their families before the first day remote instruction begins.

Students may, with the approval of the school principal or designees, attend an authorized school activity and be considered “in attendance.” Such activities include, but may not be limited to, job shadowing and other work based learning activities, field trips, athletic contests or other competitions, student conventions, music festivals, concerts or similar activities approved by the school.

#### **J. UNLAWFUL ABSENCE DISCIPLINARY ACTIONS**

Unlawful absences will result in conferences with parents or guardians. Unlawful absence and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if the student is under 16 years of age. G.S. 115C-378 requires attendance until age 16.

#### **K. ATTENDANCE REQUIREMENTS AND EXCESSIVE ABSENCES**

The goal of Thomasville City Schools is to have at least 95% attendance. Schools seek to have partnerships with parents to improve attendance and ask that parents commit to this goal.

1. Elementary School and Middle School: Students in grades K-8 who are absent from school more than 10% of days (for example: 18 days in a 180-day calendar) for any reason may potentially receive no credit for the year of study and may be retained in the same grade for the succeeding year, except by a determination of the principal upon review of the student's record and waiver requests. Absences cannot be a sole reason for retention.
2. High School: If a student is absent from school for nine or more days (10% or more) in a semester course, the student may lose the opportunity to receive credit for the course. He or she may receive a grade of FF along with the comment "grade due to excessive absences" unless his or her average is lower, in which case the actual grade earned will be assigned.

At the high school level, cumulative absences above six (6) in a block/semester course (twelve (12) in a full-year course) are excessive. These will serve as a trigger to the school to begin intervention.

After three (3) days of accumulated absences in one or more block courses, (six (6) in a full-year course) there will be school determined, expectation-based intervention to help the student improve his/her attendance. The intervention will involve parents.

After six (6) days of accumulated absences in a block course (twelve (12) in a full year course) and failure to meet previously-determined expectations, the student will be subject to the following possible actions if absences exceed 10% of days (9 days/periods in a semester course, 18 days/periods in a year-long course):

- a. the student may not receive a passing grade for the semester (FF – no credit awarded);
- b. the student may receive the grade otherwise earned; or
- c. the student may be given additional time to complete the missed work before a determination of the appropriate grade is made.

The waiver process established by the district will be followed.

Absences cannot be the sole factor determining the denial of credit for the course.

At any level, promotion decisions affecting a child in the Exceptional Children's program will include recommendations of the IEP team.

#### **L. SPECIAL CIRCUMSTANCES**

##### **1. Students with Chronic Health Problems**

No penalties will be imposed for absences due to documented chronic health

problems.

## 2. Students Experiencing Homelessness

For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

## 3. Attendance Requirements for Extracurricular Activities

Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. See also policy 3620, Extracurricular Activities and Student Organizations.

## L. WAIVERS

Each school's principal will be responsible for waivers in order to address the needs of students whose academic standings are in question because of attendance. Students absent from school more than 10% of days (9 per semester or 18 per year) must make up all missed schoolwork in order to receive credit toward promotion/graduation. 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 or required documentation. Principal decisions may be appealed to the superintendent. Waivers of absences may be granted by the principal only when extenuating circumstances exist. Waivers may only be granted for excused/lawful absences.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; G.S. 115C-47, -84.2, -288(a), -375.5, -378 through -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A 440; 16 N.C.A.C. 6E .0102, .0103, .0106; State Board of Education Policies ATND-000, -003

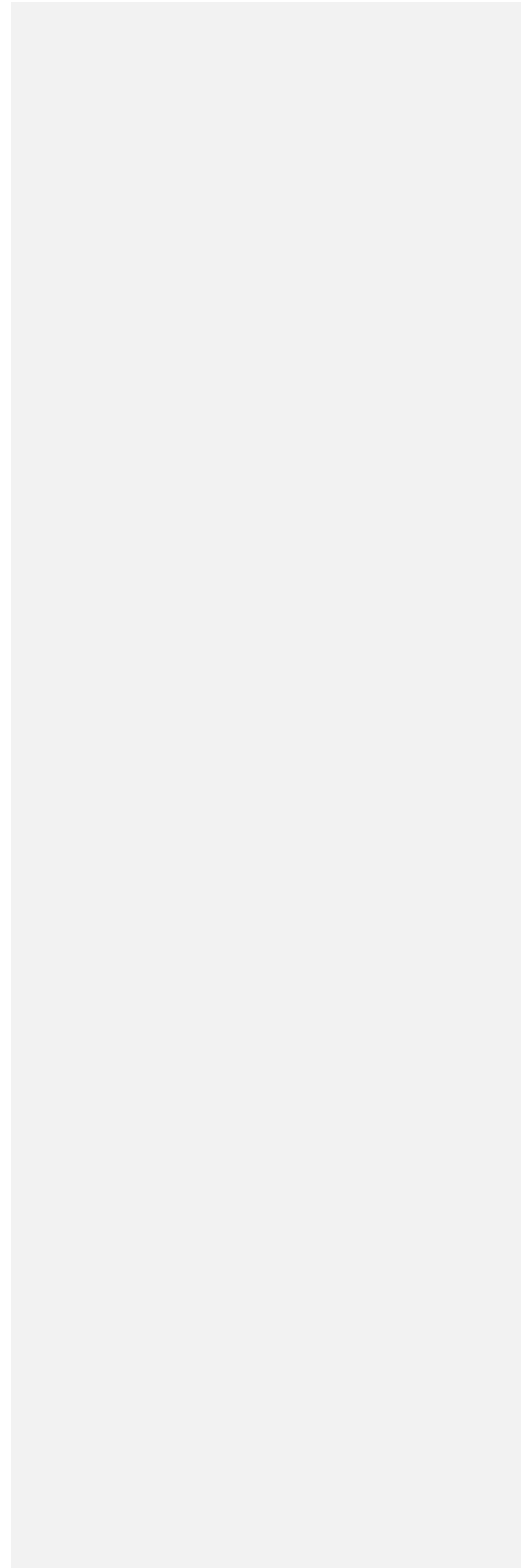
Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Student Behavior Policies (policy 4300), Short-Term Suspension (policy 4351)

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at <https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

Adopted: June 4, 2013

Revised: August 1, 2017; October 2, 2018; February 4, 2020; February 2, 2021; September 7,

2021;



## COMMUNITY USE OF FACILITIES *Policy Code: 5030*

The board endorses the goals of the Community Schools Act. The board will make specified school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Any use of school facilities that disrupts school activities or that damages school property will not be permitted. ~~Public use is subject to Section H of this policy.~~

### ~~Temporary Restriction on Community Use of Facilities~~

~~In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS), school facilities will not be made available to community groups during or after the school day or on weekends in any week in which the school is holding in-person classes on the school campus. Issues regarding the parties' contractual obligations under long-term leases will be referred to the board attorney. This temporary restriction shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.~~

### ~~A. GENERAL PRINCIPLES~~

~~The use of school facilities by community groups should be consistent with the educational program and the goals and objectives of the board and school system.~~

~~Priority for facility use will be given to community groups as outlined below in Section B.~~

~~Use of school facilities will not be approved for activities that do any of the following: 1-~~

~~violate federal, state or local laws;~~

~~2. violate board of education policies or regulations;~~

~~3. advocate violence;~~

~~4. damage or have the potential to damage school buildings, grounds or equipment; or~~

~~5. are in conflict with scheduled school activities.~~

### B.A. PRIORITY IN USE/FEE STRUCTURE

In accordance with G.S. 163-129, the county board of elections is entitled to use school facilities as a polling place on election days. School-sponsored groups and activities, such as school athletic events, and school drama and choral productions, and meetings of student

organizations, including organizations permitted to meet under the Equal Access Act, will

otherwise have first priority in the use of school facilities.

Priority in the use of school facilities by other groups and the fee structure for such groups will be in accordance with law and the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. All groups within the same user category will be charged for facility use according to the uniform fee structure.

~~1. In accordance with G.S. 163-129, as a polling place on election days~~

~~2.1. School-related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs).~~

~~Fees: Fees for use of kitchens and child nutrition staff will be charged, as applicable, to cover costs. A fee will be charged to cover the expenses of custodial or supervisory services incurred.~~

~~3.2. In accordance with G.S. 115C-527, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions.~~

~~Fees: Custodial and utility fees may be charged. As needed for the event, fees for use of kitchens and child nutrition staff will be charged to cover costs.~~

~~4.3. All government and other non-profit groups (all groups not included in the other categories as well as political parties when meeting for purposes other than precinct meetings or county or district conventions).~~

~~Fees: Tier I Rental fee, custodial and supervisory fees will be charged. As needed for the event, fees for use of kitchens and child nutrition staff will be charged to cover costs.~~

~~5.4. For Profit Groups (groups not directly affiliated with items 1-4 above).~~

~~Fees: Tier II Rental fee, custodial and supervisory fees will be charged. As needed for the event, fees for use of kitchens and child nutrition staff will be charged to cover costs.~~

By August 30<sup>th</sup> of each year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

### **~~C. REQUESTS FOR USE OF FACILITIES~~**

~~An eligible individual or group that wishes to apply for permission to use a school facility must submit a written application to the principal of the school in which the facility is~~

~~located. Facility use request forms will be available in the school administrative office.~~



## **D.B. FACILITIES AVAILABLE FOR USE**

~~The board permits eligible individuals or groups to use the facilities of those schools designated by the board as “community schools.” A list of community schools and the facilities at each site that are available for community use will be available to the public at the superintendent’s office and each principal’s office.~~

By August 30<sup>th</sup> of each year, the superintendent or designee shall develop and make accessible to the public a list of school facilities available for community use. Among the types of facilities that may be available for community use are auditoriums, athletic fields, dining areas, kitchens, designated classrooms, gymnasiums, media centers and playgrounds. School facilities not listed as available for community use may be used only in exceptional circumstances based on a justified need and in accordance with terms approved by the superintendent or designee.

~~Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.~~

## **E.C. RULES GOVERNING USE OF SCHOOL FACILITIES**

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. ~~A copy of t~~The regulations will be made available to the public along with provided to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules.:

1. Users must comply with all federal, state and local laws and all rules established by the board, the superintendent or designee, and the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Drugs and Alcohol).

5. Users must not possess weapons or explosives while on school grounds.

6. Users must not make any modifications, improvements or alterations to school

facilities without the prior written approval of the superintendent or designee.

