

Scotland County Schools 2024-2025 Curriculum & Instruction Handbook

#Every Step Matters

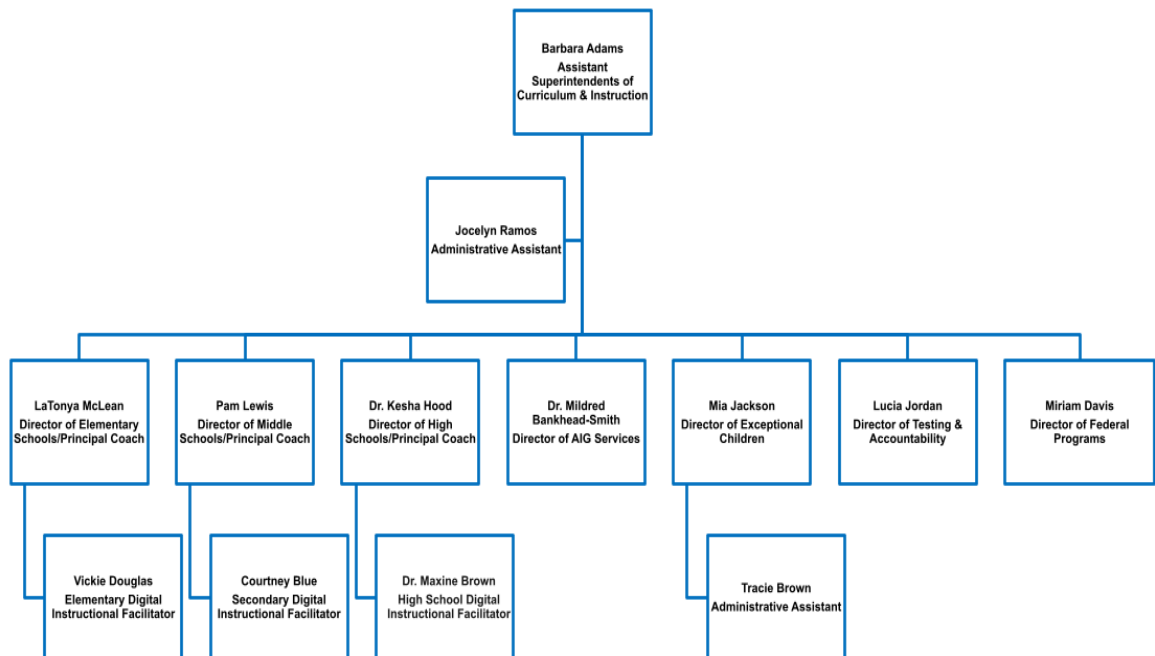


Curriculum and Instruction Handbook 2024-2025

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Curriculum & Instruction Department



C & I: Who to Ask?

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Homebound	Barbara Adams Jocelyn Ramos	380 319	badams1 jocelyn.ramos
RTA	Latonya Mclean Tina Smith	331	lmclean tsmith
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Digital Instructional Facilitators

Digital Instructional Facilitators	School	Principal/Director	Contact Phone Number
Misty Peed & Betsy Tyner	Laurel Hill Elementary	Jeremiah Moore	910-462-2111
Kathy Wright Allison Franklin	South Johnson	Dr. Tanya McLean	910-276-2469
Frances McLean	Sycamore Lane Primary	Wenona Mishue	910-266-0001
Chiquita McNeil	Sycamore Lane Elementary	Kachina Singletary	910-277-4350
Gabrienne McBride & Lindsay Spangler	Wagram Elementary	Jennifer Carter	910-369-2252
Jennifer Cooper	Carver Middle	Charlotte McMillian	910-462-4669
Tara Hancock	Spring Hill Middle	Lamont Graves	910-369-0590
Shannon Brayboy	SEarCH	Brent Smith	910-410-1945
Wendi Hinson *Dr. Maxine Brown	Scotland High School	Laura Bailey	910- 276-7370
Marie Mitchell	Shaw Academy	Dr. Joshua Williams	910-276-0611
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*Lead DIFs

Excerpts from ACADEMIC POLICY HANDBOOK

Purpose

The purpose of this handbook is to outline the academic policies and expectations of Scotland County Schools that will be followed by all Scotland County School teachers.

GRADING POLICY GRADES 3 - 12

Grading Scales

In each course, the academic grade a student earns shall reflect the student's mastery of NCSCOS content objectives and satisfaction of attendance requirements. The content grade should not reflect the student's conduct or social habits. Students should not be graded on student and parent behaviors (i.e. progress report signatures, student talking during a quiz, etc.).

Academic Grading Scale for Grades 3 – 12

A	=	90 – 100	Superior Mastery
B	=	89 – 80	Mastery
C	=	79 – 70	Progress Toward Mastery
D	=	69 – 60	Partial Mastery
F	=	Below 60 or excessive absences	Not yet Mastered

*Mastery is synonymous with “proficiency”; thus, a student mastering 80% of objective-based work is deemed proficient in that content area.

Grading Criteria

- Standard Level Courses
 - 10% Homework
 - 40% Class work (includes class work, quizzes, etc.)
 - 50% Tests (includes unit tests, projects, common assessments, essays, etc.)
 - Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.
 - Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student's IEP.

- Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to parents via phone calls, conferences or written communication, or handled through the school's disciplinary policies and procedures.

No Zero Policy

- For clarification purposes the following grading will be required:
 - The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks report card grade. Progress reports should reflect the actual average at that point in the quarter.
 - If a student still has an opportunity to submit make-up work, missing assignments should be left as blanks, as opposed to 0s.
 - If the student is not required to complete the assignment, click "Exempt" on the "Enter Marks/Comments" page.
 - Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was "not submitted", "not yet mastered", etc.

Test Retakes

- Philosophy
 - The purpose of an assessment is to measure a student's mastery of an objective. While pre-determined dates are set for all assessments, it is unrealistic to believe that *every* student will master the given material in the same amount of time; however, the demands of a pacing guide require us to have a timely structure in place. Therefore, after a student takes an initial test where mastery is not yet obtained, more time may be needed to complete the mastery learning process. In this case, the student must engage in an intervention prior to re-taking a test to show mastery. Therefore, the goal of re-taking a test is not only the improved grade, but mastery of the concepts and skills.
- Opportunity
 - In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.

- Guidelines
 - Evidence of Intervention
 - This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions include, but are not limited to: mClass Interventions, Curriculum Interventions, FCRR Resources, Standard Protocol Interventions.
 - If less than 80% of a class has “not yet mastered” an objective, **TIER I interventions should be documented.**
 - Logistics
 - Re-takes should be administered within approximately 10 days of the original test and after the **MTSS process** has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during lunch. When applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached “mastery”.
 - Grading

For any re-take, a student will receive the grade of their greatest mastery. In other words, if they initially received a “54” and then scored a “75” on the re-take, the highest grade will be entered into PowerSchool, not the average.

(Highest grade received on a test retake of 80)

Homework

- Policy
- Homework assignments shall be meaningful and aligned to standards being taught.
- They shall be directly related to the course outcomes, rigorous and differentiated based on individual students’ needs.
- Homework should be used to prepare students for subsequent lessons.
- Homework should be used as practice or review to strengthen concepts and skill development.
- Homework should be used to evaluate what students know by applying, extending or refining their knowledge and understanding through projects or other assignments.

Amount

- The amount of homework should be appropriate to the students' needs and abilities; moreover, the total amount of homework from all the students' classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.
- Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such homework can present for our students and families. Teachers should adjust their expectations accordingly to reflect the best interest of all students involved.

Pass the Final Exam and Fail the Course

- Any student who passes the final exam and still has a failing grade must go in front of a committee and prove that he/she has mastered at least 70% of the material as pre-determined by the content area teachers.
- The committee will be made up of the administration and teachers.

PLCs

Professional Learning Communities (PLCs) Using DuFour's Model

Overview:

Professional Learning Communities (PLCs) are collaborative groups of educators working together to improve teaching practices and enhance student learning outcomes.

Utilizing DuFour's model, our PLCs are structured to focus on results-driven practices and foster a culture of continuous improvement.

DuFour's PLC Model:

DuFour's model emphasizes four essential characteristics of effective PLCs:

1. **Shared Mission, Vision, and Goals:** All members of the PLC work towards a common purpose, with clearly defined mission and vision statements and specific, measurable goals.
2. **Collaborative Teams:** Educators work together in collaborative teams to analyze student data, share expertise, and develop strategies to address students' needs.
3. **Results Orientation:** PLCs focus on student outcomes, using data to inform practice and drive decisions. The commitment to continuous assessment and improvement is key to the PLC's success.

4. **Reflective Practice:** Teams regularly reflect on their practice, evaluating the effectiveness of their strategies and making necessary adjustments to enhance student learning.

The 4 Critical Questions:

In our PLCs, we address the following four critical questions to guide our work:

1. **What do we want our students to know and be able to do?**
Clearly define the essential learning outcomes and standards for each grade level and subject area.
2. **How will we know if they know it?**
Develop and utilize formative and summative assessments to measure student understanding and progress.
3. **What will we do if they don't know it?**
Implement intervention strategies and additional support to assist students who are struggling to meet learning objectives.
4. **What will we do if they already know it?**
Provide enrichment opportunities and advanced challenges for students who demonstrate mastery of the material.

Implementation Guidelines:

- **Regular Meetings:** Schedule consistent PLC meetings to review data, discuss instructional strategies, and plan interventions.
- **Data-Driven Discussions:** Use student performance data to guide discussions and decision-making.
- **Ongoing Professional Development:** Engage in continuous learning to stay current with best practices and educational research.
- **Collaborative Culture:** Foster an environment of trust and openness where all team members contribute and support each other.

By adhering to DuFour's model and addressing the 4 Critical Questions, our PLCs will drive meaningful improvements in teaching practices and student achievement across the district.

Scotland County Schools'
CLASSROOM NON-NEGOTIABLES

Teaching/Learning Ready" Classroom Environment
Standard and Annotated Essential Question(s) Posted
Limited Lecture (2 min. processing after every 10 min. of Lecture)
Graphic Organizers
Key Vocabulary (Explicit Instruction)
Anchor Charts
Small Groups (Differentiated Instruction)
Authentic Student Engagement
Movement
Collaboration
Technology
Student Interest
Higher-Ordered Questions & Tasks

Student Actions Examples

Discussion	Organizing	Writing	Vocabulary
Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary	Power Thinking Pattern Puzzles Graphic Organizers Venn Diagram/Comparison s Selective Underlining/Highlighting Column Notes History Frame/Story Map Sticky Notes Opinion-Proof/Conclusion-Support Problem-Solution	Summarizing Sum It Up Framed Paragraph Writing Template Journal/Learning Log RAFT Spool Paper Sentence Synthesis Word Combining	Word Map Concept of Definition Map Graphic Organizers Sentence/Word Expansion Word Combining Capsule Vocabulary Semantic Feature Analysis Journal/Learning Log Frayer Diagram

Field Trips

All field trips will go through an approval process through the Curriculum and Instruction Department. The form for approval is found on the C&I page of the Scotland County Schools website.

[Field Trip Form](#)

[Field Trip Guidelines](#)

[Field Trip Recommendations](#)

If students enrolled in an RCC class will be attending a field trip with the college, a field trip permission form from RCC, signed by the President or designee must accompany the Scotland County Field Trip Request Form.

Field trips should be an extension of learning and linked to a curriculum area. For approval, all field trips must have a lesson plan attached that illustrates what will be completed before, during and after the field trip.

All field trips during the fall semester should be submitted to the C&I Department by **Sept. 18, 2024**. All field trips during the spring semester should be submitted to the C&I Department by **Dec. 13, 2024**.

If the field trip is submitted without all required information, it will be sent back to the school for completion. The field trip should not take place until approval from the C&I department is given.

If you have students that may be able to attend state or national conferences, competitions and/or events, please submit those field trips as well for approval. Please plan ahead to avoid last minute submissions. All out of state and international field trips shall be submitted 30 days prior to the field trip. International field trips require board approval.

3-6 Alternative Learning Program

The 3-6 Alternative Learning Program is designed for 11th and 12th grade students who need additional support and an alternate schedule to complete required coursework for their high school diploma. Students are recommended by their school administrator and school counselor. Enrollment requirements and processes can be found in the appendix ([3 to 6 Alternative Learning Program](#)).

Students who are approved by the committee for enrollment will be enrolled in Shaw Academy.

Students enrolled in the 3-6 Alternative Learning Program will attend in-person on the campus of Scotland High School on Tuesdays and Thursdays. Students will attend from 3pm to 6pm. Monday, Wednesday and Friday, students will complete assignments virtually through Canvas.

Homebound

Homebound services are designed for students who are not able to attend school in-person for medical reasons as documented by a medical provider. Homebound services must be approved by the Chief Academic Officer. A request for homebound services should be submitted and approved prior to homebound services beginning. The [Homebound Form.pdf](#) is found on the Curriculum and Instruction page on the Scotland County Schools website.

Schools will select the teacher to provide homebound services. Homebound teachers are paid their hourly rate. Hours will be determined based on the needs of the student. Should a student have permission to return to school earlier than the date provided on the original approval, the student's medical provider will complete the [Return-to-School-Form.pdf](#). Homebound services that will continue past the end of the school year, will need to go through the approval process at the start of each school year.

Professional Development

Professional Development Requests

- In-School Professional Development requests that are to be facilitated by the Building-Level Leadership should be documented by the Digital Instructional Facilitator. DIFs should have completed PD spreadsheets that include the date, content, facilitator, CEU credits, and CEU type for all PDs. DIFs will have all CEUs input into the LINQ system within a week of providing the PD.
- All In-School Professional Development requests that are to be facilitated by Central Office Personnel must be requested through the Assistant Superintendent of Curriculum and Instruction. As stated above, DIFs will be responsible for completing PD spreadsheets that include the date, content, facilitator, CEU credits, and CEU type for all PDs. DIFs will have all CEUs input into the LINQ system within a week of the PD.
- Professional Development is offered on demand and scheduled sessions. The Curriculum and Instruction Department utilizes the PD site linked [HERE \(Professional Development\)](#) Sessions will be updated as available and added to the C&I Chronicle. Sessions include professional development from the district as well as NCDPI.
- Safety and Compliance training for staff will be provided through Vector Solutions.
- Support services staff will receive additional training through NC School Health Training Center-ECU, PESI, Center for Safer Schools, UNCPS, and through their professional organizations to meet the requirements of SCS Mental Health Policy.

Elementary Curriculum

Math - HMH Into Math

ELA - Benchmark Advance

Phonics instruction is supplemented with Heggerty, a phonemic awareness program that enhances foundational reading skills. Heggerty provides daily lessons focused on rhyming, segmenting, blending, and manipulating sounds. This program, integrated with the core curriculum, supports reading fluency and comprehension, especially for struggling readers and English language learners. Its structured approach helps build strong phonological awareness essential for reading success.

Science, Social Studies and Electives

Teachers will use resources provided in the Scotland County Schools resources for instruction. Resources include Studies Weekly for Social Studies and Science Weekly for Science.

Elementary FAQs

What assessments are required at the elementary level?

Early Learning Inventory ELI (State)

The ELI Assessment is ongoing. It provides a snapshot of a child's development and is used to assess the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional knowledge. In accordance with state law (G.S. 115C-83.5), the KEA is: administered at the classroom level; aligned to North Carolina's standards; and is reliable, valid and appropriate for use with all children.

M-CLASS Dibels 8 (State)

Dibels 8 is a diagnostic and formative assessment intended to inform instruction for young readers. It is administered three times a year to all K-3 students as a state assessment. Per State Board policy, the Dibels 8 Home Connect Letter should be sent home three times a year after benchmarking to inform parents of reading progress. mClass cannot be accessed outside of the window, but students can be progress monitored to determine their starting point.

Beginning of Grade 3 (BOG3) Assessment

Students take the BOG3 assessment between instructional days 11 and 15. The BOG3 is administered in paper-and-pencil format only. Schools administer the BOG3 in one school day (except for administrations involving students with documented special needs requiring accommodations, such as Multiple Testing Sessions.)

Benchmarks/NC Check-ins (District/State)

Benchmarks are administered at the end of each quarter. **They are not to be used as a part of the student's grade.** They provide information to teachers about the instruction delivered.

CogAT 2nd Grade AIG - Sweep

All second grade students are provided the opportunity to be assessed for the Scotland

County Schools AIG program. The Cognitive Abilities Test (CogAT) is a multiple-choice

assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.

The CoGAT assessment is administered during the spring of each school year. The assessment will be administered online for the 2024-2025 school year. Parents must be provided notification of testing prior to the assessment. Parents may opt out of testing, if they do not wish for their child to participate in the assessment.

End of Grade (State)

Every student grades 3-5 in North Carolina Public Schools is required to take an EOG in ELA, Math, and Science (Grade 5). An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards. These assessments are administered the last 10 days of school.

What is the process when schools are considering retention of students?

Student retention should only be considered in extreme situations.

All efforts must be made to support student growth, prior to discussing retention. Schools must use the MTSS framework to guide and ensure success for all students.

If a school is considering retaining a student, they should ensure that multiple conversations and interventions have been documented using the MTSS framework. There should be clear documentation of multiple conversations with parents about the specific lack of progress for a student and specific documentation of interventions tied to address issues. Prior to retaining a student, the documentation checklist for retention should be completed and given to the Chief Academic Officer by April 15, 2024. ([Retention Recommendation](#))

What is expected of principal walk-throughs in their buildings?

As the instructional leader in the school building, the principal must ensure that he or she knows what is going on in classrooms daily. For this to happen, administrative team members must make sure they are visiting classrooms (20 each per week **at minimum**), and engaging in conversations with teachers and students about instruction. Review the Coaching Tiered Plan for Information on support (including walkthroughs) for teachers based on their coaching needs.

Can a student be assessed in M-CLASS after the window closes?

New students from out of state can be assessed through M-Class. See your Digital Instructional Facilitators for further details.

What must be considered when approving field trips?

Field trips must be educational and standards-aligned. Students must not be charged to attend a field trip. All deadlines established for submitting field trip requests must be followed. School administrators must review the field trip request form to ensure the form is; complete, current, and appropriate, prior to signing and submitting to the Assistant Superintendent of Curriculum & Instruction.

Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day. **(Please refer to the C & I website for current forms and deadlines.)**

Secondary Curriculum

6-8 Math - HMH Into Math

6-8 ELA - SAVVAS My Perspectives

6-8 - Science - District Curriculum Resources

9-12 Science - HMH

6-8 Social Studies - District Curriculum Resources

9-12 Social Studies - District Curriculum Resources

9-12 Math - SAVVAS

9-12 ELA - HMH Into Literature

Electives and CTE Teachers will use resources provided in the Scotland County Schools resources for instruction.

High School Graduation Criteria

Scotland County Schools high school graduates are required to have 22 credits for graduation. The breakdown of required credits can be found in Board Policy 3460. This can be found linked in the Appendix.

Secondary Education - FAQs

Can students take courses through North Carolina Virtual Public School (NCVPS)?

Yes, but they must receive approval prior to enrolling. Interested students should meet with their school counselor and select an appropriate course.

No student should be enrolled in Biology, NC Math I, or English II through NCVPS. Scotland County Schools is limited to a set number of seats in NCVPS courses. Once a course has been selected, but prior to enrollment, please notify the school administrator and the Chief Academic Officer for approval.

How is Edmentum used at the middle and high school level?

Scotland County Schools will be implementing Edmentum's Courseware, a rigorous 6-12 digital curriculum solution during the 2024-25 school year to increase high school graduation rate and to support blended learning opportunities for students in grades 6-12. The solutions will be used for Credit Recovery, InitialCredit, and Supplemental Blended Learning.

Credit Recovery: APs, Counselors, or Lab Facilitators will enroll students in an SCS Customized Credit

Recovery Course. According to SCS Board policy, students will retake a subset of skills for knowledge needed to recover the credit.. This will be determined by pre-tests, which must be administered securely, at the beginning of each unit. To that end, completion of the entire course is expected, unless otherwise indicated by an IEP/504 Plan. Final Exams and teacher graded activities are not required for credit recovery. Note: Grade weighting for Credit Recovery content/activities –Mastery Test - 60% and Post Test - 40%.

Initial Credit: During times of teacher vacancies, catalog expansion, student transfer, alternative learning placement, and/or homebound situations, students will continue to have access to rigorous curriculum through Edmentum Courseware. Students will be enrolled in the district's Customized Initial Credit Course.

Supplemental Blended Learning: Instructors will have access to the Courseware curriculum to create supplemental assignments within Flex Assignments for enrichment, remediation, short term absences, content/unit recovery, college & career readiness, & substitute lesson plans.

All teachers & instructional staff enrolled in courses/classes will provide daily support, monitor engagement, score teacher-graded activities, and provide additional instruction as needed.

Administrators will review, analyze, & monitor the administrator dashboard for usage and course completion, providing ongoing support to teachers as necessary.

 Credit RecoveryFAQ.pdf

What is the process when schools are considering retention of students?

Student retention should only be considered in extreme situations.

All efforts must be made to support student growth, prior to discussing retention. Schools must use the MTSS framework to guide and ensure success for all students. If a school is considering retaining a student, they should ensure that multiple conversations and interventions have been documented using the MTSS framework. There should be clear documentation of multiple conversations with parents about the specific lack of progress for a student and specific documentation of interventions tied to address issues. Prior to retaining a student, the documentation checklist for retention should be completed and given to the Chief Academic Officer April 15, 2024. [Retention Recommendation](#) (SCS BOE Policy 3420).

What must be considered when approving field trips?

Field trips must be educational and standards-aligned. Students must not be charged to attend a field trip. All deadlines established for submitting field trip requests must be followed. School administrators must review the field trip request form to ensure the form is; complete, current, and appropriate, prior to signing and submitting to the office of the Assistant Superintendent of Curriculum & Instruction.

Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day. **(Please refer to the C & I website for current forms and deadlines.)**

What is expected of principals in terms of walk-throughs in their buildings?

As the instructional leader in the school building, the principal must ensure that he or she knows what is going on in classrooms daily. For this to happen, administrative team members must make sure they are reviewing lesson plans, visiting classrooms, and engaging in conversations with teachers and students about instruction. Review the Coaching Tiered Plan for Information on support (including walkthroughs) for teachers based on their coaching needs.

What is Dual Enrollment? Students who are dually enrolled in their high school and at Richmond Community College, receive both high school and college credit for courses taken through the program. *See the Dual Credit Allowances document in the Appendix section.* Best of all, CCP classes are tuition-free during the fall and spring semesters.

End of Grade & End of Course Exams (State)

Every student in grades 6-8 in North Carolina Public Schools is required to take an EOG in ELA, Math, and Science (Grade 8). An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards. These assessments are administered the last 10 days of school.

High School students are required to take EOCs in English II, Math I, Math III (for students who took math 1 in 8th grade), and Biology. These assessments are

administered the last 5 days of school. An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards.

How do students earn high school diploma endorsements? High school diploma endorsements are based on grade point averages and the ACT reading score (22) or SAT score (480). Students can submit test scores to their school counselor when they have met the qualifying test score. ([High School Diploma Endorsements](#))

The five diploma endorsements available to NC public school graduates are:

- **Career Endorsement** indicating completion of a rigorous course of study that includes a Career Technical Education concentration;
- **College Endorsement** indicating readiness for entry into NC Community Colleges;
- **College/UNC Endorsement** indicating readiness for entry into a four-year university in the University of North Carolina system;
- **NC Academic Scholars Endorsement** indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- **Global Languages Endorsement** indicating proficiency in one or more languages in addition to English.