7. Users must not display or distribute materials that are vulgar, indecent or obscene or use vulgar, indecent or obscene language while on school grounds.

6-8. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.

9. Upon departure, users must remove any materials or equipment they brought onto school grounds.

7-10. TCS representatives must be present while facility is in use.

8-11. Should the use of the facility be approved and include the service of food items, Child Nutrition Director must review application and Child Nutrition staff may be required to advise on food service guidelines in connection with federal requirements.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for a period of time deemed appropriate by the principal, subject to the review of the superintendent and the board of education.

#### **D. FACILITY USE AGREEMENTS**

A group that wishes to apply for permission to use a school facility must submit an application to the principal of the school at which the facility is located. If a facility use request is approved, the user will enter into a written agreement signed by the user and the superintendent or designee. Absent unusual circumstances, facility use agreements will not be granted for a term longer than one year. An agreement to span more than one year must be approved in advance by the board.

Long-term leases are subject to the provisions of policy 9400, Sale, Disposal and Lease of Board-Owned Real Property.

#### **F.E. DAMAGES AND LIABILITY INSURANCE**

Users of school facilities are responsible for the conduct of all persons involved in the users' activities while on school property. Users ~~of school facilities~~ are responsible for all damage to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who caused the damage. ~~Users also are responsible for the conduct of all persons involved in the users' activities while on school property.~~

All user groups, except school-sponsored groups, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made. Alternatively, the superintendent or designee may require the user group to execute a waiver of liability that states that no liability will be attached to the board of education,

individually or collectively, for personal injury or personal property damage by reason of use of the school property.

#### **~~G. TERM AND ACCEPTANCE OF LEASE~~**

~~The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent shall inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.~~

~~Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board. In no event will leases for longer than one year be entered into with government or other non-profit groups as referenced in subsection B.4 above. Long-term exclusive leases are subject to the provisions of policy 9400, Sale, Disposal and Lease of Board-Owned Real Property.~~

#### **H.F. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC**

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules ~~to be~~ established by the superintendent or designee. Public use will be permitted only to the extent that it: 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions and rules necessary to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

#### **I.G. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES**

Any person or organization may request a review of any decision made by a school employee pursuant to this policy in accordance with policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 U.S.C. 20101 *et seq.*; G.S. 14-269.2; Community Schools Act, G.S. 115C-203 to -209.1; 115C-524, -527; 160A-274; 163-129

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Prohibition of

Drugs and Alcohol (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Sale, Disposal and Lease of Board-Owned Real Property (policy 9400)

Adopted: December 4, 2012

Revised: March 1, 2016; June 28, 2018; September 4, 2018; January 8, 2019; March 2, 2021;  
June 1, 2021;

## **SAFETY AND STUDENT TRANSPORTATION SERVICES** *Policy Code: 6305*

Safety is of paramount concern in providing student transportation services. The board recognizes that providing safe transportation requires the cooperation of students, parents, volunteers, personnel and other governmental agencies. The superintendent or designee and all principals shall make reasonable efforts to inform affected individuals or entities about safety issues and monitor compliance with legal requirements and this policy.

### **Temporary Requirements for Student Transportation Services**

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, school officials will enforce the Centers for Disease Control and Prevention (CDC) Order requiring the wearing of face coverings in school transportation vehicles. In addition, the school system will implement the transportation strategies that ~~restrictions put in place by the~~ North Carolina Department of Health and Human Services (DHHS) advises be implemented by all schools to lower the risk of COVID-19 exposure and spread~~en entering school transportation vehicles and will adhere to any requirements placed on the school system by DHHS related to student transportation services.~~ The superintendent or designee, in conjunction with appropriate health officials, shall develop protocols where necessary to implement strategies recommended by DHHS requirements. These temporary requirements rules shall remain in effect until repealed by the board or until the applicable guidance from the CDC or DHHS is rescinded, whichever occurs first.

### **A. STUDENT BEHAVIOR**

A safe and orderly environment is critical whenever transporting students. The Code of Student Conduct and board policies on student behavior apply as provided in policy 4300, Student Behavior Policies. All students will receive training on school bus safety as required by law regardless of whether they regularly ride a school bus to and from school.

### **B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS**

Upon recommendation of a building principal and the superintendent, the board may employ transportation safety assistants to assist bus drivers with the safety, movement, management and care of students. In addition, the superintendent or designee may appoint a volunteer monitor to assist a bus driver with maintaining order and student safety for any bus assigned to a school. As necessary, the superintendent or designee shall designate in administrative guidelines the responsibilities of school bus transportation safety assistants and bus monitors in accordance with state law.

### **C. MAINTENANCE**

The superintendent or designee and principals shall fulfill all duties prescribed by state law and regulations for maintaining, inspecting and repairing school buses and other vehicles

used to transport students.

#### **D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES**

In addition to any rules established by the superintendent or designee for the safe operation of the student transportation services, the board expects school employees to observe the following practices.

1. All school bus drivers must utilize the North Carolina crossing signals to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus.
2. The number of students transported on any school bus, activity bus, commercial bus or contracted vehicle will not exceed the official rated capacity for the specific vehicle being used.
3. All riders must be seated while the vehicle is in motion.
4. No person will be permitted to stand or sit in the aisle or stepwell when the vehicle is in motion.
5. All school bus drivers are expected to use good judgment in determining whether it is safe to operate a school vehicle and to permit students to enter or leave the bus at particular locations.
6. Bus drivers must report immediately any suspected mechanical defects or other unsafe conditions, including road or traffic conditions that affect the safeness of the bus route or bus stops.

#### **E. TRAINING**

It is the responsibility of the superintendent or designee to see that:

1. students and bus drivers receive training as required by law, including training on the use of the North Carolina crossing signal;
2. students taking trips on activity buses or commercial buses receive safety instruction as needed, including, but not limited to, instruction on and demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip; and
3. records of student training are made as required by the State Board of Education. **F.**

#### **ACCIDENT REPORTING**

The driver of any school bus or other school vehicle must report immediately to the

superintendent or designee any accident involving death, injury or property damage.

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; 16 N.C.A.C. 6B .0111; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at [www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf](http://www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf); State Board of Education Policy TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

Cross References: Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), School Plan for Management of Student Behavior (policy 4302), Disruptive Behavior (policy 4315)

Adopted: April 9, 2013

Revised: March 1, 2016; September 5, 2017; January 8, 2019; January 7, 2020; March 2, 2021; June 1, 2021;

## **USE OF STUDENT TRANSPORTATION SERVICES** *Policy Code: 6320*

Student transportation services will be made available in a manner consistent with the board goals set out in policy 6300, Goals of Student Transportation Services.

### **A. SCHOOL SYSTEM TRANSPORTATION SERVICES**

The first priority of the school system transportation services is to provide eligible students transportation to and from school. The school system may make other transportation services available as funding permits and in accordance with legal requirements, board policy and the following standards.

1. Yellow school buses may be used for instructional programs directly related to the curriculum when the trip and use of the bus are approved in accordance with board policy.
2. Yellow school buses may be used only for purposes expressly allowed by G.S. 115C-242.
3. Yellow school buses may not be used for athletic activities or extracurricular activities.
4. Activity buses and other vehicles meeting federal safety standards may be used for travel to athletic activities and travel to other approved school-related activities. In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses.
5. The board encourages the superintendent and principals to provide transportation services, as funding permits, to enable students at risk of not meeting promotion standards to take advantage of additional or enhanced opportunities for learning.

### **B. SPECIAL USE OF SCHOOL BUSES**

The board may authorize special uses of yellow school buses as provided by G.S. 115C-242 and 115C-254 and of activity buses and yellow school buses as provided by G.S. 115C-243 and 115C-247. The board may also authorize the special use of activity buses for the purposes described in G.S. 66-58(c)(9b).

The superintendent shall present to the board any requests for special uses and the statutory support for allowing such authorization.

### **C. TRANSPORTATION FOR STUDENTS WITH DISABILITIES**

A student who is identified as having a disability following procedures in the North

*Carolina Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law. When the school system's transportation services are unable to provide transportation for a student with a disability, the board may



contract with public or private carriers to provide this service, in accordance with applicable laws and board policies pursuant to policy 6340, Transportation Service/Vehicle Contracts.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. 66-58(c)(9a) and (9b); 115C-239, -242, -243, -247, -254; 16 N.C.A.C. 6B .0111; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education policy TRAN-000; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <http://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

Cross References: School Trips (policy 3320), Goals of Student Transportation Services (policy 6300), Safety and Student Transportation Services (policy 6305), Transportation Service/Vehicle Contracts (policy 6340), Purchase of Services (policy 6450)

Adopted: April 9, 2013

Revised: December 4, 2018; August 3, 2021;

## TRANSPORTATION

### SERVICE/VEHICLE CONTRACTS *Policy Code: 6340*

The board may enter into contracts with public or private carriers in accordance with G.S. 115C 253, State Board of Education policy, any other applicable law and this policy. Any contracts also must comply with policy 6450, Purchase of Services.

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

~~The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.~~

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

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

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

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

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

Adopted: April 9, 2013

Revised: June 3, 2014; May 1, 2018;

# RECRUITMENT AND SELECTION OF PERSONNEL *Policy Code: 7100*

## A. GENERAL PRINCIPLES

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

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

## B. RECRUITMENT

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

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

## C. PRE-EMPLOYMENT: CRIMINAL HISTORY / DRUG SCREENING

All job applicants shall be required to pass a pre-employment drug test upon conditional offer of employment and prior to their final approval of employment. A criminal history check will be conducted on all final candidates for positions of employment that would place the candidates, if hired, in the schools or would result in the candidates being expected to interact regularly with students. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. In addition to the criminal history check, a check of sex offender registries will be conducted on all final candidates.

Additionally, except as otherwise provided in Section D of this policy, applicants must notify the director of human resources immediately if they are arrested, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*)

other than a minor traffic violation (i.e., speeding, parking or a lesser violation). Notice

must be in writing, must include all pertinent facts and must be delivered to the director of human resources no later than the next scheduled business day following the arrest, charge or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the director of human resources no later than the next business day following adjudication.

In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy. Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted (including entering a plea of guilty or *nolo contendere*) of a criminal offense, or is currently charged with a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to G.S. 110-90.2, 42 U.S.C. 9858f and 45 C.F.R. 98.43. (See Section D of this policy).