Students are encouraged to discuss diploma endorsements with their school counselor.

How does financial aid work and how do I apply?

You will need to complete the Free Application for Federal Student Aid (FAFSA). The application is available on Oct. 1st. Financial aid is essential for students planning to attend college (2-year or 4-year) or a vocational school. You should start planning early. Financial aid can come from grants, scholarships, student loans, and work study opportunities at the college or university. Students should work closely with their counselor and parents when applying for any type of financial aid. *Resources and guides are linked in the Appendix section.*

AIG Curriculum and Services

- **School Contacts:**
At each school site K-12, there will be a lead AIG facilitator. The AIG Facilitator will maintain all AIG paperwork at the building level. All referrals will be turned into the AIG facilitator who will then submit the referrals to the AIG Director. Referrals are promptly processed. Parents are notified to participate in a conference once the gathering of assessment data and documentation(s) are completed.

School	AIG Facilitator
Laurel Hill Elementary	Misty Peed & Erin Hoover
South Johnson Elementary	Paula Dial / Elijah Fulcher
Sycamore Lane Elementary and Primary	Deborah Swinney
Wagram Elementary	Penny Killough
Carver, Spring Hill Middle and Scotland High School	Mildred Bankhead-Smith*
Scotland High School, SEarCH, Shaw	School Counselor

*AIG District Director

Qualifications for AIG--FTAP Form

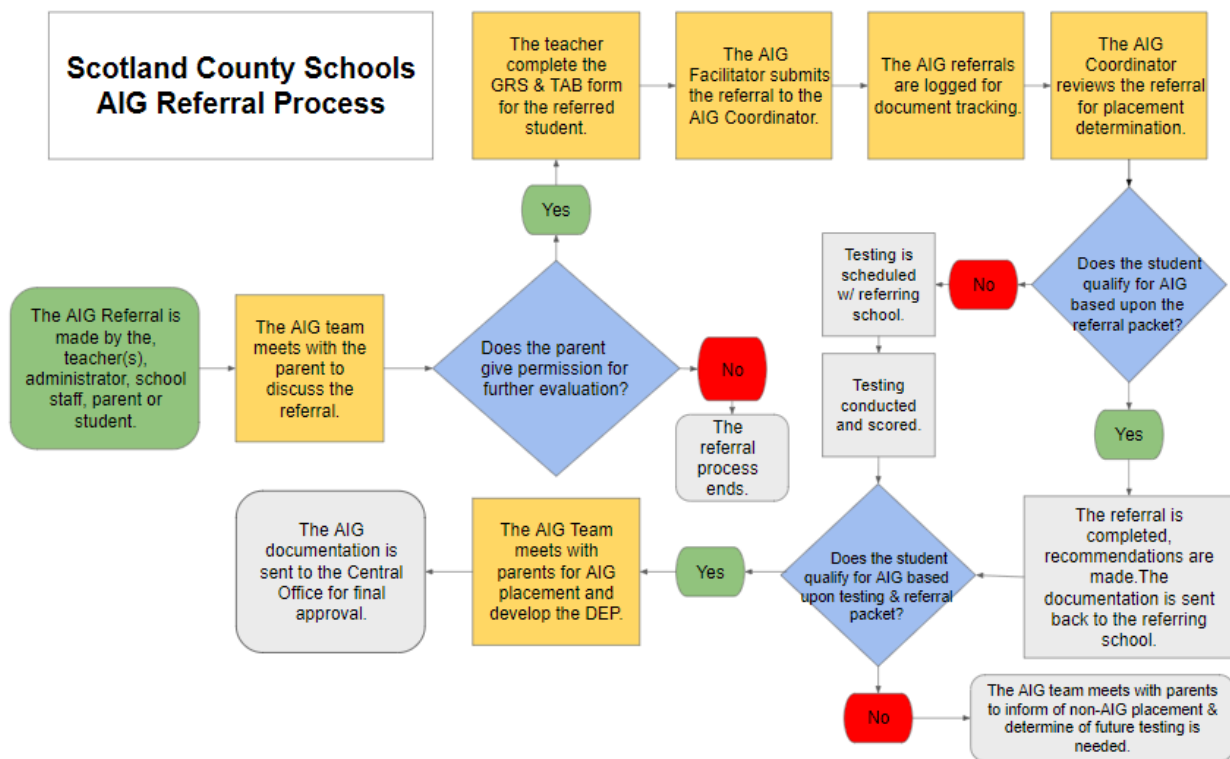
- 3 out of 5 areas at level 8 or higher on TAB (Traits, Aptitude and Behaviors)
- 3 out of 5 areas at 88% or higher on GRS (Gifted Rating Scale)
- 88% or higher in math and/or reading in and/or
 - Ability (CogAT)
 - Achievement testing (ITBS/EOG)
- 4 Scenarios for identification
 - GRS, TAB, and Ability Qualifying Scores (Reading and/or Math)
 - GRS, TAB, and Achievement Qualifying Scores (Reading and/or Math)
 - GRS, Ability, AND Achievement Qualifying Scores (Reading and/or Math)
(Ability and Achievement qualifying scores must be in the same subject)
 - TAB, Ability, AND Achievement Qualifying Scores (Reading and/or Math)
(Ability and Achievement qualifying scores must be in the same subject)

To be identified and placed in the program, students must qualify in 3 out of 4 areas on FTAP(Frasier Talent Assessment Profile)-with one area being either Ability and/or Achievement Testing.

If ability and achievement will be used for placement, 88% or higher must be in the same subject area in both. ***98% or higher does not require additional areas only test score in either ability or achievement (GRS and TAB are not needed for placement)

➤ Application / Referral Process:

(Any person who is associated with the student may refer that student for gifted services at any time during the school year).



➤ Parent/Community/Self-referral

- When a parent/guardian refers a student for gifted services, the parent/guardian completes the Parent Referral form. The parent will return the form to the AIG facilitator assigned to that school.
- When a community member refers a student for AIG, the AIG facilitator will first secure parent permission and then the community member will complete the referral form(s). Once completed the forms should be returned to the AIG facilitator assigned at the assigned school.
- Students may also nominate themselves for the AIG program. Students who wish to self-refer should complete the Parent/Guardian Referral forms about themselves. Once the student completes the form it should be given to the AIG facilitator at his/her school.

➤ Teacher Referral

- When a teacher refers a student for gifted services, the teacher will complete a Teacher Referral form(s). The teacher will return the form(s) to the AIG facilitator at the assigned school. After a review of records, the Parent/Guardian may be contacted for permission to test if needed.

➤ **Services:**

- All second grade students will be assessed for the AIG program in the Spring of 2024. AIG services for 3rd Grade students will begin in the Fall of 2024.
- AIG instruction takes place in a cluster classroom for grades 3-8. A cluster classroom is a classroom where the majority of the students are AIG students along with some high performing non-AIG identified students. The instruction is taught by an AIG certified teacher. The instruction is both rigorous and challenging to meet the academic needs of AIG students. High Schools AIG students are enrolled in Honors, Advanced Placement (AP) and College Courses.
- All AIG students in grades 3-8 must be serviced by an AIG certified teacher, at a minimum, in either Reading or Math. If they are not serviced by an AIG certified teacher, in Reading or Math, then their DEP needs to be changed to consultative.
- All Schools must maintain an AIG enrichment plan that indicates AIG enrichment services beyond the classroom (clubs, afterschool programs, field trips, guest speakers etc.)
- Schools are required to submit their AIG School Plan to the district AIG Director by October 16, 2023. *A copy of the current AIG Plan can be found in the Appendix.

All of the detailed information about the Scotland County Schools AIG Plan can be reviewed in the School District's AIG Plan. The AIG plan was developed based upon [Article 9B](#), the current legislation mandating identification and services for gifted education K-12 in North Carolina. The district AIG plan is updated every three years, to address and meet the needs of Scotland County Schools students.

Instructional Technology

What is STEM Education? STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

The Use of Technology Should:

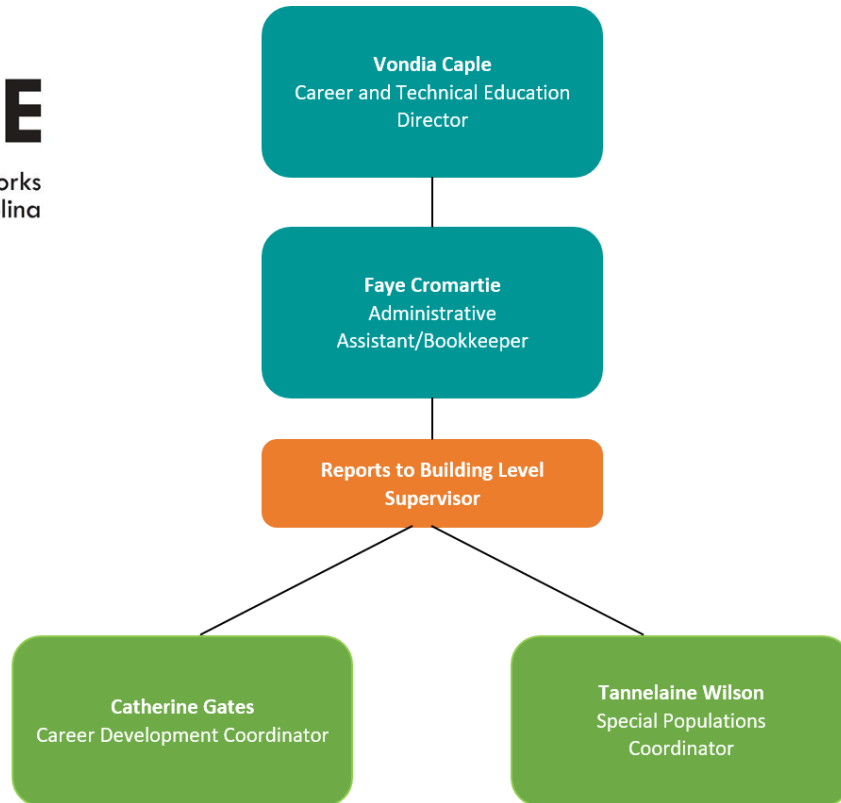
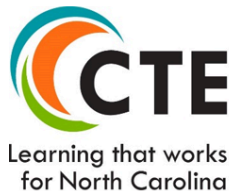
- Enhance the acquisition of lifelong learning skills by students;
- Support, complement and enhance instruction and model for students the use of technology in post-secondary education and in the workplace;
- Foster individual and cooperative problem solving for students in the learning process and for staff in the decision making of curriculum and services;
- Increase accessibility of information for all constituencies and facilitate the required reporting of information to the state and federal governments;
- Improve operations and communication capabilities for the district;
- Be made available to all students to use either during or after school hours to accommodate those whose families do not have access to technology.

Instructional Technology Approval Procedures

Curriculum Resource (Hardware and Software Approval):

- All curriculum resources (hardware and software) need to be approved by the Curriculum & Instruction Department and the Technology Department before a purchase can be made. Principals need to complete the [Computer_Software_request \(1\).doc](#) located in the Appendix. If the purchase will be funded through Title I, the Title I director will also need to be notified. Upon completion of the purchase request, the Assistant Superintendent of Curriculum & Instruction will email the principal and the Title I director the approval or disapproval of the purchase.

Scotland County Schools
Career & Technical Education Department



CTE INTRODUCTION

CAREER AND COLLEGE READY

The mission of Career and Technical Education (CTE) is to empower students to be successful citizens, workers, and leaders in a global economy. CTE programs are designed to contribute to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process.

Career and Technical Education fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area, earning at least four related technical credits and meeting other criteria, are better prepared for the further education and advanced training required to be successful in 21st century careers. Career and Technical Educators at the state and local levels partner with business and industry and with community colleges and other postsecondary institutions to ensure Career and Technical Education serves the needs of individual students and of the state.

CAREER CLUSTERS™ AND PROGRAMS OF STUDY

[Career Clusters™](#) are broad groupings of occupations/career specialties, organized by common knowledge and skills required for career success. There are [16 Career Clusters™](#) and [79 related pathways](#) (subgroupings of occupations/career specialties). Supported by the 2006 Perkins legislation, Career Clusters™ are an organizing tool for curriculum design, school guidance, and a framework for seamless transition to career and college.

All [NC CTE courses](#) align to the Career Clusters™. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. They prepare students for success in a broad range of occupations/career specialties. Some CTE courses cross over all 16 Career Clusters™. The 16 [Career Clusters™](#) are:

- | | | | |
|---|------------------------|--|--|
| ● Agriculture, Food & Natural Resources | ● Education & Training | ● Hospitality & Tourism | ● Manufacturing |
| ● Architecture | ● Finance | ● Human Services | ● Marketing |
| ● Arts, A/V Technology & Communication | ● Government & Public | ● Information Technology | ● Science, Technology, Engineering & Mathematics |
| ● Business Management & Administration | ● Health Science | ● Law, Public Safety, Corrections & Security | ● Transportation, Distribution & Logistics |

Career and Technical Student Organizations

Students who are enrolled in a career and technical education program are given a unique opportunity to develop and expand their learning by actively participating in a career and technical student organization (CTSO). Each student organization's program of work is based on instructional competencies that help to develop character, citizenship, leadership, and teamwork skills that are essential to preparing students for the workforce. Students are eligible for membership in a CTSO when they are enrolled in a Career and Technical Education (CTE) course.

For more information regarding CTSOs click on any of the links below.

- [Agriculture Education \(FFA\)](#)
- [Future Business Leaders of America \(FBLA\)](#)
- [Family, Career, and Community Leaders of America \(FCC\)](#)
- [Health Occupations \(HOSA\)](#)
- [Marketing \(DECA\)](#)
- [Technology Student Organization \(TSA\)](#)
- [Trade and Industrial Education \(SkillsUSA\)](#)



NATIONAL TECHNICAL HONOR SOCIETY

NTHS is the highest award for excellence in CTE

Eligibility

- Current Junior or Senior
- Overall unweighted GPA of 3.0 or higher on a 4.0 scale & Overall unweighted GPA of 3.25 or higher in CTE courses
- Completion of a pathway and the ACT WorkKeys Assessment
- 2 faculty/staff recommendation(s)
- Demonstration of scholastic achievement, skill development, leadership, honesty, responsibility, and good character
- One-time Membership Fee: \$30.00



Benefits

- NTHS is an important career investment respected by business, industry and education, adding prestige to members' portfolios
- Student will receive a membership certificate, honor cord, NTHS diploma seal, pin, white tassel, scholarship and career opportunities
- Student NTHS Induction Ceremony

CTE Presidential Scholars

On June 22, 2015, President Obama signed an Executive Order establishing Career and Technical Education (CTE) Presidential Scholars. The existing Presidential Scholars program recognizes distinguished high school seniors who have demonstrated accomplishment in their academics or in the visual, creative and performing arts. This Executive Order acknowledges that our nation's highest leaders recognize and value CTE and those who choose to pursue that program of study.

Career & Technical Education (CTE) FAQs

1. **What is CTE?** Career and Technical Education is a group of programs that prepares students for entry into professional level employment opportunities, typically within one to four semesters. Career and Technical Education is a model that leads to a CTE endorsed diploma, prepares you for high-demand career fields, gives you real world experience and the opportunity to have internships, job shadowing, college credit, credentials, and more.
2. **What is a Career Cluster?** Career clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.
3. **What is a Career Development Coordinator (CDC)?** A CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.
4. **What is a Career Diploma Endorsement?** Students earning a Career Endorsement must complete a CTE concentration, earn an industry-recognized credential or reach the Silver designation on the National Career Readiness Certificate (WorkKeys), and take a fourth year of math aligned to their post-high school plans and maintain an unweighted 2.6 GPA. Under this approach, students earning this endorsement are able to enter the state's two-year institutions without requiring remedial education and with a credential in hand.
5. **What is the ACT Career Readiness Assessment (CRC)?** The ACT National Career Readiness Certificate (ACT NCRC) is an assessment-based credential powered by ACT WorkKeys®. Issued at four levels, the ACT NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.
6. **What is College and Career Ready?** A high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career; i.e. community college,

university, technical/vocational program, apprenticeship, or significant on-the-job training.

7. **What is a CTE Concentrator?** CTE Concentrators are those students who have completed two or three courses within one CTE Career Cluster pathway with one of the courses being a second level course.
8. **What is a CTE Completer?** CTE Completers are those students who have completed two or three courses within a CTE Career Cluster pathway with one of the courses being a second level course and have graduated from high school.
9. **What is a CTE Pathway?** CTE Pathways are those programs that integrate CTE courses with focus on a particular Career Cluster pathway concentration area while also incorporating a rigorous academic curriculum to include opportunities to earn post-secondary credits through articulation and dual enrollment, industry-recognized credentials and opportunities for work-based learning. Pathways represent the most recent federal effort to better align high school and postsecondary education with the demands of the changing global economy and provide a more coherent pathway for youth as they move toward adulthood.
10. **What is a CTE Proof of Learning (POL)?** CTE Proof of Learning (POL) for each class is the end-of-course assessment for each CTE course. All POLs are required and cannot be exempted by students. The three types are CTE State Exams, Work-Ready Credentials, and Performance-Based Measurements. CTE State Exams are given during the district exam period at the end of each semester and consist of 100 questions. Work-Ready Credentials vary by course and are assessed throughout the semester. Students will have opportunities to retake work-ready credentials if they are not successful the first time. Performance-Based Measurements (PBM) are made up of a variety of assignments throughout the semester and stored in a portfolio. Students must be proficient in a majority of the assignments to receive credit. The final exam score for CTE State Exams must be entered as the score earned. The final exam score for Work-Ready Credentials will be a 100 for students who successfully earn all required credentials. The final exam score for PBMs will be a 100 for students who are proficient. Non-successful students in credentials and PBMs will be given a teacher-made exam for their exam grade.
11. **What is a CTSO?** Career and Technical Student Organizations (CTSOs) are key components to strong CTE programs. CTSOs integrate into CTE programs and courses and extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels.

12. **What is an Industry-Recognized Credential?** The attainment of an industry-recognized certification or credential ensures that students graduate from high school globally competitive for work and postsecondary education.

An industry-recognized certification or credential helps businesses: a) save many hours of training time because their new hire is already trained; b) be confident that the credential holder has already learned a specific set of skills. A student who has earned an industry-recognized certification or credential; a) validates their knowledge and skill attainment with an industry-recognized certification b) stands out in a field of job applicants and c) starts at a higher salary level.

13. **What is a Special Populations Coordinator (SPC)?** An SPC ensures that members of special populations receive support services and job training.

14. **Is the CTE Program only for high school students?** Our programs are designed for a wide range of students in secondary and postsecondary students. Our programs are not only designed for those students who want to earn a degree or certificate or who plan to transfer to a Higher Education, but also for lifelong learners and working professionals who want to update their skills.

15. **Is CTE only for students who are not College-bound?** No. Career and Technical Education is essential for all students, providing them with a foundation of academic knowledge and essential technical skills. CTE courses and programs introduce students to career options and assist them in making informed educational choices.

16. **How does CTE prepare students for life after high school?** Students who graduate from CTE schools have multiple options. They may choose to continue their education at colleges and universities, go directly into the workforce, select technical training programs, apprenticeships, or schools that specialize in their chosen field of interest, or some combination of all of the above. High quality career and technical education programs directly engage students to meet CTE graduation standards through a contextualized program of study that links rigorous academic content with industry requirements and workforce experience.

17. **Why would a student wish to enroll in a CTE?** Students enroll in CTE because they wish to learn “hands-on” career skills while earning a high school diploma in order to prepare for college or other higher education studies. In addition to school laboratory settings, students have the opportunity to take part in internships, mentorships, job shadowing, and other industry-based, real-life experiences.

18. **Is there any Proof that CTE Works?** Yes! Students who take two or more CTE courses are less likely to drop out of high school. In 2022, 97.9% of Scotland County’s

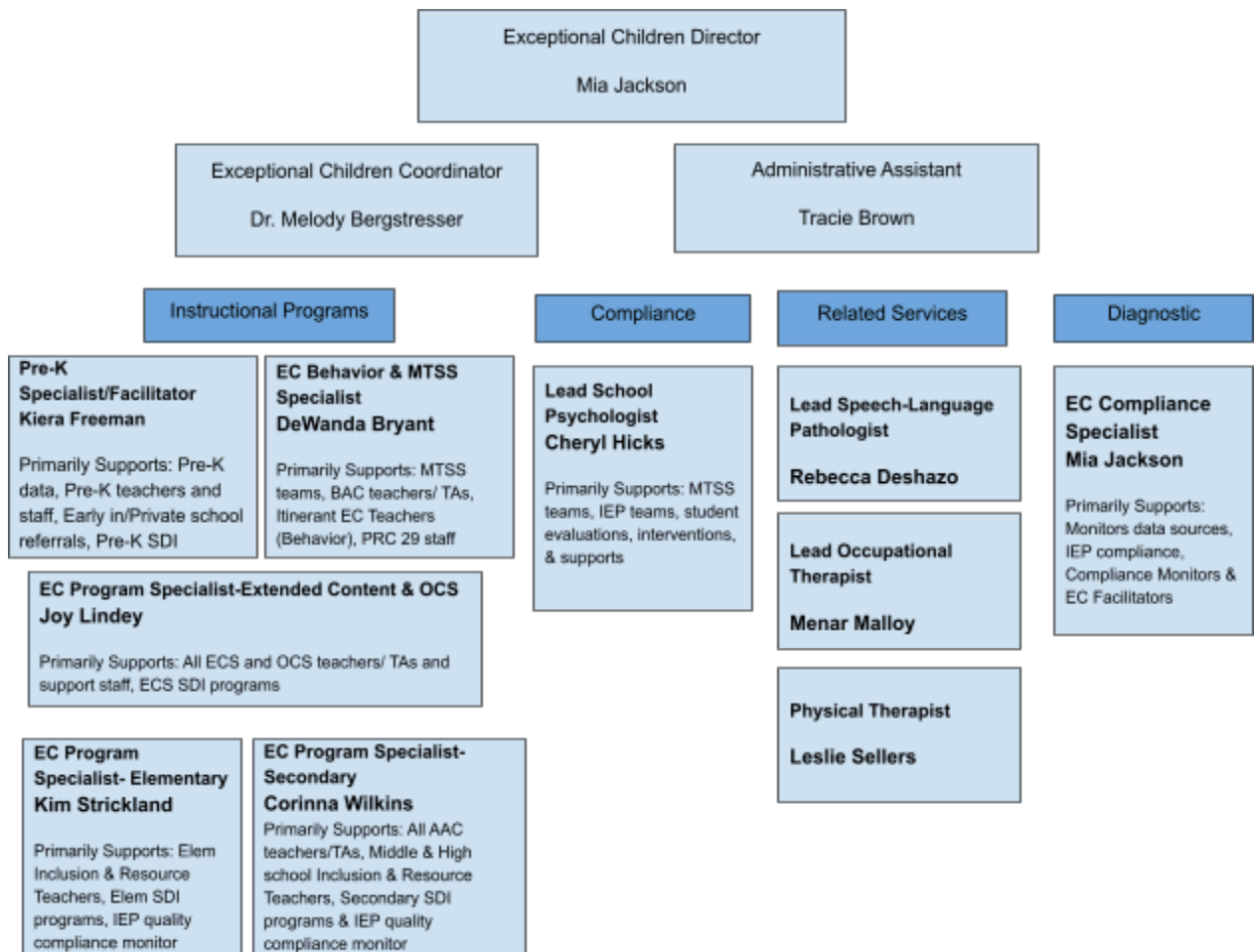
students graduated from high school when they completed a 4-credit CTE Pathway.