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

#### **D. CRIMINAL HISTORY CHECKS OF CHILD CARE PROVIDERS**

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

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

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

After September 30, 2019, no person shall (1) be employed, continue to be employed or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by 10A N.C.A.C. 09 .2703(f).

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

A child care provider who has incurred any pending charges, indictments or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE shall notify the chief human resources officer in writing of such charges within five business days or before returning to work, whichever comes first. The assistant superintendent of human resources shall notify DCDEE within one business day of being notified.

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

## **E. SELECTION**

### **1. Qualifications**

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established

by the board. In making the determination, the following information must be considered:

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

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

## 2. Nepotism

a. For purposes of this subsection, the following definitions apply.

i. “Immediate family” means spouse, parent, child, brother, sister, grandparent or grandchild. The term includes the step, half and in law relationships. This definition has been extended to include significant other, partner, or romantic interest.

ii. “Central office staff administrator” includes directors, supervisors, specialists, staff officers, assistant superintendents, area superintendents, superintendents and principals.

b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.

i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.

ii. Notification by the employee to the director of human resources will be deemed disclosure to the board. The director of human resources is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.

c. When making recommendations for the selection and assignment of personnel, unless the superintendent has prior board approval, he or she shall attempt to avoid situations in which one employee occupies a position in which he

or she has influence over the employment status, including hiring, salary and promotion, of another employee who is a member of the first employee's immediate family.

d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

### 3. Employment Procedures

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

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

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

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; 42 U.S.C. 9858f; 45 C.F.R. 98.43; *Bostock v. Clayton County*, 590 U.S. \_\_\_, 140 S. Ct. 1731 (2020); *Green v. Missouri Pacific Railroad*, 523 F.2d 1290 (8<sup>th</sup> Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm); G.S. 14-208.18; 15A-153; 110-90.2; 115C-12.2, -36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1 *et seq.*; 127B-10, -12, -14; 143B-421.1, -931; *Leandro v. State*, 346 N.C. 336 (1997); 10A N.C.A.C. 09 .0102, -.2701, -.2702, -.2703; 16 N.C.A.C. 6C .0313; State Board of Education Policy BENF-009

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

Adopted: April 3, 2012

Revised: April 1, 2014; June 3, 2014; December 4, 2018; June 26, 2019; October 1, 2019; March 2, 2020; June 1, 2021;





## **EMPLOYEE DRESS AND APPEARANCE** *Policy Code: 7340*

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

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

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

If the supervisor determines that the employee's dress or appearance violates the established guidelines or is hazardous to the health or safety of the employee, fellow employees or students, the supervisor shall counsel the employee regarding attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his or her dress. Any failure to follow the supervisor's directive and/or blatant or repeated violations of this policy will subject the employee to disciplinary action, up to, and including, dismissal.

Rights Act of 1964, 42 U.S.C. 2000e et seq.; *Bostock v. Clayton County*, 590 U.S. \_\_\_, 140 S. Ct. 1731 (2020); G.S. 115C-36, -47

Cross References:

Adopted: April 3, 2012

Revised:

## **PERSONNEL FILES** *Policy Code: 7820*

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

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

### **A. RECORDS MAINTAINED**

The following records must be maintained in the personnel file:

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

### **B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY**

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

#### 1. Pre-Employment Information

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

#### 2. Criminal Record Check

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

### 3. Medical Information

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

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

### 4. Complaints/Reports of Harassment or Discrimination

The superintendent or designee shall maintain records of all reports and complaints of harassment and discrimination and the resolution of such complaints. Allegations of harassment or discrimination must be kept confidential to the extent possible. Employees involved in the allegations will be identified only to individuals who need the information to investigate or resolve the matter or to ensure that due process is provided to the accused employee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, and 7232, Discrimination and Harassment in the Workplace).

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

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

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

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

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

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

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

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

administrator or a non-career status teacher during the term of his or her

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

is necessary to adequately defend against a claim filed by a current or former employee against the board or a school official or employee for any alleged act or omission arising during the course and scope of his or her official duties or employment. Such disclosures will be limited to those confidential portions of the personnel file of the employee who filed the claim and only

to the extent necessary for the defense of the board.

4. Each request for consent to release records must be handled separately.
5. It is a criminal violation for an employee or board member to do either of the following:
  - a. knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file; or
  - b. knowingly and willfully examine, remove or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

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

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

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

#### **PUBLIC INFORMATION**

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

- d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
- e. current position;

- f. title;
  - g. current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee);
  - h. the date and amount of each increase or decrease in salary with the board;
  - i. the date and type of each promotion, demotion, transfer, suspension, separation or other change in position classification with the board;
  - j. the date and general description of the reasons for each promotion with the board;
  - k. the date and type of each dismissal, suspension or demotion for disciplinary reasons taken by the board, and if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal; and
  - l. the office or station to which the employee is currently assigned.
2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.
3. Volunteer records are not considered public records.
- ~~4. Unless an employee submits a written objection to the human resources office, the board also may make the following information available about each employee as part of an employee directory:~~
- ~~a. address;~~
  - ~~b. telephone number;~~
  - ~~c. photograph;~~
  - ~~d. participation in officially recognized activities and sports; and~~
  - ~~e. degrees and awards received.~~

~~5. Employees will be notified of their right to object before any such directory is compiled or revised.~~

6.5. Under no circumstances will the following be released pursuant to a public records request or as part of an employee directory:



- a. personal identifying information, as defined in policy 4705/7825, Confidentiality of Personal Identifying Information; or
- b. the name, address or telephone number of a participant in the North Carolina Address Confidentiality Program.

## **G. REMOVAL OF RECORDS**

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

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(A); 34 C.F.R. 200.61; G.S. 115C 36, -47(18), -209.1, -288(g), -319 to -321, -325(b) and (o) (applicable to career status teachers), -325.2 and -325.9 (applicable to non-career status teachers); 143B-931; 16 N.C.A.C. 6C .0313

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release and Disposition (policy 5070/7350), Employee Health Certificate (policy 7120), Discrimination and Harassment in the Workplace (policy 7232), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne Pathogens (policy 7260), Communicable Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821), Resignation (policy 7900)

Adopted: August 7, 2012

Revised: June 3, 2014; March 2, 2020; January 5, 2021;

The board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the North Carolina Department of Public Instruction or other applicable pass-through entity.

**A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS**

The finance officer shall be responsible to the superintendent to develop, monitor and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all terms and conditions of the awards as well as all requirements of the U.S. Constitution and federal law and regulation, including the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”) issued by the U.S. Office of Management and Budget and Management ~~(except to the extent that an exception to the Uniform Guidance has been authorized by the relevant federal agency)~~, and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allow-ability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following

areas. 1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is incurred during the approved budget period and is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and

documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

In accordance with this policy, all employees whose compensation is paid, in full or in part, with Federal funds or whose compensation is used as matching funds on a federally funded grant program must maintain time distribution records in accordance with the established criteria for the federal funding program. Employees must provide the information required on a timely basis and in accordance with procedures developed by Thomasville City Schools. Time distribution records must be maintained in order for Thomasville City Schools to charge employee compensation costs to Federal grants; thus, compliance with these procedures prevents disallowance of salary and wages charged to Federal grants.

## 2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

## 3. Procurement

All purchases for property and services made using federal funds must be conducted in a manner providing full and open competition and in accordance with the Uniform Guidance, all other applicable federal, state and local laws and regulations, ~~the Uniform Guidance~~, and the school system's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319, and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320(c). School officials are encouraged to maximize the purchase and use of goods, products and materials produced in the United States to the extent consistent with law.

Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities. Contracts shall contain all provisions required by 2 C.F.R. Part 200.

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and when applicable, verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

#### 4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under G.S. 14-234 and accepting gifts and favors from vendors under G.S. 133-32 (see policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member or agent of the school system engages in the procurement of goods, services or construction or repair projects funded in whole or part with federal financial assistance.

- a. No employee, board member or agent of the school system may participate directly or indirectly in the selection, award or administration of a contract supported by a federal grant or award if he or she has a real or apparent conflict of interest.

A real or apparent conflict of interest exists when (1) the employee, board member or agent of the school system, (2) any member of his or her immediate family, (3) his or her partner or (4) an organization which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this paragraph, "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. "Financial interest" does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

Any employee, board member, or agent of the school system who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.

- b. No employee, board member or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts or other items of monetary

value from a contractor, supplier or a party to a subcontract except that (1) a single unsolicited item with a nominal value (\$50 or less) or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted. Violations of this rule are subject to disciplinary action.

#### 5. Mandatory Disclosures

The superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

#### 6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

#### 7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.

The finance officer shall submit all required certifications and is authorized to sign them on behalf of the board.

#### 8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Financial and Pperformance reports, including reports of significant developments that arise between scheduled performance reporting dates, and final closeout reports, must be submitted as required by federal or state authorities.

### **B. AUDITS AND CORRECTIVE ACTION**

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer will prepare all financial statements, schedules of expenditures and other documents required for the audit.

2. At the completion of the audit, the superintendent or designee shall prepare a summary schedule of prior audit findings and a corrective action plan to address any prior audit findings. The corrective action plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

## C. TRAINING

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

## D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series) 5.

Personnel policies (policies in the 7000 series)

6. Fiscal management policies (policies in the 8000 series)

7. Policies protecting the confidentiality of personally identifiable information and other sensitive information (policies in the 4000, 6000 and 7000 series)

The board intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a board policy is contrary to a federal law, regulation, term or condition applicable to a federal award, employees must follow the applicable federal requirement.

## E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and

**THOMASVILLE CITY BOARD OF EDUCATION POLICY MANUAL** Page 5 of 6

*Policy Code: 8305*

use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation.

Legal References: 2 C.F.R. Part 180; 2-C.F.R. Part 200; G.S. 14-234; 133-32

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Fiscal Management Standards (policy 8300)

Other ReferencesResources: *Standards for Internal Control in the Federal Government* (“*The Green Book*”) (GAOU.S. Government Accountability Office), available at

<http://www.gao.gov/greenbook/overview>; *Internal Control Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <http://www.coso.org/ic.htm><https://www.coso.org/pages/ic.aspx>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at [https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A133/2017/Compliance\\_Supplement\\_2017.pdf](https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A133/2017/Compliance_Supplement_2017.pdf)<https://www.whitehouse.gov/omb/office-federal-financial-management/>

Adopted: October 4, 2016

Revised: May 7, 2019;

## **ANNUAL INDEPENDENT AUDIT** *Policy Code: 8310*

The accounts of the school system and the individual schools will be audited as soon as possible after the close of each fiscal year by an independent, qualified auditor. The auditor will be selected by the board, and the terms and conditions will be specified in a written contract that complies with the requirements of 20 N.C.A.C. 03.0502(c). The auditor will report directly to the board.