19. **How do CTE internships work?** CTE internship opportunities are available for students who are currently taking a CTE course. The CTE can arrange student internship opportunities and track student progress of CTE course objectives during the internship. Liability insurance is covered by the school district for unpaid internships and by the employer for paid internships.
20. **What is an Articulated Course?** An articulated course consists of high school CTE courses that are included in the North Carolina statewide articulation agreement because the knowledge and skills taught within the curriculum are similar to community college courses. Students who master an articulated course by achieving at least a 90 scale score on the statewide CTE Proof of Learning and a B in the course can receive college credit for the courses at a North Carolina Community College. A list of eligible courses can be found below.
[North Carolina High School to Community College CTE Articulation Agreement](#)
21. **Where can students find out about CTE classes offered at their high school?** Students should contact their school and career counselors for CTE course offerings and enrollment information.

Exceptional Children's Department

Mia Jackson	Director of Exceptional Children's Services	Ext. 323
Dr. Melody Bergstresser	Exceptional Children's Coordinator (also EC PreK Coordinator)	Ext. 361
Tracie Brown	Administrative Assistant	Ext. 322
Mia Jackson	Compliance Specialist	Ext. 348
Tameka Willis	Compliance Data Monitor	Ext. 351
Corinna Wilkins	EC Secondary Specialist	Ext. 351
Kim Strickland	EC Elementary Specialist	Ext. 366
Dewanda Bryant	EC Behavior and MTSS Specialist	Ext. 373
Regina Davis	Lead Behavior Support	Ext. 342
Susan Hartwell, Ed. Diagnostician	Educational Diagnostician	Ext. 375
Tanesha Revels-Epps	PreSchool Itinerant Teacher	Ext. 309
Menar Malloy	Occupational Therapist	Ext. 343
Katharine McLean	Occupational Therapist	Ext. 343
Stephanie Richardson	Occupational Therapist	Ext. 343
Cheryl Hicks	Psychologist	Ext. 340
Lauren Nerverve-Cooley	Psychologist	Ext. 371
Rebecca DeShazo	Lead Speech Therapist	Ext. 359
Kiera Freeman	Preschool Facilitator	Ext. 316
Joy Lindey	EC Program Specialist (Extended Content/OCS/AAC) - based at SHS	277-737 0
Leslie Sellers (contracted)	System Wide Physical Therapist	276-113 8
TBD	System Wide Audiologist	Ext. 354

Exceptional Children's Services Leadership Organizational Chart



SCOTLAND COUNTY SCHOOLS EXCEPTIONAL CHILDREN'S PROGRAM

Special Education Program Overview

Programs are available in the Scotland County Schools for students with special needs ages 3-21. A broad curriculum of services is available to these children according to their individual needs. Services range from hospital-homebound services, self-contained special classes, resource rooms to consultative services. Related services needed in order for students to benefit from special education are available to children with special needs (these include, but are not limited to speech and language therapy, occupational therapy, physical therapy, special transportation, adapted physical education and diagnostic service). Children may attend schools outside their attendance area based on their individual needs.

Q & A

What does it mean when one says a student is an Exceptional Child (EC)?

Exceptional children (ages 3-21) are those students who because of permanent or temporary mental, physical or emotional handicaps, need special education and are unable to have all of their educational needs met in a regular class without specially designed instruction. It includes students who are:

- Autistic
- Deaf-blind
- Deaf
- Developmentally Delayed (**ages 3-7**)
- Emotionally Disabled
- Hearing Impairment
- Intellectually Disabled
- Multiple Disabled
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disabled
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Children are identified for services through the Child Find Process.

How is a student referred and evaluated for EC?

MULTIDISCIPLINARY DIAGNOSTIC CENTER

A multidisciplinary team approach to evaluation increases efficiency and opportunity for planning. Scotland County Schools operates a multidisciplinary diagnostic center located at the A. B. Gibson Education Center. Services are provided by a team of professionals consisting of psychologist, speech therapists, nurse, audiologist, occupational therapist, educational diagnostician and family service assistant. The Diagnostic Center provides the required screening and evaluations for initial referrals and reevaluations for students in Scotland County. Team members provide the following measures: psychological evaluation, educational evaluation, audiological evaluation, adaptive behavior evaluation, speech and language screening or evaluation, psychomotor screening, neurological screening, occupational therapy screening and evaluation, vision screening, hearing screening, medical screening and social-developmental history.

Diagnostic Center staff schedules evaluations and notifies parents and schools. Students are transported from the home school to the Diagnostic Center and returned to school upon conclusion of the evaluations. Lunch is provided for students when evaluations extend in the lunch hour. Transportation can also be provided for the parent/guardian if needed.

What is Child Find?

Child Find is an on-going legal responsibility of Scotland County Schools set forth in the Federal Regulations of IDEA to ensure that:

- All children with disabilities 3 through 21 residing in Scotland County, including children who are homeless or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.
- All children with disabilities 3 through 21 parentally placed in a private school located in the LEA, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

The Exceptional Children's Programs are the vehicles by which the school system provides the additional educational support services that afford these students the opportunity to access the curriculum. The philosophy of the Exceptional Children's Program is based on the following principles:

1. Every exceptional student in Scotland County is just that, a student of Scotland County and is entitled to be treated with respect and dignity while being provided a Free and Appropriate Public Education (FAPE).
2. Every exceptional student is capable of learning when provided specially designed instruction as is outlined in the law.

Each student has the right to an educational program that is designed to meet his/her unique needs. Thus, the instruction provided to these students, like any other, should provide them with maximum opportunities for growth in the cognitive, affective, and social emotional domains.

3. Every exceptional student enrolled in Scotland County Schools has a right to experiences, as well as an environment, that will most benefit him/her in adjusting to life and to becoming an independent and contributing member of society as they work towards being college and career ready.

In order to make the above philosophy operational, the major objectives of the Exceptional Children's Department is as follows:

- To identify the unique needs of each exceptional student and to develop an Individual Educational Plan designed to meet the student's needs that will allow him/her to access the curriculum.
- To implement the Individualized Educational Program in the least restrictive educational setting. Whenever possible the student's needs should and must be met in the general education classroom. However, when the student's needs cannot be met in the general education classroom a number of educational options should be available that ensures a continuum of services.
- To ensure students and parents rights to be involved in the educational planning of each student is protected.
- To advocate for the exceptional children to ensure they are afforded the same opportunities as non EC students.

Confidentiality/Records

All information pertaining to an individual student except directory information is on a "need to know" basis. This is especially important for all the details collected about an individual identified for exceptional services.

At the school level the EC folder that includes the IEP, psychological results, social history, etc. should always be kept in a secure, locked place. Records should not be left in the EC classroom. The information within the EC record should be available to anyone currently teaching the EC student. The sign off sheet located inside the front cover of the EC record should be signed to document whenever anyone reviews the record. Even the EC teachers and regular teachers should be signing off when reviewing the record.

There are instances that information may be shared with another source/agency without parental permission. See the latest edition of Policies Governing Services for Children with Disabilities for specific language.

- * If another school contacts your school requesting records because the student has enrolled or intends to enroll there
- * If the court system requests a record by judicial order or subpoena
- * With certain authorized representatives of the state and federal government for determination of eligibility for aid per Public Law 105-17.
- * When the disclosure is in connection with a health or safety emergency.

In the above instances documentation should indicate what data was shared, with whom, and when.

All other sharing of the information on an individual student is only done by specific written permission of the parent/guardian. To share this information, use our release of information form. The receiving agency or person must be specifically identified including an address. Parent or guardian must sign and date the form. A copy of the form with the specific information shared should be attached to the information being shared. Note on the form what information was shared and when. File the original copy of the release of information permission in the EC folder.

Photographing an EC student in certain situations is considered a breach of confidentiality without written permission of the parent or guardian. Whenever a photograph or article publicly identifies the student as exceptional or as receiving special services, there is a breach of confidentiality. The written parental permission must specifically identify that photographs will be taken and the purpose for so doing. That written permission form must be included in the EC record. This form would cover “still” photographs or videos used for progress documentation such as in a portfolio.

Publicly sharing information about an EC student to anyone beyond the “need to know” group is considered a breach of confidentiality. Beware of conversations in the hall or teachers’ lounge or the community or church.

Even if the conversations are between appropriate individuals, having conversations in the presence of others whom are not appropriate, breaches the EC student’s right to privacy. This also applies to gatherings such as teacher’s meetings at school or club meetings. Furthermore, beware releasing information, verbal or photograph, to the newspaper or radio station about individual EC students. It’s all confidential information and should not be shared with individuals not involved with the individual student.

In the case of a breach of confidentiality, there is always the **potential for a lawsuit**. Be cautious and be forewarned. **Students not only deserve their right to privacy, they are legally entitled to it.** Be vigilant in performing your duties.

EC Best Practices

IEP Meetings

- Have an agenda for the IEP meeting that is specific to the child/meeting
- Introduce all IEP team members at the beginning of the meeting even if you think the parent is familiar with the team members
- Make the parent feel like an equal member of the IEP team by actively engaging the parent in all discussions.
- Begin with the positives.
- Bring informal and formal data/progress-monitoring to the meeting.
- Speak in clear, plain language – avoid jargon, acronyms, and discipline-specific terminology.
- Focus on the student’s individualized needs – not your program, classroom, or resource limitations.
- Be willing to say “I don’t know”, but have an avenue for finding the answer.
- If there is a possibility a participant has to leave the meeting early, please share with the parent before the meeting begins.
- Ensure that the LEA Representative is always available for the entire meeting. If another IEP member must leave the meeting before it is over, it is up to the parent to excuse the member and for the meeting to continue.

Compliance

- IEP meetings should be scheduled 7-10 days in advance. All team members should be allotted the same timely notification of a meeting (teachers, school psychologists, related services)
- 2nd notices should be given 2-3 days before your meeting date.
- Paperwork should be logged on the compliance preview form 5-7 days before meeting.
- Finalized paperwork should be logged on the compliance review within 24 hours of the meeting.
- All paperwork should be finalized/signed in the meeting. No draft copies should be signed.
- Parent copies should be mailed or sent by the student by the end of the next school day.

Instructional Practices- CO-TEACHING

- The proportion of struggling students does not overwhelm the class.
- EC teachers co-teach with no more than 4 general education teachers. (2 is optimal)
- Co-teachers spend time, prior to the start of school, to discuss roles and responsibilities and do long-range planning.
- Co-teachers have a minimum of 30 minutes per week to plan together, either through common planning blocks or regular work hours.
- School administrators require all co-teachers to spend time co-planning.

- Co-teachers are provided with guidance in how to use their co-planning and reflection time.
- EC teachers are provided with resources such as general education curriculum materials and a desk or workspace in the classroom.
- School administrators have clear expectations regarding parity and the active involvement of the specialist in the classroom.
- Co-teachers use various grouping techniques to meet the needs of students, with whole group instruction no more than 50% of the time.
- Co-teachers collaboratively grade all students in the class.

Instructional Practices- RESOURCE SETTING (PULL-OUT)

- EC teacher uses research-based SDI (Specially Designed Instruction) techniques or programs
- EC teacher posts learning target(s) for the lesson and discusses with students.
- EC teacher explicitly connects new instruction to previously learned skills/concepts
- EC teacher explicitly connects new instruction to the standard course of study for the content areas (ELA, math, even social studies/history, or science).
- EC teacher models the learning process by using the think aloud method.
- EC teacher uses the I Do, We Do, You Do model with sufficient guided practice to enable student success with the learning target.
- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.

Instructional Practices-SEPARATE SETTING (Extended Content Standards)

- ECS Teachers have a class schedule with pictures posted centrally where all students can see AND individual schedules that do not look the same (first-then cards, token boards, mini schedules, etc.).
- ECS Teachers' lessons align to the district pacing for the Extended Standards and contain the vertical alignment of the standards for all grades addressed within the lesson.
- ECS Teachers provide a variety of instructional groupings throughout the day
- ECS Teachers provide direct/explicit instruction throughout the day.
- ECS Teachers use a hierarchy of prompts (starting with the least and fading).
- ECS Teachers provide structured opportunities for students to communicate with or without assistive technology AND every student has at least one way to communicate.
- ECS Teacher incorporates social skills training within daily lessons.

- ECS Teachers provide visual supports throughout the room to:
 - define spaces (visual boundaries, number lines on the floor to help students know where to line up, rugs on the floor circle time/morning meeting),
 - label spaces (to help students know where things go)
 - Foster independence (hand-washing posters at sinks, alphabet/word walls for writing, anchor charts, etc.)
- ECS Teacher assistants, PCAs and other support staff should be actively engaged and supporting instruction through:
 - Leading small groups
 - Monitoring and supporting behavior
 - Providing communication/visual supports for lessons
 - Assisting with the physical needs of a student.
- ECS teacher posts schedule for all support staff and related services.

Instructional Practices-SEPARATE SETTING Academic Assistance Classroom (AAC)

- EC teacher uses research-based SDI (Specially Designed Instruction) techniques or programs
- EC teacher meets with and plans with general education teachers of core subjects taught
- In Powerschool, the general education teacher planning with the EC teacher should also be listed as the co-teacher of subject
- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.
- EC teacher progress monitors academic progress at least weekly

Instructional Practices-SEPARATE SETTING Behavior Assistance Classroom (BAC)

- EC teacher implements a classroom behavior management system
- EC teacher progress monitors behavioral progress at least weekly
- EC teacher uses research-based SDI (Specially Designed Instruction) techniques or programs
- EC teacher meets with and plans with general education teachers of core subjects taught
- In Powerschool, the general education teacher planning with the EC teacher should also be listed as the co-teacher of subject

- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.

Instructional Practices- Occupational Course of Study (OCS)

- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.
- EC teacher progress monitors academic progress at least weekly
- Job Coaches are utilized for School-based Enterprises and for academic instruction in the OCS classrooms
- NCVPS is to be used for core classes. The NCVPS OCS Learning program requires a true co-teaching experience where the school's f2f teacher is driving the instructional decisions while working daily with the NCVPS online teacher

Discipline Practices

- When a student identified as eligible for EC services begins to demonstrate a pattern of behavioral concerns, this first step should be for the IEP team to meet to discuss those concerns
- If a student has a Behavior Intervention Plan (BIP), the IEP team should meet to review the BIP at least after 2 major incident referrals
- All staff members working with a student with a BIP should maintain a copy and implement the BIP in every interaction with the student
- Administrators should maintain access to BIPs of each student in their school and review BIPs when making administrative decisions regarding discipline
- The EC specialist for the program should be contacted when a student exhibits persistent behavioral difficulties
- Physical Intervention for behavioral concerns should ONLY be implemented as a LAST resort when a student is a danger to self or others
- Every effort should be made to limit out of school suspensions to under 10 cumulative days in a school year. If 10 days are reached, the manifestation determination must be implemented
- To consider homebound or modified days for behavioral needs of an EC student, the school administrator must contact the EC Director or EC Coordinator.

Manifestation Determination Procedures

When Should a Manifestation Determination Take Place

- If a student reaches a cumulative number of suspensions from school of more than 10 days in one school year.
- If school administration is recommending long term suspension or alternative placement; EC facilitator should be notified prior to the administrative conference if administration may be considering recommending a long-term suspension at the conclusion of the conference

Steps in Conducting a Manifestation Determination

- Disciplinary change in placement invitation should be provided to the parent at the time of the conference if the administration intends to proceed with the recommendation after the disciplinary hearing
- Contact the EC Program Specialist & Compliance Specialist before the manifestation meeting.
- Program specialist and compliance monitor will provide recommendations for proceeding to the manifestation
- Invite receiving school to the IEP meeting, if applicable
- Contact Compliance Specialist after the meeting is complete for final folder review
- If applicable, once reassignment is approved through student assignment complete transportation information

Factors to Consider

- If the IEP team determines that the behavior in question is NOT a manifestation of the student's disability the student still has to be provided access to their special education services during the disciplinary change in placement (if suspended from school beyond 10 days, EC services are still provided)

If the IEP team determines that the behavior in question IS a manifestation of the student's disability the IEP team is required to conduct a FBA (if one has not already been conducted related to the behavior in question) and develop (if needed) or revise the BIP.

Testing and Accountability
Director: Lucia Jordan
Email: ljordan@scotland.k12.nc.us
Phone: 276-1138 EXT 370
Mobile: 910-280-6655

TESTING FAQs

How many students are required for a subgroup to be counted as a target for School Performance Grade (SPG) calculations?

Thirty students are required for a subgroup to be counted as a target for SPG calculations.

Which students are required to take an EOC/EOG exam?

Students enrolled in NC Math 1, NC Math 3, Biology, or English II on the first day of testing are required to take an EOC exam for the course. Students are not allowed to be dropped from an EOC course after the first 10 days of the semester or 20 days of the year. The only exception is when a student is repeating the course and has previously earned a proficient score on the EOC for that course.

For EOG exams, students will take the EOG exams assigned to the grade they are enrolled on the first day of testing.

How is the 95% Participation Rate calculated?

For EOG exams, students enrolled in the school on the first day of testing are required to participate in all exams assigned to their grade.

For EOC exams, students enrolled in the school on the first day of testing are required to have an EOC score for English II by the end of the spring semester in 10th grade and Biology, NC Math 1, and NC Math 3 by the end of the spring semester in 11th grade. Students who are promoted to 10th or 11th grade at the end of the fall semester are required to have an EOC score by the end of the spring semester.

How do I access my EVAAS account?

The LEA Testing Director is the account administrator for school and district administrators. The LEA Testing Director can access usernames and reset passwords for school and district administrators.

The school administrator can access usernames and reset passwords for teacher accounts. The LEA Testing Director is not able to access this information.

Processes and Procedures

Reporting Irregularities

During test administrations, testing irregularities may occur. All possible testing irregularities should be reported to the school's testing coordinator immediately. The school testing coordinator must notify the LEA Testing Director of the possible irregularity. The testing coordinator should conduct an investigation to determine the nature of the irregularity. Once the investigation is completed the findings of the investigation must be entered into the Online Testing Irregularity SS (OTISS) within 24 hours of completing the investigation. OTISS lists the required information to be included in the report. Once the OTISS report is submitted to the LEA Testing Director, the LEA Testing Director will review the report and determine the status of the irregularity. If required, a more thorough investigation will be conducted by the LEA Testing Director. At this time, the LEA Testing Director will submit the report to NCDPI. A hard copy of the report with the Principal and Superintendent signatures will be filed in the testing department.

Historical Audit

A historical audit is a report that includes testing data for all students enrolled in a school. Historical audits for each school will be printed monthly for school review. Schools are required to enter the appropriate testing code for students with missing test scores. All students must have either a test score or a testing

code entered in the historical audit prior to the first day of spring testing. Missing scores must be entered prior to the next month's audit report.

NC Education

NC Education is the online testing platform used for End-of-Course (EOC), End-of-Grade (EOG), and NC Final Exams. The school testing coordinator will serve as the NC Education Administrator for each school. Students are uploaded automatically through PowerSchool.

The school testing coordinator must review NC Education to ensure all students are enrolled in the appropriate tests. Missing students will need to be added by the testing coordinator. Prior to the test date, all testing accommodations must be reviewed and missing accommodations entered manually in the SIQ section of NC Education. If this is not completed, students will not be provided the appropriate testing accommodations. Prior to 7:00 pm on the test date, the Review of Accommodations Provided and Special Codes sections must be completed or the tests will not be scored.

Sign-out/in Materials

All test materials for all state and district tests will be picked up by the school testing coordinator in the testing office. Test materials will be available at least 7 days prior to the test date. The school testing coordinator will pick up test materials in the testing department. All materials will be counted prior to signing out the materials.

The testing department should be notified of any missing materials prior to leaving the testing department. All test materials are required to be kept in a secure location at all times. All test materials must be returned to the testing department within 5 days of the final exam date. All materials checked out must be documented on a check out sheet and signed by the testing coordinator. Materials should not be returned until all of the school's testing has been completed, so all of the materials can be checked in at one time. Make sure that you are on time for your appointments to check-in/check-out materials or to scan answer sheets, so the next school will not be delayed.

Test Security

All test materials are required to be kept in a secure, locked location at all times. At the school, a designated area must be assigned to the testing coordinator for this purpose. The designated area must be accessible by the testing coordinator and their backup only.

Testing Plans

School testing plans must be submitted to the testing department 5 days prior to the start of testing. The school testing plan must include documentation of administrator and proctor training, schedule of testing including locations and administrator/proctor assignments.

Securing Administrators/Proctors

Schools are recommended to utilize all school staff for testing assignments prior to assigning non-staff. Schools should secure any needed administrators or proctors. Business partners, PTA/PTO, local churches are recommended sources for this purpose. The testing department will train Central Office staff to be available for testing.

Testing Accommodations

Testing Accommodations must be documented on a student's IEP to be provided during testing. Testing accommodations for LEP students or students with a 504 plan must be entered in PowerSchool. A student is required to use the testing accommodations throughout the school year. A Review of Accommodations Provided document must be included in the test materials for the test administrator. If a student fails to use the assigned accommodations, this must be documented. The school testing coordinator must contact the EC case manager. The EC Case Manager must contact the parent to notify of the student's failure to use the accommodations before the end of the test day. The Principal must send written notification to the parent by the following day. The EC Case Manager must send home a seven-day notice to request an IEP team meeting. The IEP team is required to reconvene to discuss the failure to use the accommodation. The IEP team will decide if the testing accommodation is appropriate for the student. All documents must be kept in the student's EC folder.

Test Groups

The test coordinator will include a list of the student test groups in the school's testing plan. The test coordinator will group students according to subject and grade.

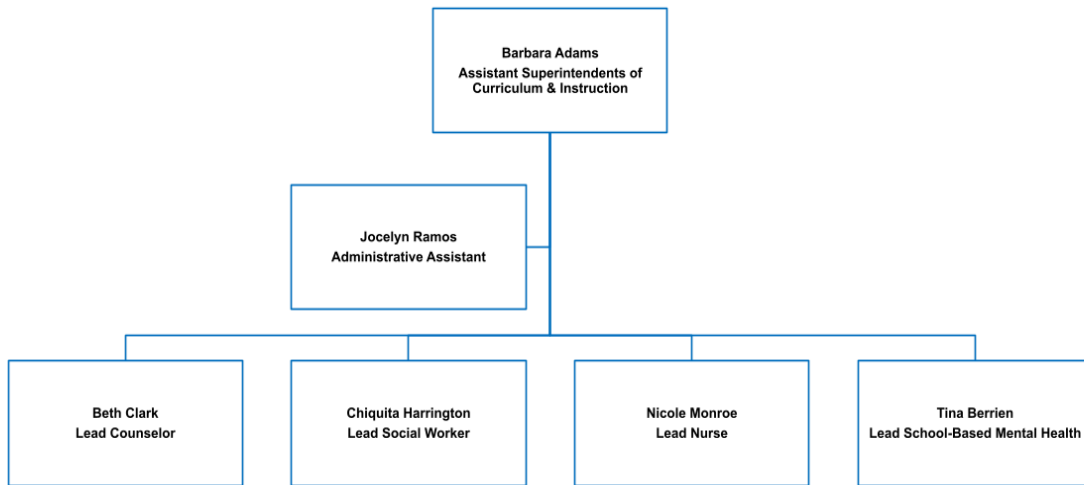
The numbers of students in each group should be reasonably based on the location used for testing. Students with testing accommodations are required to be grouped based on their accommodations.