The superintendent shall assist the board in providing for an annual independent audit that meets all requirements as provided by G.S. 115C-447 and any other relevant statute. All employees and agents of the school system having custody of public money or responsibility for keeping records of public financial or fiscal affairs shall produce all books and records requested by the auditor and provide any information relating to fiscal affairs requested by the auditor. Any employee who fails to cooperate may be subject to disciplinary action, up to and including dismissal, and also may be found guilty of criminal conduct.

The board will receive the report and opinion of the auditor and will arrange for the auditor to present to the board the audited financial statements, compliance reports, if any, and other information as specified in the audit contract. The presentation must be in an official meeting in open session, held as soon as the audited financial statements are available but not later than 45 days after the submission of the audit report to the Secretary of the Local Government Commission.

If required by 20 N.C.A.C. 03.0508, the board will submit a “Response to the Auditor’s Findings, Recommendations, and Fiscal Matters” to the Secretary of the Local Government Commission pursuant to that rule within 60 days of the auditor’s presentation to the board.

Legal References: G.S. 115C-447; 20 N.C.A.C. 03.0502, 03.0508

Cross References: Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: May 7, 2013

Revised: September 7, 2021;



## GRADUATION REQUIREMENTS *Policy Code: 3460*

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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Due to COVID-19, Thomasville City Schools will have flexibility in waiving local graduation requirements, while ensuring all state requirements for graduation are met, for students graduating in years 2021, 2022, and 2023.

The principal shall ensure that students and parents are aware of all graduation requirements. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

### A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed ~~prior to grade 9, while in middle school,~~ as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by

demonstrating mastery of the course material in accordance with policy 3420, Student

Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;†(2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must

complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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*Policy Code: 3460*

- † The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, **except as provided in SBE Policy GRAD-008**. See **also SBE Policies CCRE-001 and GRAD-004**.
- ‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; †(2) an American History course which shall be either (a) American History I, (b) American History II or (c) American History; ‡and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

- \* Certain International Baccalaureate (IB), Advanced Placement (AP) and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.
- \*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.
- \*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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- † The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.
- ‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.
- ^ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.
- ‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

**3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022**

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student’s post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;‡ American History; and World History)	
Health/P.E.	1	

Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policy CCRE-001 and GRAD-004.

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

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	

Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Applicable only to students entering the ninth grade for the first time prior to 2017-18. \*\* Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1

Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management and Employment Preparation IV: Math (to include 150 work hours))	1
Science	3 (including Applied Science, Biology and Employment Preparation I: Science (to include 150 work hours))	1
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

**B. DIPLOMA ENDORSEMENTS**

Students have the opportunity to earn an endorsement to their diploma identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement and/or (4) Global Languages Endorsement. No endorsement is required to receive a diploma, and a student may earn more than one endorsement.

**C. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING**



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

#### D. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

##### 1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

##### 2. Students with Disabilities

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

##### 3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

###### a. Waiver Requirements

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

###### b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy [GRAD-010](#).

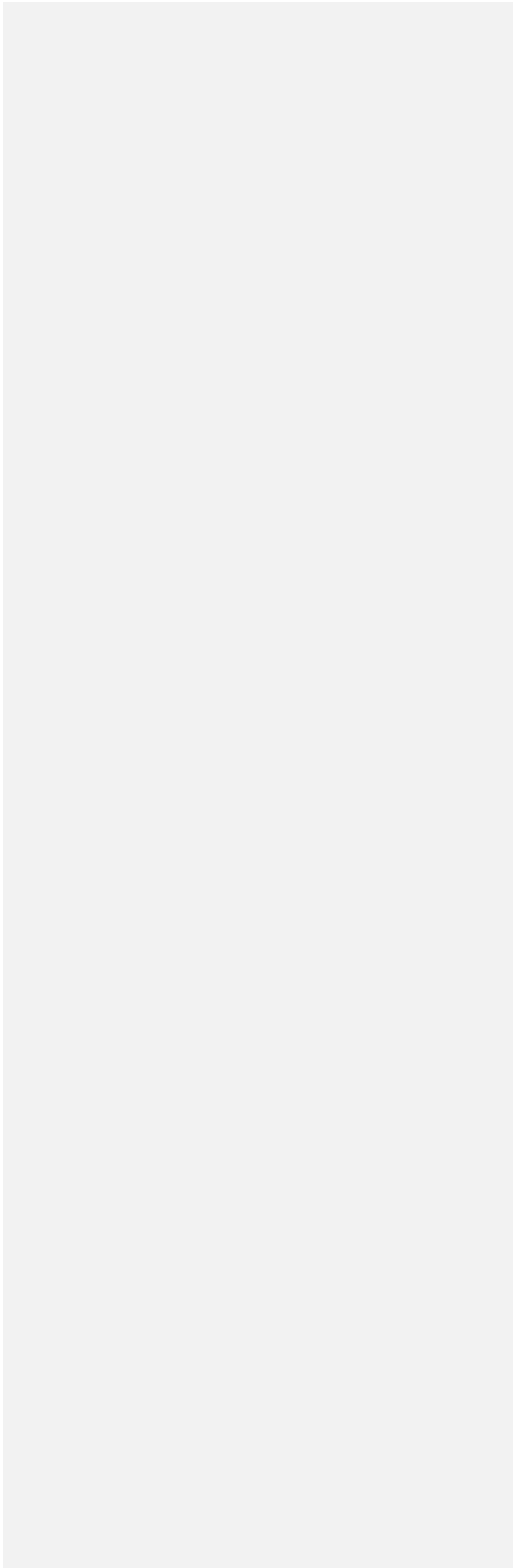
Under special circumstances, the superintendent or superintendent's designee may alter individual student local course requirements for graduation. (Eligible students must have the minimum 22 credits as defined by the Future-Ready Core Course of Study. Examples of possible candidates would include those students participating in the SOAR Program or students transferring from a school district with year-long course offerings and fewer opportunities for course completion).

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D .0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD 007, GRAD-008, GRAD-010, TEST-003

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

Adopted: January 7, 2014

Revised: June 3, 2014; June 29, 2017; December 5, 2017; July 13, 2020; June 29, 2021;



## GRADUATION REQUIREMENTS *Policy Code: 3460*

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. successful completion of **cardiopulmonary resuscitation** instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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Due to COVID-19, Thomasville City Schools will have flexibility in waiving local graduation requirements, while ensuring all state requirements for graduation are met, for students graduating in years 2021, 2022, and 2023.

The principal shall ensure that students and parents are aware of all graduation requirements. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

### A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed ~~prior to grade 9, while in middle school,~~ as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by

demonstrating mastery of the course material in accordance with policy 3420, Student

Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;†(2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must

complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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[mathematics/resources/hs-mathematics/math-options-charts?authuser=0](https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0).

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‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; †(2) an American History course which shall be either (a) American History I, (b) American History II or (c) American History; ‡(3) World History; and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
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‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

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

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

**3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022**

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (NC Math 1, 2 and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy; † Economics and Personal Finance; ‡ American History; and World History)	
Health/P.E.	1	

Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6 additional electives (aligned to Career Readiness Goals preferred)
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*Policy Code: 3460*

† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, **except as provided in SBE Policy GRAD-008**. See also SBE Policies **CCRE-001** and GRAD-004.

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

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

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

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	



Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Applicable only to students entering the ninth grade for the first time prior to 2017-18. \*\* Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	3 (including Introduction to Math, NC Math I and Financial Management)	1
Science	2 (including Applied Science and Biology)	1

Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	1
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management and Employment Preparation IV: Math (to include 150 work hours))	1
Science	3 (including Applied Science, Biology and Employment Preparation I: Science (to include 150 work hours))	1
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	3
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

**B. DIPLOMA ENDORSEMENTS**

Students have the opportunity to earn an endorsement to their diploma identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement and/or (4) Global Languages Endorsement. No endorsement is required to receive a diploma, and a student may earn more than one endorsement.

**C. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING**

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

**D. SPECIAL CIRCUMSTANCES**

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

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

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy [GRAD-010](#).

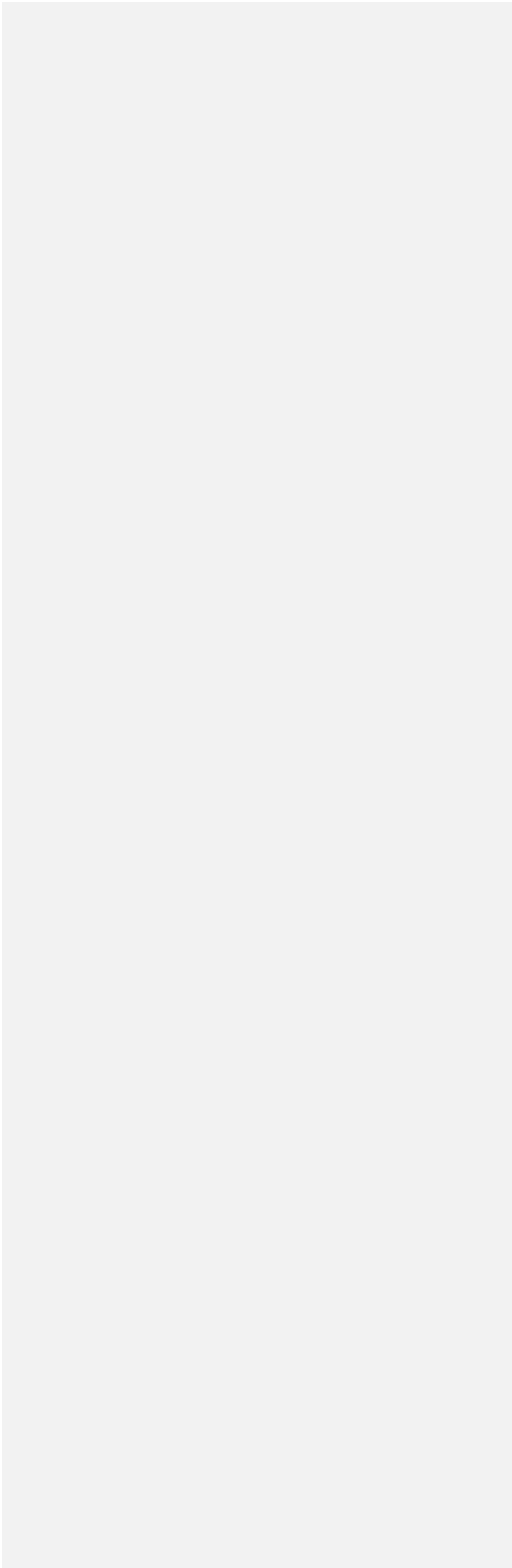
Under special circumstances, the superintendent or superintendent's designee may alter individual student local course requirements for graduation. (Eligible students must have the minimum 22 credits as defined by the Future-Ready Core Course of Study. Examples of possible candidates would include those students participating in the SOAR Program or students transferring from a school district with year-long course offerings and fewer opportunities for course completion).