95% Participation Rate

All schools are required to test at least 95% of their eligible students for each subgroup on each test. Power School must be updated throughout the year to account for changes in student enrollment.

Participation rates at high schools are based on the schools historical audit. Students without an EOC score will count against participation in 10th grade for English II and in 11th grade for Biology, NC Math 1, NC Math 3, and ACT. The participation rate for ACT WorkKeys is based on the number of CTE completers who graduate. Mid-year promotions and early graduates affect these participation rates and must be closely monitored.

Student Support Services



[Elementary Support Staff](#)

[Middle Support Staff](#)

[High Support Staff](#)

Student Support Contact List			
Name	Position	Location	Contact Information
Tina Berrien	Lead School-Based Mental Health Worker	Sycamore Lane Elementary	(910)277-4350 tberrien@scotland.k12.nc.us
Beth Clark	Lead School Counselor	South Johnson Elementary	(910)276-2469 bclark@scotland.k12.nc.us
Chiquita Harrington	Lead Social Worker Homeless Coordinator JAC	Scotland High School	(910)276-7370 (910)504-5787 croberson@scotland.k12.nc.us
Nicole Monroe	Lead School Nurse	Shaw, SEarCH, & CO	(910)276-1138 ext. 384 nmonroe@scotladn.k12.nc.us

Drop Out/JAC Frequently Asked Questions

1. Who attends the Judicial Attendance Council?

The parent/guardian and student are asked to attend. They are welcome to bring other participants if they wish. (i.e. mental health worker, additional family member(s) if appropriate, etc.) The following are members of the committee that attend each meeting from the district level or community: Judge Chris Rhue, Chiquita Harrington, Valencia Armstrong, Edward Cain, Patricia Patrick, Wendy Stanton (DSS), Mary Neal Thompson (Scotland Counseling Center) and the school social worker assigned to school.

2. What happens if a parent does not attend Judicial Attendance Council?

The parent/guardian is required to attend JAC. At times, we have parents who do not attend. At that point, Scotland County Schools goes to the magistrate's office to file paperwork for the parent to attend District Court. The parent is then subpoenaed to appear in court.

3. When are documents due for JAC?

All documents are due by the last business day of each month to be heard the next month. Refer to the checklist for items that are required in the packet. The information is in the live binder.

4. Who completes the On Track Progress plan for potential dropouts?

This plan is completed by a team that has knowledge of the student and who will be working with him/her.

5. What takes place during the On Track Progress meetings held each week?

Each school should have an On Track Progress Team/Attendance Team that meets throughout the school year. The members will review the students on the attendance roster who are missing substantial days (at least 3 consecutive). They will discuss strategies and share any information they may have on the student(s). Following the meeting the team will complete home visits on selected students. Plans will also be developed as needed.

6. What happens when a senior is at-risk of not graduating on-time or may need a Reduction in Elective Credits?

Principals and counselors identify seniors requiring more than eight (8) credits to graduate. These students will be referred to MTSS to ensure interventions are put in place for academic, behavior, and attendance concerns. Seniors will be identified and names will be entered on a tracking sheet by the end of July. C & I will have access to the student list and provide resources and recommendations as requested.

MTSS (Multi-Tiered Systems of Support)



Teaming Structure "2024/2025"



- Dr. Stacie Dunn (MTSS)
- Barbara Adams (C&I)
- Dr. Michael Chapman (Operations)
- Brenda Coronado (EC)
- Dewanda Bryant (Behavior Support)
- Lucia Jordan (Testing)
- Mildred Bankhead-Smith (AIG)
- Miriam Davis (Federal Program)
- Vickie Douglas (DIF)
- Patricia McLean (Safe Harbor)
- Yvette Harris (PowerSchool)
- Jessica Cooley (Psychologist)
- Vondia Cagle (CTE)
- Dr. Kesha Hood (9-12 Curriculum)
- Pam Lewis (6-8 Curriculum)
- LaTonya McLean (K-5 Curriculum)
- Molly Patterson (BT Support)


6 Critical Components

Adapted from NCDPI IABS




BUILDING CAPACITY

School-wide capacity and infrastructure are required to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention, scheduling that allows staff to plan and implement instruction and intervention, and processes and procedures for engaging in data-based problem-solving.



PROBLEM SOLVING PROCESS

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem-solving approach includes: 1) defining the goals and objectives to be attained, 2) identify possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, 4) evaluating the effectiveness of the plan.



MULTIPLE TIERS OF INSTRUCTION & INTERVENTION

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Core (Tier 1) includes the instruction all students receive; Supplemental (Tier 2) includes additional instruction or intervention provided to students not meeting benchmarks; and Intensive (Tier 3) includes small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.




LEADERSHIP

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning, and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.



COMMUNICATION & COLLABORATION

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.



DATA EVALUATION

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. To do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.



Four Essential Elements



Definitions

Screening

data gathered multiple times in a year (most typically three times) to identify the effectiveness of core instruction and to identify students who may be at risk for poor outcomes and need additional academic, behavioral, and social and emotional support

Progress Monitoring

repeated assessments using valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports

Tiered Instruction/Intervention

model of integrated academic, behavioral, and social and emotional instruction and intervention supports that are evidence-based and culturally and linguistically responsive

Data-Based Decision Making

process to include data analysis and problem solving through teaming to make decisions about instruction, intervention, and implementation

Adapted from NCDPI IABS

Defining Your Core

Instruction

The practices used to deliver the curriculum (academics and behavior/social-emotional functioning) to all students. This should align with student needs and resources, be evidence-based, include a variety of methods, and ensure cultural responsiveness.

Curriculum

The materials, instructional programs, texts, lessons and mapping (for academics and behavior/social-emotional functioning) delivered to all students. These should be evidence-based, aligned with student needs, provide clear mapping towards meeting standards, take into account student skill deficits, and align with school resources. The chosen curriculum should be frequently evaluated for effectiveness but with a keen eye first on implementation fidelity. In other words, before abandoning a program, the team should ensure it was implemented as it was designed because this is a common cause of poor outcomes.

Environment

The expectations for students and staff across the school and classroom settings. This includes climate, management, scheduling, and instructional grouping used to serve all students. In addition to behavioral expectations clearly defined across settings, the team should also define appropriate responses to problem behavior, standards for student engagement, the agreed upon acknowledgement system and other procedures used with all students.

Adapted from NCDPI IABS

FAQs about MTSS

Frequently Asked Questions about Multi-Tiered System of Support

IS MTSS A CURRICULUM? MTSS is not a curriculum, nor is it an intervention.

No, MTSS (Multi-Tiered System of Supports) is not a curriculum. Instead, it is a framework or system used to provide different levels of support to students based on their individual needs. MTSS helps educators identify students' needs early, provide targeted interventions, and monitor progress across academic, behavioral, and social-emotional domains. While MTSS is not a curriculum, it provides the structure and practice for selecting and implementing curricula and interventions that meet the diverse needs of students.

WHAT EXACTLY IS A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)?

A Multi-Tiered System of Support (MTSS) is a comprehensive, evidence-based framework used in schools to provide targeted support to students based on their individual needs. MTSS is designed to address the full range of student needs, including academic, behavioral, and social-emotional development. The core idea behind MTSS is to create a system where students receive the appropriate level of support at the right time. The framework is structured around three tiers of support; Core, Supplemental, and Intensive.

WITHIN A MTSS FRAMEWORK, WHAT DO THE THREE TIERS ENTAIL?

Within an MTSS (Multi-Tiered System of Supports) framework, the three tiers represent different levels of support, with each tier providing increasingly intensive interventions based on students' needs:

1. Tier 1: Core Support

Tier 1/Core support includes general instruction and interventions that are provided to all students. The focus is on high quality, evidence-based instruction and preventive measures in the general education classroom. Core supports are designed to meet the needs of the majority of students (typically around 80-90%) and include things like differentiated instruction, positive behavior expectations, and school-wide social-emotional learning programs.

2. Tier 2: Supplemental Support

Tier 2/Supplemental support is for students who are not making adequate progress with Tier 1/Core supports alone. These students receive more targeted interventions that are often provided in small groups.

The interventions are more focused and intensive, addressing specific areas where students need additional help. This might include additional reading or math instruction, social skills training, or small group behavioral interventions. Typically, about 10-15% of students will need Tier 2/Supplemental support.

3. Tier 3: Intensive Support

Tier 3/Intensive support is for students who continue to struggle despite receiving Tier 1/Core and Tier 2/Supplemental supports. These students receive individualized, intensive interventions that are often one-on-one. The interventions are highly specialized and tailored to the unique needs of the student, focusing on critical areas where they require the most help. This tier of support may also involve more frequent progress monitoring to ensure the interventions are effective. Typically, 1-5% of students require Tier 3/Intensive support.

IS MTSS A PROCESS or CHECKLIST OF "TO DOS"?

MTSS, or Multi-Tiered System of Supports, is not a process but rather a framework or approach that provides a comprehensive way of addressing the academic, behavioral, social, and emotional needs of all students.

MTSS is considered a framework because it encompasses various elements, strategies, and practices aimed at supporting students in a holistic and integrated manner. It goes beyond being just a linear or step-by-step process, offering a comprehensive system that adapts to the needs of students, educators, and schools.

The misconception that MTSS is a checklist of "to-dos" arises from attempts to simplify the framework for easier implementation, the focus on compliance and interventions, misunderstandings of the framework, and pressures within educational systems to meet specific goals. Addressing this misconception requires comprehensive training, a deep understanding of MTSS, and a shift in perspective from task completion to an ongoing, dynamic process of student support.

WHAT DOCUMENTATION IS REQUIRED TO MONITOR?

Monitoring within a Multi-Tiered System of Supports (MTSS) framework involves collecting and documenting various types of data to ensure that students are receiving the appropriate level of support. The specific documentation required can vary. We measure all students' progress frequently in order to ensure that they are on track for success. Students receiving supplemental or intensive instruction should be progress-monitored more frequently in order to ensure that the interventions implemented are moving a student toward a predetermined goal.

IS MTSS FOR ONLY STRUGGLING STUDENT(S)?

No, the Multi-Tiered System of Supports (MTSS) is not just for struggling students. MTSS is designed to support all students, regardless of their level of need. It is a framework providing varying levels of support based on the needs of each student, with the goal of ensuring that every student receives the appropriate level of instruction and intervention. MTSS is proactive and aims to identify and address student needs early on, ensuring that both students who excel and those who struggle receive the appropriate support. MTSS is a total school improvement framework for ALL kids:

1. Core Support (Tier 1)

- ***For All Students:*** The first tier of MTSS involves providing high quality, evidence-based instruction and support that benefits all students in the general education setting. This includes regular assessments and interventions aimed at ensuring that every student has the foundation to succeed academically, socially, and behaviorally.

2. Supplemental Support (Tier 2)

- ***For Students Who Need Additional Help:*** Some students may not respond adequately to support provided in Tier 1/Core. Tier 2/Supplemental offers more targeted interventions.

3. Intensive Support (Tier 3)

- ***For Students with Significant Needs:*** A small percentage of students may require more intensive, individualized interventions, which are provided in Tier 3. These supports are highly specific and tailored to the unique needs of the student, whether they have significant academic challenges, behavioral concerns, or social-emotional difficulties.