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D .0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD 007, GRAD-008, GRAD-010, TEST-003

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

Adopted: January 7, 2014

Revised: June 3, 2014; June 29, 2017; December 5, 2017; July 13, 2020; June 29, 2021;



## **CHILDREN OF MILITARY FAMILIES** *Policy Code: 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.

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

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

### **B. COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**

In order to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children's well-being, and to assist these children in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of children of military families.

#### 1. Definitions

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

##### a. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*

##### b. Children of Military Families

member.

c. Deployment

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

d. Education Records

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

e. Extracurricular Activities

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

f. Member State

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

g. Non-Member State

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

h. Receiving State

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

i. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact,

or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the



Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

j. Sending State

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

k. Student

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

l. Transition

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

m. Uniformed Services

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

n. Veteran

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

2. Those to Whom Adopted Policies and Procedures Apply

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

a. active duty members of the uniformed services as defined in ~~s~~Section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*;

b. members or veterans of the uniformed services who are severely injured

and medically discharged or retired for a period of one year after medical discharge or retirement; and

c. members of uniformed services who die on active duty or as a result of injuries

sustained on active duty for a period of one year after death.

### 3. Those to Whom Adopted Policies and Procedures Do Not Apply

The policies and procedures adopted to comply with the Compact do not apply to the children of:

- a. inactive members of the National Guard and Military Reserves;
- b. members of the uniformed services now retired, except as provided in sSection B of this policy; and
- c. veterans of the uniform services, except as provided in sSection 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.

### C. RESOLUTION OF ISSUES

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

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

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

Adopted: October 2, 2012

Revised: April 1, 2014; June 1, 2021;

## STUDENT DRESS CODE *Policy Code: 4316*

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits any appearance or clothing that does the following:

1. violates a reasonable, nondiscriminatory dress code adopted and publicized by the school;
2. is substantially disruptive (for more information on gang-related attire, see policy 4328, Gang-Related Activity);
3. is provocative or obscene; or
4. endangers the health or safety of the student or others.

Before ~~being punished~~receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity 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 violation of the dress code.

Legal References: G.S. 115C-47, -390.2

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Disruptive Behavior (policy 4315), Gang-Related Activity (policy 4328)

Adopted: November 13, 2012

Revised:

## ATTENDANCE *Policy Code: 4400*

School attendance and class participation are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop 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 7 (or younger if enrolled) and 16 attend school.

Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

The principal must assure adherence to attendance policies and regulations and notify parents of their responsibility under the Compulsory Attendance Law (G.S. 115C-378). Teachers must monitor and report student absences on a daily and class period basis and follow all rules and regulations concerning attendance.

The Ten Day Rule states that when a student accumulates more than ten consecutive days of unlawful absences, he/she is to be withdrawn from funded membership as of the first day following his/her last attendance. The absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for compulsory attendance violation action. Absence caused by out of school suspensions are not a factor in the administration of the Ten Day Rule.

### A. ATTENDANCE RECORDS

School officials shall keep accurate records of attendance, including accurate attendance records in each class.

Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

### B. ATTENDANCE COMMUNICATION

Attendance concerns will be communicated in the following ways:

Local Requirements for 10% Notification

1. 3, 6, and 10 State Letters

When a student has missed 3, 6, or 10 days (unlawful) the state required **written** notification will be sent. School officials and/or designees in charge of attendance will check these reports and generate and **mail-distribute** this documentation each day for students reaching the 3, 6, and 10 day absence (unlawful) milestones.

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2. 3, 6, and 10 Day Phone Calls and Emails

- a. At 3 days absent (and for high school, 3 class periods absent) – teachers will call and email to notify parents of the absence. The call will be logged and the email will be saved for documentation purpose. Principals will require and check attendance logs regularly.
- b. At 6 days absent (and for high school, 6 periods absent) – school counselors will contact parents by phone and email. An attendance improvement plan will be created and put into place. The district truancy officer will also be provided with names of students reaching this attendance milestone. Waiver forms and processes will be provided at this time as appropriate (lawful absences only).
- c. At 10 days absent (and for high school, 10 periods absent) – principals will hold mandatory face to face meetings with parents and students along with relevant stakeholders (school counselor, truancy officer, teacher, etc.). If appropriate, waiver forms and processes will be provided (lawful absences only). The ability to be promoted (K-8) and/or the ability to receive credit for the course (9-12) part of this required meeting.

**C. LAWFUL ABSENCES**

The following are lawful (excused) absences permitted by the North Carolina State Board of Education attendance rules:

- 1. personal illness or injury that makes the student physically unable to attend school; 2. isolation ordered by the local health officer or the State Board of Health; 3. death in the immediate family;
- 4. medical or dental appointment;
- 5. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
- 6. observance of an event required or suggested by the religion of the student or the student’s parent or legal guardian that was previously communicated to the principal (the principal must authorize a minimum of two such absences for a student per academic year);
- 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; or

- 9. visitation with the student’s parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student’s 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 (the principal must authorize a minimum of two such absences for a student per academic year).

#### **D. UNLAWFUL ABSENCES**

Unlawful (unexcused) absences are defined as the student's willful absences from school without the knowledge of the parents or guardians, or the student's absences from school without justifiable causes with the knowledge of parents or guardians. All absences not classified above as lawful (excused) are deemed unlawful (unexcused). An absence also will be deemed unlawful unless the student's parent, guardian or custodian provides written documentation of the reason(s) for the absence to the principal or designee within three school days of the student's return to school.

#### **E. HOMEBOUND PLACEMENTS**

Homebound placements are based on medical or exceptional circumstances, and students are credited as in attendance when pre-approved by the appropriate official in the Thomasville City Schools.

#### **F. MAKEUP WORK**

Whether absences are lawful, unlawful, including absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school) or due to suspension, the student will be permitted to make up his or her work. Students are responsible for all work missed when absent from school. Immediately upon returning to school, students must make arrangements with their teacher(s) to make up all work (assignments, tests, projects, etc.) missed while absent. Work must be made up during the grading period in which it was assigned.

#### **G. ABSENCE DOCUMENTATION REQUIREMENT**

All absences require a written note from the parent or guardian explaining the absence(s). The student should deliver the note to school authorities (teacher, attendance office official, etc.) as soon as possible upon his or her return to school. Failure to submit such notes within three school days after returning to school will result in an unlawful absence being recorded.

Parents and guardians are requested to contact school officials as soon as possible when unanticipated absences occur. All anticipated periods of absence should be reported to school officials prior to the period of absence. Such absences should receive prior approval

by school officials. Prior approval is required for any student departing from campus once he or she has arrived; this approval is required throughout the school day. Students must follow a sign-in / sign-out procedure as established by the school.

For absences of more than 3 consecutive days for illness or for absences of 6 or more total days for illness (chronic illness), documentation from medical personnel will be required in order to excuse the absence.

#### **H. TARDIES/EARLY SIGN-OUTS**

When a student has no lawful excuse for not being in the required, scheduled location at the appropriate time as determined by school start times and bell schedules, a student is considered tardy (unlawful/unexcused).

Six (6) or more tardies/early releases in a semester will lead to mandatory meeting with relevant stakeholders (principal, school counselor, teacher, parent/guardian, student, etc.) to create an attendance improvement plan.

#### **I. DEFINITION OF BEING “IN ATTENDANCE”**

To be considered “in attendance,” a student must be present in the school for at least one half of the school day. For high school students, this also includes being in attendance for two-thirds of the class period (that would be 60 minutes of a 90-minute block) to be counted “in attendance” for that class period.

To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must: (1) complete their daily assignments, either online or offline; and/or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-5 or (b) for all other grade levels, each course teacher as scheduled. School officials shall communicate the attendance procedures to students and their families before the first day remote instruction begins.

Students may, with the approval of the school principal or designees, attend an authorized school activity and be considered “in attendance.” Such activities include, but may not be limited to, job shadowing and other work based learning activities, field trips, athletic contests or other competitions, student conventions, music festivals, concerts or similar activities approved by the school.

#### **J. UNLAWFUL ABSENCE DISCIPLINARY ACTIONS**

Unlawful absences will result in conferences with parents or guardians. Unlawful absence and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if the student is under 16 years of age. G.S. 115C-378 requires attendance until age 16.

#### **K. ATTENDANCE REQUIREMENTS AND EXCESSIVE ABSENCES**

The goal of Thomasville City Schools is to have at least 95% attendance. Schools seek to have partnerships with parents to improve attendance and ask that parents commit to this goal.

1. Elementary School and Middle School: Students in grades K-8 who are absent from school more than 10% of days (for example: 18 days in a 180-day calendar) for any reason may potentially receive no credit for the year of study and may be retained in the same grade for the succeeding year, except by a determination of the principal upon review of the student's record and waiver requests. Absences cannot be a sole reason for retention.
2. High School: If a student is absent from school for nine or more days (10% or more) in a semester course, the student may lose the opportunity to receive credit for the course. He or she may receive a grade of FF along with the comment "grade due to excessive absences" unless his or her average is lower, in which case the actual grade earned will be assigned.

At the high school level, cumulative absences above six (6) in a block/semester course (twelve (12) in a full-year course) are excessive. These will serve as a trigger to the school to begin intervention.

After three (3) days of accumulated absences in one or more block courses, (six (6) in a full-year course) there will be school determined, expectation-based intervention to help the student improve his/her attendance. The intervention will involve parents.

After six (6) days of accumulated absences in a block course (twelve (12) in a full year course) and failure to meet previously-determined expectations, the student will be subject to the following possible actions if absences exceed 10% of days (9 days/periods in a semester course, 18 days/periods in a year-long course):

- a. the student may not receive a passing grade for the semester (FF – no credit awarded);
- b. the student may receive the grade otherwise earned; or
- c. the student may be given additional time to complete the missed work before a determination of the appropriate grade is made.

The waiver process established by the district will be followed.

Absences cannot be the sole factor determining the denial of credit for the course.

At any level, promotion decisions affecting a child in the Exceptional Children's program will include recommendations of the IEP team.

#### **L. SPECIAL CIRCUMSTANCES**

##### **1. Students with Chronic Health Problems**

No penalties will be imposed for absences due to documented chronic health



problems.

## 2. Students Experiencing Homelessness

For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

## 3. Attendance Requirements for Extracurricular Activities

Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. See also policy 3620, Extracurricular Activities and Student Organizations.

## L. WAIVERS

Each school's principal will be responsible for waivers in order to address the needs of students whose academic standings are in question because of attendance. Students absent from school more than 10% of days (9 per semester or 18 per year) must make up all missed schoolwork in order to receive credit toward promotion/graduation. 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 or required documentation. Principal decisions may be appealed to the superintendent. Waivers of absences may be granted by the principal only when extenuating circumstances exist. Waivers may only be granted for excused/lawful absences.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; G.S. 115C-47, -84.2, -288(a), -375.5, -378 through -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A 440; 16 N.C.A.C. 6E .0102, .0103, .0106; State Board of Education Policies ATND-000, -003

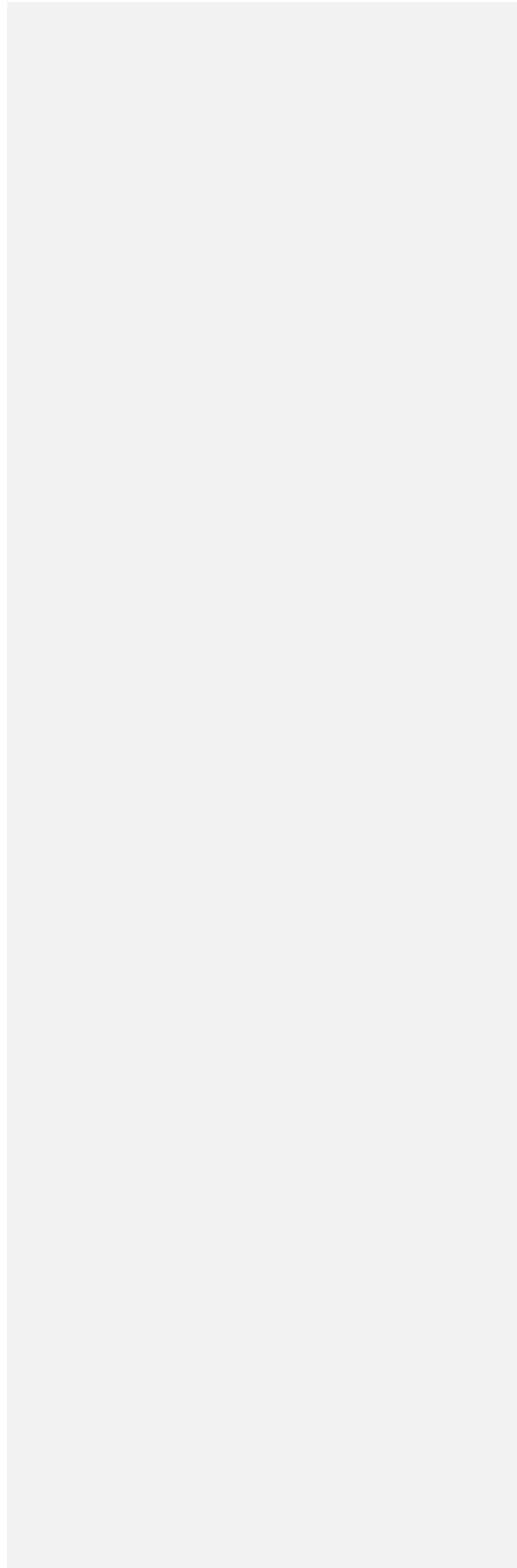
Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Student Behavior Policies (policy 4300), Short-Term Suspension (policy 4351)

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at <https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

Adopted: June 4, 2013

Revised: August 1, 2017; October 2, 2018; February 4, 2020; February 2, 2021; September 7,

2021;



## COMMUNITY USE OF FACILITIES *Policy Code: 5030*

The board endorses the goals of the Community Schools Act. The board will make specified school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Any use of school facilities that disrupts school activities or that damages school property will not be permitted. ~~Public use is subject to Section H of this policy.~~

### ~~Temporary Restriction on Community Use of Facilities~~

~~In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS), school facilities will not be made available to community groups during or after the school day or on weekends in any week in which the school is holding in-person classes on the school campus. Issues regarding the parties' contractual obligations under long-term leases will be referred to the board attorney. This temporary restriction shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.~~

### ~~A. GENERAL PRINCIPLES~~

~~The use of school facilities by community groups should be consistent with the educational program and the goals and objectives of the board and school system.~~

~~Priority for facility use will be given to community groups as outlined below in Section B.~~

~~Use of school facilities will not be approved for activities that do any of the following: 1-~~

~~violate federal, state or local laws;~~

~~2. violate board of education policies or regulations;~~

~~3. advocate violence;~~

~~4. damage or have the potential to damage school buildings, grounds or equipment; or~~

~~5. are in conflict with scheduled school activities.~~

### B.A. PRIORITY IN USE/FEE STRUCTURE

In accordance with G.S. 163-129, the county board of elections is entitled to use school facilities as a polling place on election days. School-sponsored groups and activities, such as school athletic events, and school drama and choral productions, and meetings of student

organizations, including organizations permitted to meet under the Equal Access Act, will

otherwise have first priority in the use of school facilities.

Priority in the use of school facilities by other groups and the fee structure for such groups will be in accordance with law and the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. All groups within the same user category will be charged for facility use according to the uniform fee structure.

~~1. In accordance with G.S. 163-129, as a polling place on election days~~

~~2.1. School-related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs).~~

~~Fees: Fees for use of kitchens and child nutrition staff will be charged, as applicable, to cover costs. A fee will be charged to cover the expenses of custodial or supervisory services incurred.~~

~~3.2. In accordance with G.S. 115C-527, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions.~~

~~Fees: Custodial and utility fees may be charged. As needed for the event, fees for use of kitchens and child nutrition staff will be charged to cover costs.~~

~~4.3. All government and other non-profit groups (all groups not included in the other categories as well as political parties when meeting for purposes other than precinct meetings or county or district conventions).~~

~~Fees: Tier I Rental fee, custodial and supervisory fees will be charged. As needed for the event, fees for use of kitchens and child nutrition staff will be charged to cover costs.~~

~~5.4. For Profit Groups (groups not directly affiliated with items 1-4 above).~~

~~Fees: Tier II Rental fee, custodial and supervisory fees will be charged. As needed for the event, fees for use of kitchens and child nutrition staff will be charged to cover costs.~~

By August 30<sup>th</sup> of each year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

### **~~C. REQUESTS FOR USE OF FACILITIES~~**

~~An eligible individual or group that wishes to apply for permission to use a school facility must submit a written application to the principal of the school in which the facility is~~

~~located. Facility use request forms will be available in the school administrative office.~~

## **D.B. FACILITIES AVAILABLE FOR USE**

~~The board permits eligible individuals or groups to use the facilities of those schools designated by the board as “community schools.” A list of community schools and the facilities at each site that are available for community use will be available to the public at the superintendent’s office and each principal’s office.~~

By August 30<sup>th</sup> of each year, the superintendent or designee shall develop and make accessible to the public a list of school facilities available for community use. Among the types of facilities that may be available for community use are auditoriums, athletic fields, dining areas, kitchens, designated classrooms, gymnasiums, media centers and playgrounds. School facilities not listed as available for community use may be used only in exceptional circumstances based on a justified need and in accordance with terms approved by the superintendent or designee.

~~Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.~~

## **E.C. RULES GOVERNING USE OF SCHOOL FACILITIES**

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. ~~A copy of t~~The regulations will be made available to the public along with provided to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules.:

1. Users must comply with all federal, state and local laws and all rules established by the board, the superintendent or designee, and the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Drugs and Alcohol).

5. Users must not possess weapons or explosives while on school grounds.

6. Users must not make any modifications, improvements or alterations to school

facilities without the prior written approval of the superintendent or designee.

7. Users must not display or distribute materials that are vulgar, indecent or obscene or use vulgar, indecent or obscene language while on school grounds.

6-8. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.

9. Upon departure, users must remove any materials or equipment they brought onto school grounds.

7-10. TCS representatives must be present while facility is in use.

8-11. Should the use of the facility be approved and include the service of food items, Child Nutrition Director must review application and Child Nutrition staff may be required to advise on food service guidelines in connection with federal requirements.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for a period of time deemed appropriate by the principal, subject to the review of the superintendent and the board of education.

#### **D. FACILITY USE AGREEMENTS**

A group that wishes to apply for permission to use a school facility must submit an application to the principal of the school at which the facility is located. If a facility use request is approved, the user will enter into a written agreement signed by the user and the superintendent or designee. Absent unusual circumstances, facility use agreements will not be granted for a term longer than one year. An agreement to span more than one year must be approved in advance by the board.

Long-term leases are subject to the provisions of policy 9400, Sale, Disposal and Lease of Board-Owned Real Property.

#### **F.E. DAMAGES AND LIABILITY INSURANCE**

Users of school facilities are responsible for the conduct of all persons involved in the users' activities while on school property. Users of school facilities are responsible for all damage to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who caused the damage. ~~Users also are responsible for the conduct of all persons involved in the users' activities while on school property.~~

All user groups, except school-sponsored groups, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made. Alternatively, the superintendent or designee may require the user group to execute a waiver of liability that states that no liability will be attached to the board of education,

individually or collectively, for personal injury or personal property damage by reason of use of the school property.

#### **~~G. TERM AND ACCEPTANCE OF LEASE~~**

~~The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent shall inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.~~

~~Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board. In no event will leases for longer than one year be entered into with government or other non-profit groups as referenced in subsection B.4 above. Long-term exclusive leases are subject to the provisions of policy 9400, Sale, Disposal and Lease of Board-Owned Real Property.~~

#### **H.F. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC**

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules ~~to be~~ established by the superintendent or designee. Public use will be permitted only to the extent that it: 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions and rules necessary to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

#### **I.G. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES**

Any person or organization may request a review of any decision made by a school employee pursuant to this policy in accordance with policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 U.S.C. 20101 *et seq.*; G.S. 14-269.2; Community Schools Act, G.S. 115C-203 to -209.1; 115C-524, -527; 160A-274; 163-129

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Prohibition of

Drugs and Alcohol (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Sale, Disposal and Lease of Board-Owned Real Property (policy 9400)

Adopted: December 4, 2012

Revised: March 1, 2016; June 28, 2018; September 4, 2018; January 8, 2019; March 2, 2021;  
June 1, 2021;



## **SAFETY AND STUDENT TRANSPORTATION SERVICES** *Policy Code: 6305*

Safety is of paramount concern in providing student transportation services. The board recognizes that providing safe transportation requires the cooperation of students, parents, volunteers, personnel and other governmental agencies. The superintendent or designee and all principals shall make reasonable efforts to inform affected individuals or entities about safety issues and monitor compliance with legal requirements and this policy.

### **Temporary Requirements for Student Transportation Services**

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, school officials will enforce the Centers for Disease Control and Prevention (CDC) Order requiring the wearing of face coverings in school transportation vehicles. In addition, the school system will implement the transportation strategies that restrictions put in place by the North Carolina Department of Health and Human Services (DHHS) advises be implemented by all schools to lower the risk of COVID-19 exposure and spread on entering school transportation vehicles and will adhere to any requirements placed on the school system by DHHS related to student transportation services. The superintendent or designee, in conjunction with appropriate health officials, shall develop protocols where necessary to implement strategies recommended by DHHS requirements. These temporary requirements-rules shall remain in effect until repealed by the board or until the applicable guidance from the CDC or DHHS is rescinded, whichever occurs first.

### **A. STUDENT BEHAVIOR**

A safe and orderly environment is critical whenever transporting students. The Code of Student Conduct and board policies on student behavior apply as provided in policy 4300, Student Behavior Policies. All students will receive training on school bus safety as required by law regardless of whether they regularly ride a school bus to and from school.

### **B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS**

Upon recommendation of a building principal and the superintendent, the board may employ transportation safety assistants to assist bus drivers with the safety, movement, management and care of students. In addition, the superintendent or designee may appoint a volunteer monitor to assist a bus driver with maintaining order and student safety for any bus assigned to a school. As necessary, the superintendent or designee shall designate in administrative guidelines the responsibilities of school bus transportation safety assistants and bus monitors in accordance with state law.

### **C. MAINTENANCE**

The superintendent or designee and principals shall fulfill all duties prescribed by state law and regulations for maintaining, inspecting and repairing school buses and other vehicles

used to transport students.

#### **D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES**

In addition to any rules established by the superintendent or designee for the safe operation of the student transportation services, the board expects school employees to observe the following practices.

1. All school bus drivers must utilize the North Carolina crossing signals to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus.
2. The number of students transported on any school bus, activity bus, commercial bus or contracted vehicle will not exceed the official rated capacity for the specific vehicle being used.
3. All riders must be seated while the vehicle is in motion.
4. No person will be permitted to stand or sit in the aisle or stepwell when the vehicle is in motion.
5. All school bus drivers are expected to use good judgment in determining whether it is safe to operate a school vehicle and to permit students to enter or leave the bus at particular locations.
6. Bus drivers must report immediately any suspected mechanical defects or other unsafe conditions, including road or traffic conditions that affect the safeness of the bus route or bus stops.

#### **E. TRAINING**

It is the responsibility of the superintendent or designee to see that:

1. students and bus drivers receive training as required by law, including training on the use of the North Carolina crossing signal;
2. students taking trips on activity buses or commercial buses receive safety instruction as needed, including, but not limited to, instruction on and demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip; and
3. records of student training are made as required by the State Board of Education. **F.**

#### **ACCIDENT REPORTING**

The driver of any school bus or other school vehicle must report immediately to the

superintendent or designee any accident involving death, injury or property damage.

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; 16 N.C.A.C. 6B .0111; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at [www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf](http://www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf); State Board of Education Policy TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

Cross References: Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), School Plan for Management of Student Behavior (policy 4302), Disruptive Behavior (policy 4315)

Adopted: April 9, 2013

Revised: March 1, 2016; September 5, 2017; January 8, 2019; January 7, 2020; March 2, 2021; June 1, 2021;

## **USE OF STUDENT TRANSPORTATION SERVICES** *Policy Code: 6320*

Student transportation services will be made available in a manner consistent with the board goals set out in policy 6300, Goals of Student Transportation Services.

### **A. SCHOOL SYSTEM TRANSPORTATION SERVICES**

The first priority of the school system transportation services is to provide eligible students transportation to and from school. The school system may make other transportation services available as funding permits and in accordance with legal requirements, board policy and the following standards.

1. Yellow school buses may be used for instructional programs directly related to the curriculum when the trip and use of the bus are approved in accordance with board policy.
2. Yellow school buses may be used only for purposes expressly allowed by G.S. 115C-242.
3. Yellow school buses may not be used for athletic activities or extracurricular activities.
4. Activity buses and other vehicles meeting federal safety standards may be used for travel to athletic activities and travel to other approved school-related activities. In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses.
5. The board encourages the superintendent and principals to provide transportation services, as funding permits, to enable students at risk of not meeting promotion standards to take advantage of additional or enhanced opportunities for learning.

### **B. SPECIAL USE OF SCHOOL BUSES**

The board may authorize special uses of yellow school buses as provided by G.S. 115C-242 and 115C-254 and of activity buses and yellow school buses as provided by G.S. 115C-243 and 115C-247. The board may also authorize the special use of activity buses for the purposes described in G.S. 66-58(c)(9b).

The superintendent shall present to the board any requests for special uses and the statutory support for allowing such authorization.

### **C. TRANSPORTATION FOR STUDENTS WITH DISABILITIES**

A student who is identified as having a disability following procedures in the North

*Carolina Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law. When the school system's transportation services are unable to provide transportation for a student with a disability, the board may

contract with public or private carriers to provide this service, in accordance with applicable laws and board policies pursuant to policy 6340, ~~Transportation Service/Vehicle Contracts~~.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. 66-58(c)(9a) and (9b); 115C-239, -242, -243, -247, -254; 16 N.C.A.C. 6B .0111; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education policy TRAN-000; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <http://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

Cross References: School Trips (policy 3320), Goals of Student Transportation Services (policy 6300), Safety and Student Transportation Services (policy 6305), Transportation Service/Vehicle Contracts (policy 6340), Purchase of Services (policy 6450)

Adopted: April 9, 2013

Revised: December 4, 2018; August 3, 2021;

## TRANSPORTATION

### SERVICE/VEHICLE CONTRACTS *Policy Code: 6340*

The board may enter into contracts with public or private carriers in accordance with G.S. 115C 253, State Board of Education policy, any other applicable law and this policy. Any contracts also must comply with policy 6450, Purchase of Services.

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

~~The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.~~

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

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

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

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

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

Adopted: April 9, 2013

Revised: June 3, 2014; May 1, 2018;

# RECRUITMENT AND SELECTION OF PERSONNEL *Policy Code: 7100*

## A. GENERAL PRINCIPLES

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

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

## B. RECRUITMENT

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

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

## C. PRE-EMPLOYMENT: CRIMINAL HISTORY / DRUG SCREENING

All job applicants shall be required to pass a pre-employment drug test upon conditional offer of employment and prior to their final approval of employment. A criminal history check will be conducted on all final candidates for positions of employment that would place the candidates, if hired, in the schools or would result in the candidates being expected to interact regularly with students. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. In addition to the criminal history check, a check of sex offender registries will be conducted on all final candidates.

Additionally, except as otherwise provided in Section D of this policy, applicants must notify the director of human resources immediately if they are arrested, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*)

other than a minor traffic violation (i.e., speeding, parking or a lesser violation). Notice

must be in writing, must include all pertinent facts and must be delivered to the director of human resources no later than the next scheduled business day following the arrest, charge or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the director of human resources no later than the next business day following adjudication.

In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy. Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted (including entering a plea of guilty or *nolo contendere*) of a criminal offense, or is currently charged with a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to G.S. 110-90.2, 42 U.S.C. 9858f and 45 C.F.R. 98.43. (See Section D of this policy).

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

#### **D. CRIMINAL HISTORY CHECKS OF CHILD CARE PROVIDERS**

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



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

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

After September 30, 2019, no person shall (1) be employed, continue to be employed or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by 10A N.C.A.C. 09 .2703(f).

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

A child care provider who has incurred any pending charges, indictments or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE shall notify the chief human resources officer in writing of such charges within five business days or before returning to work, whichever comes first. The assistant superintendent of human resources shall notify DCDEE within one business day of being notified.

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

## **E. SELECTION**

### **1. Qualifications**

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established

by the board. In making the determination, the following information must be considered:

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

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

## 2. Nepotism

a. For purposes of this subsection, the following definitions apply.

i. “Immediate family” means spouse, parent, child, brother, sister, grandparent or grandchild. The term includes the step, half and in law relationships. This definition has been extended to include significant other, partner, or romantic interest.

ii. “Central office staff administrator” includes directors, supervisors, specialists, staff officers, assistant superintendents, area superintendents, superintendents and principals.

b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.

i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.

ii. Notification by the employee to the director of human resources will be deemed disclosure to the board. The director of human resources is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.

c. When making recommendations for the selection and assignment of personnel, unless the superintendent has prior board approval, he or she shall attempt to avoid situations in which one employee occupies a position in which he

or she has influence over the employment status, including hiring, salary and promotion, of another employee who is a member of the first employee's immediate family.

d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

### 3. Employment Procedures

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

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

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

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; 42 U.S.C. 9858f; 45 C.F.R. 98.43; *Bostock v. Clayton County*, 590 U.S. \_\_\_, 140 S. Ct. 1731 (2020); *Green v. Missouri Pacific Railroad*, 523 F.2d 1290 (8<sup>th</sup> Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm); G.S. 14-208.18; 15A-153; 110-90.2; 115C-12.2, -36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1 *et seq.*; 127B-10, -12, -14; 143B-421.1, -931; *Leandro v. State*, 346 N.C. 336 (1997); 10A N.C.A.C. 09 .0102, -.2701, -.2702, -.2703; 16 N.C.A.C. 6C .0313; State Board of Education Policy BENF-009

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

Adopted: April 3, 2012

Revised: April 1, 2014; June 3, 2014; December 4, 2018; June 26, 2019; October 1, 2019; March 2, 2020; June 1, 2021;



## **EMPLOYEE DRESS AND APPEARANCE** *Policy Code: 7340*

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

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

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

If the supervisor determines that the employee's dress or appearance violates the established guidelines or is hazardous to the health or safety of the employee, fellow employees or students, the supervisor shall counsel the employee regarding attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his or her dress. Any failure to follow the supervisor's directive and/or blatant or repeated violations of this policy will subject the employee to disciplinary action, up to, and including, dismissal.

Rights Act of 1964, 42 U.S.C. 2000e et seq.; Bostock v. Clayton County, 590 U.S. \_\_\_, 140 S. Ct. 1731 (2020); G.S. 115C-36, -47

Cross References:

Adopted: April 3, 2012

Revised:

## **PERSONNEL FILES** *Policy Code: 7820*

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

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

### **A. RECORDS MAINTAINED**

The following records must be maintained in the personnel file:

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

### **B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY**

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

#### **1. Pre-Employment Information**

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

#### **2. Criminal Record Check**

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

### 3. Medical Information

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

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

### 4. Complaints/Reports of Harassment or Discrimination

The superintendent or designee shall maintain records of all reports and complaints of harassment and discrimination and the resolution of such complaints. Allegations of harassment or discrimination must be kept confidential to the extent possible. Employees involved in the allegations will be identified only to individuals who need the information to investigate or resolve the matter or to ensure that due process is provided to the accused employee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, and 7232, Discrimination and Harassment in the Workplace).

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



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

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

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

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

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

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

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

administrator or a non-career status teacher during the term of his or her

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

is necessary to adequately defend against a claim filed by a current or former employee against the board or a school official or employee for any alleged act or omission arising during the course and scope of his or her official duties or employment. Such disclosures will be limited to those confidential portions of the personnel file of the employee who filed the claim and only

to the extent necessary for the defense of the board.

4. Each request for consent to release records must be handled separately.
5. It is a criminal violation for an employee or board member to do either of the following:
  - a. knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file; or
  - b. knowingly and willfully examine, remove or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

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

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

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

#### **PUBLIC INFORMATION**

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

- d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
- e. current position;

- f. title;
  - g. current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee);
  - h. the date and amount of each increase or decrease in salary with the board;
  - i. the date and type of each promotion, demotion, transfer, suspension, separation or other change in position classification with the board;
  - j. the date and general description of the reasons for each promotion with the board;
  - k. the date and type of each dismissal, suspension or demotion for disciplinary reasons taken by the board, and if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal; and
  - l. the office or station to which the employee is currently assigned.
2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.
3. Volunteer records are not considered public records.
- ~~4. Unless an employee submits a written objection to the human resources office, the board also may make the following information available about each employee as part of an employee directory:~~
- ~~a. address;~~
  - ~~b. telephone number;~~
  - ~~c. photograph;~~
  - ~~d. participation in officially recognized activities and sports; and~~
  - ~~e. degrees and awards received.~~

~~5. Employees will be notified of their right to object before any such directory is compiled or revised.~~

6.5. Under no circumstances will the following be released pursuant to a public records request or as part of an employee directory:

- a. personal identifying information, as defined in policy 4705/7825, Confidentiality of Personal Identifying Information; or
- b. the name, address or telephone number of a participant in the North Carolina Address Confidentiality Program.

## **G. REMOVAL OF RECORDS**

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

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(A); 34 C.F.R. 200.61; G.S. 115C 36, -47(18), -209.1, -288(g), -319 to -321, -325(b) and (o) (applicable to career status teachers), -325.2 and -325.9 (applicable to non-career status teachers); 143B-931; 16 N.C.A.C. 6C .0313

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release and Disposition (policy 5070/7350), Employee Health Certificate (policy 7120), Discrimination and Harassment in the Workplace (policy 7232), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne Pathogens (policy 7260), Communicable Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821), Resignation (policy 7900)

Adopted: August 7, 2012

Revised: June 3, 2014; March 2, 2020; January 5, 2021;

The board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the North Carolina Department of Public Instruction or other applicable pass-through entity.

**A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS**

The finance officer shall be responsible to the superintendent to develop, monitor and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all terms and conditions of the awards as well as all requirements of the U.S. Constitution and federal law and regulation, including the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”) issued by the U.S. Office of Management and Budget and Management ~~(except to the extent that an exception to the Uniform Guidance has been authorized by the relevant federal agency)~~, and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allow-ability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following

areas. 1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is incurred during the approved budget period and is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and

documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

In accordance with this policy, all employees whose compensation is paid, in full or in part, with Federal funds or whose compensation is used as matching funds on a federally funded grant program must maintain time distribution records in accordance with the established criteria for the federal funding program. Employees must provide the information required on a timely basis and in accordance with procedures developed by Thomasville City Schools. Time distribution records must be maintained in order for Thomasville City Schools to charge employee compensation costs to Federal grants; thus, compliance with these procedures prevents disallowance of salary and wages charged to Federal grants.

## 2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

## 3. Procurement

All purchases for property and services made using federal funds must be conducted in a manner providing full and open competition and in accordance with the Uniform Guidance, all other applicable federal, state and local laws and regulations, ~~the Uniform Guidance~~, and the school system's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319, and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320(c). School officials are encouraged to maximize the purchase and use of goods, products and materials produced in the United States to the extent consistent with law.

Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities. Contracts shall contain all provisions required by 2 C.F.R. Part 200.

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and when applicable, verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

#### 4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under G.S. 14-234 and accepting gifts and favors from vendors under G.S. 133-32 (see policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member or agent of the school system engages in the procurement of goods, services or construction or repair projects funded in whole or part with federal financial assistance.

- a. No employee, board member or agent of the school system may participate directly or indirectly in the selection, award or administration of a contract supported by a federal grant or award if he or she has a real or apparent conflict of interest.

A real or apparent conflict of interest exists when (1) the employee, board member or agent of the school system, (2) any member of his or her immediate family, (3) his or her partner or (4) an organization which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this paragraph, "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. "Financial interest" does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

Any employee, board member, or agent of the school system who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.

- b. No employee, board member or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts or other items of monetary

value from a contractor, supplier or a party to a subcontract except that (1) a single unsolicited item with a nominal value (\$50 or less) or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted. Violations of this rule are subject to disciplinary action.

#### 5. Mandatory Disclosures



The superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

#### 6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

#### 7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.

The finance officer shall submit all required certifications and is authorized to sign them on behalf of the board.

#### 8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Financial and Pperformance reports, including reports of significant developments that arise between scheduled performance reporting dates, and final closeout reports, must be submitted as required by federal or state authorities.

### **B. AUDITS AND CORRECTIVE ACTION**

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer will prepare all financial statements, schedules of expenditures and other documents required for the audit.

2. At the completion of the audit, the superintendent or designee shall prepare a summary schedule of prior audit findings and a corrective action plan to address any prior audit findings. The corrective action plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

## C. TRAINING

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

## D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series) 5.

Personnel policies (policies in the 7000 series)

6. Fiscal management policies (policies in the 8000 series)

7. Policies protecting the confidentiality of personally identifiable information and other sensitive information (policies in the 4000, 6000 and 7000 series)

The board intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a board policy is contrary to a federal law, regulation, term or condition applicable to a federal award, employees must follow the applicable federal requirement.

## E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and

**THOMASVILLE CITY BOARD OF EDUCATION POLICY MANUAL** Page 5 of 6

*Policy Code: 8305*

use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation.

Legal References: 2 C.F.R. Part 180; 2-C.F.R. Part 200; G.S. 14-234; 133-32

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Fiscal Management Standards (policy 8300)

Other ReferencesResources: *Standards for Internal Control in the Federal Government* (“*The Green Book*”) (GAOU.S. Government Accountability Office), available at

<http://www.gao.gov/greenbook/overview>; *Internal Control Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <http://www.coso.org/ic.htm><https://www.coso.org/pages/ic.aspx>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at [https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A133/2017/Compliance\\_Supplement\\_2017.pdf](https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A133/2017/Compliance_Supplement_2017.pdf)<https://www.whitehouse.gov/omb/office-federal-financial-management/>

Adopted: October 4, 2016

Revised: May 7, 2019;

## **ANNUAL INDEPENDENT AUDIT** *Policy Code: 8310*

The accounts of the school system and the individual schools will be audited as soon as possible after the close of each fiscal year by an independent, qualified auditor. The auditor will be selected by the board, and the terms and conditions will be specified in a written contract that complies with the requirements of 20 N.C.A.C. 03.0502(c). The auditor will report directly to the board.

The superintendent shall assist the board in providing for an annual independent audit that meets all requirements as provided by G.S. 115C-447 and any other relevant statute. All employees and agents of the school system having custody of public money or responsibility for keeping records of public financial or fiscal affairs shall produce all books and records requested by the auditor and provide any information relating to fiscal affairs requested by the auditor. Any employee who fails to cooperate may be subject to disciplinary action, up to and including dismissal, and also may be found guilty of criminal conduct.

The board will receive the report and opinion of the auditor and will arrange for the auditor to present to the board the audited financial statements, compliance reports, if any, and other information as specified in the audit contract. The presentation must be in an official meeting in open session, held as soon as the audited financial statements are available but not later than 45 days after the submission of the audit report to the Secretary of the Local Government Commission.

If required by 20 N.C.A.C. 03.0508, the board will submit a “Response to the Auditor’s Findings, Recommendations, and Fiscal Matters” to the Secretary of the Local Government Commission pursuant to that rule within 60 days of the auditor’s presentation to the board.

Legal References: G.S. 115C-447; 20 N.C.A.C. 03.0502, 03.0508

Cross References: Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: May 7, 2013

Revised: September 7, 2021;