4. Advanced Students

- ***For Students Who Excel:*** MTSS also accommodates students who are performing above grade level or who need additional challenges. Enrichment activities, advanced coursework, and other differentiated strategies can be part of the MTSS framework to ensure that these students continue to grow and are engaged in their learning.

5. Continuous Monitoring and Support

- MTSS involves continuous data collection and monitoring to adjust the level of support based on student progress. This means that students can move between tiers as their needs change, ensuring that all students receive the appropriate level of support at the right time.

ARE THE DIFFERENT TIERS JUST A WAY TO LABEL STUDENTS?

The different tiers in MTSS are not a way to label or identify students. Instead, they represent levels of support tailored to meet each student's individual needs. The tiers help organize and allocate resources to provide the appropriate instruction and interventions based on the challenges a student is facing. A tier does not identify students; rather, they receive the level of support that best matches their needs. The focus is on ensuring that all students get the help they require to succeed, rather than categorizing them by a label.

IS MTSS THE SAME IN ALL SCHOOLS?

No. While all schools aim to achieve the same goals for MTSS, their approaches may differ. Schools in our district have varying resources and may allocate those resources depending on the need.

No, MTSS (Multi-Tiered System of Supports) is not exactly the same in all schools. While the overall framework and goals of MTSS are consistent—such as providing varying levels of support to meet students' needs—how it is implemented can differ from school to school. These differences are often due to factors like specific needs of the student population.

HOW IS MTSS AND PBIS CONNECTED?

MTSS (Multi-Tiered System of Supports) and PBIS (Positive Behavioral Interventions and Supports) are both frameworks used in schools, but they serve different purposes. PBIS is a key component of the broader MTSS framework, focusing specifically on behavioral supports while MTSS addresses the full range of student needs. MTSS is a comprehensive approach designed to address the academic, behavioral, and social-emotional needs of all students. It operates on multiple tiers, with each tier providing increasingly intensive support based on the student's needs. On the other hand, PBIS is a more specific framework that focuses exclusively on promoting positive behavior and preventing behavioral issues. While PBIS is often integrated within MTSS as the behavioral component, it primarily aims to establish a positive school climate and consistent behavioral expectations.

Thus, while PBIS is focused solely on behavior, MTSS covers a broader range of student supports, including academics and social-emotional learning, and behavior making it a more holistic framework.

Myths about MTSS

Common Myths about Multi-Tiered System of Support

Myth 1: MTSS Is a Process

- **Reality:** MTSS is not a process, it is a framework that schools use to provide targeted support to students based on their individual needs. It's not a specific program or curriculum, but rather a flexible, evidence-based approach that organizes how resources and interventions are delivered across different levels or tiers of support.

Myth 2: MTSS Tiers Label Students

- **Reality:** The tiers in MTSS do not label students but instead categorize the intensity of support they need. A student isn't a "Tier 2 student"; they are a student receiving Tier 2/Supplemental support. The focus is on meeting individual needs, not assigning labels.

Myth 3: MTSS Replaces Special Education

- **Reality:** MTSS does not replace special education. Instead, it works alongside it, providing a structured approach to support all students. For students with disabilities, MTSS can help identify needs earlier and provide targeted interventions before more intensive special education services are considered.

Myth 4: MTSS is Only About Academics

- **Reality:** MTSS addresses both academic and behavioral needs. It includes strategies and interventions for improving student behavior, social-emotional learning, and overall well-being, in addition to academic achievement.

Myth 5: MTSS is a One-Size-Fits-All Model

- **Reality:** MTSS is flexible and adapts to the unique needs of each school and student population. It's not a rigid model but a framework that schools can customize to best support their students.

Myth 6: Students Who Need Tier 3/Intensive Supports Are Always Pulled Out of the Classroom

- **Reality:** While Tier 3/Intensive supports are intensive and individualized, they are often provided within the general education classroom. The goal is to keep students in the least restrictive environment whenever possible.

Myth 7: MTSS Is a Quick Fix

- **Reality:** MTSS is not a quick fix but a comprehensive, ongoing process that requires time, effort, and collaboration among educators, families, and students. It's about continuous improvement and sustained support to help all students succeed.

Myth 8: MTSS is Just for Struggling Students

- **Reality:** MTSS is designed for all students, not just those who are struggling. It provides support at various levels to ensure that every student, regardless of their academic or behavioral needs, receives the appropriate resources to succeed.

Title I Overview & Required Components 2024-2025



Federal Programs

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Phone: 276-1138 EXT 386

Title I, Part A: Overview

Purpose & School Eligibility

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Poverty is usually determined by the district's free and/or reduced lunch count. Since a high incidence of poverty in a school has a direct correlation with low academic student achievement, the goal of the Title I Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and to acquire the knowledge and skills needed to master the state content and performance standards.

Funded Program & Purposes

All Title I schools in Scotland County operate a school-wide program that provides all students with access to services. This particular program permits schools to use Title I, Part A funds under specified guidelines to improve the education program of the school in order to raise academic achievement for *all students* and; should be consistently aligned with the content of the goals written in each school's NC STAR/Title I School Improvement Plan.

Title I funds are to be used to supplement and improve the regular school program with the needed resources. These resources can be used to provide additional teachers, professional development, extra time for teaching, parent engagement activities, and other supplementary instructional activities to enhance overall school improvement. Districts and schools using Title I federal funds are also expected to reach and/or exceed state performance targets. School Improvement Program (SIP) sanctions can be imposed if targets are not met.

Parental Engagement

Section 1118 of the ESSA Waiver formally replacing ESEA requires the involvement of parents of participating children in the planning and implementation of District and School Title I projects. A Parental Engagement Policy/Plan with on-going opportunities for parental engagement must be in place for Title I schools. Programs, activities, and procedures should be planned and implemented with meaningful consultation with parents of participating children. Parents are expected to be involved in how the parental engagement goals are met and how funds will be used to assist with goal attainment. Title I Parent Engagement funds are allotted to help meet each school's parental engagement needs.

Encourage all parents to attend the required Informational Parent Meeting(s), held at the beginning of the year, to learn about the school's participation in Title I, the requirements of the Title I program, their rights as parents to be involved and participate in their child's academic achievement.

Also, continue to build capacity for parental engagement through the provision of professional development training/materials during the year. Remember to be accessible to all parents and provide full opportunities for their receiving of relevant information in a clear format and offerings of multiple languages that parents can understand.

Title I, Part A: Required Components

Comprehensive Needs Assessment (CNA)

Mandated in various federal legislation and state statutes, the Comprehensive Needs Assessment process is often viewed as the initiation of the school improvement planning cycle to help analyze the needs of the entire school or district using multiple, accurate and auditable data sources. When conducted thoroughly, the CNA provides identified strengths, weaknesses and specifies priorities for developing and revising plans which address student achievement outcomes and staff, parents, community and facility needs through school improvement planning.

School Improvement Planning

School improvement planning is the intentional planning stemming from the results of the Comprehensive Needs Assessment results. The NC STAR/School Improvement Plan (SIP) is a set of goals, objectives and action steps that drives our educational activities relating to school improvement and education accountability. The School Improvement Team (SIT), parents, teachers, and administrators, all have a role in developing these goals. Each SIP should address issues relative to budget, training, instructional materials, technology, staffing, student support services, and specific school safety and discipline strategies. All resource allocations should be based on an analysis of student achievement and other school performance data.

School Improvement Plan Implementation and Monitoring

The NCSTAR/Title I School Improvement Plan must be reviewed, revised accordingly, supported by data and monitored with fidelity to ensure that adequate progress is being made towards the specified goals throughout the school year. School Improvement Plans must be updated annually.

Principals' Attestation

Principals of Title I, Part A schools must attest annually that the school under is in compliance with teacher and paraprofessional requirements of Title I, Part A. This form will be provided for completion by your Federal Programs Department.

Highly Qualified Teachers

Scotland County Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. To ensure that students are not taught by unqualified, out-of-field, or inexperienced teachers, the hiring of Title I Teachers must be determined by meeting all three requirements:

- Required Educational Credentials (Bachelors' degree)
- Full state certification
- Demonstration of Competency

In addition, the federal Every Student Succeeds Act (ESSA) requires all schools receiving Title I funds to provide notification to every parent in the school whose child is being taught for at least four consecutive weeks by a teacher who is not fully licensed in a particular subject or grade level area. This notification letter will be provided in conjunction with consultation through the Federal Programs and Human Resources Department.

Parents Right to Know (Beginning of Year Title I Informational Meeting)

- Demonstration of Competency
- Parent Involvement Policy
- Annual Meeting
- School-Parent Compact
- Student Achievement
- Non-Highly Qualified Teacher(s) Notice
- Right to Request Meetings

School-Parent-Student Compact

As you and your School Improvement Team begin to pre-plan and/or revise your compact for the current school year, remember to include relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

Each school receiving funds under Title I, Part A of Every Student Succeeds Act of 2015 (ESSA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental engagement plan developed by the school and parents under section 1116(d)(2)(D) of the Every Student Succeeds Act of 2015.

The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Title I, Part A: Budgeting & Allowable Expenditure Guidelines

Laws Governing Federal Budgeting & Spending

Federal law directs Title I funds to be used for the purpose of enhancing student achievement, offering staff development opportunities, and building parent capacity to support a child's educational attainment. In general, Title I funds are to be used to enhance the regular school program and should be consistent with the School Improvement Plan.

Federal law also **requires** all LEAS with Title I schools to spend at least 1% of their Title I allocation on parent and family engagement. In addition, any unspent Parent and Family monies are tracked and reallocated the following fiscal year. Scotland County sets aside this amount and awards it to schools using a per pupil allotment based on student numbers. However, the needs assessments along with family engagement school goal(s) should determine how schools spend their individual allotment for parent activities.

Scotland County Schools follows expenditure guidelines for federal programs as set forth in OMB Circular A-87, Cost Principles for Determining Costs of Federal Grants and A-21, Cost Principles for Educational Institutions. These adhere to a standard that all expenditures charged to federal grants must be **reasonable, ordinary and necessary** in order for a cost to be charged to Title I. Some purposes not reimbursable with federal funding may be supported with other local or school resources. In all instances whether or not a specific expenditure is allowable under a grant, district policies must be followed.

Best Spending Practices Guided Questions

When determining if expenditures are appropriate, ask the following questions:

- Is this expenditure directly related to the identified high-need, core student achievement areas addressed in the current school improvement plan?
- Does this expenditure directly support staff professional development needs identified in the School Improvement Plan/NCSTAR Plan?
- Does this expenditure increase the participation of parents in school activities or assist parents to support student achievement?

Title I Funding: Considerations for End-of-Year Spend Down

Re-evaluation of Funds

School improvement planning is an on-going process and you may find that at the start of second semester your school's budget consists of unspent Title I funds. Given the stipulations surrounding federal funding and 75% of school allocated funds being spent by December, it is highly recommended that administrators ensure that as planning takes place with school improvement teams, spend-down dollars are re-evaluated based on the school's needs. Any unspent funds should be planned for and maximized for use via data driven, strategic and intentional planning.

Re-evaluation of funds often results in budget transfers and/or revisions. As you work towards finalizing your request for any budget transfers, please remember that parent money cannot be transferred for any reason and the remaining 25% of your accessible funds (monies the school(s) can spend, excluding any salary line items) must by mid-March and be spent on or before later April. Remember, funds which are encumbered with a purchase order are not considered to be spent until the vendor is paid. When considering how best to use your spend-down dollars, keep these considerations in mind:

Focus on Intervention Planning/Programming

The Every Student Succeeds Act (ESSA) strongly encourages the use of federal funds, including Title I, to support Multi-Tiered Systems of Support (MTSS) programs. Consider using those dollars to expand your intervention programs in order to further personalize learning and raise achievement for struggling students. Based on the needs of your students' current data and deficits, supplemental remediation resources should also be considered.

Build on What's Working

Student success is the ultimate goal of all school programs. So, when thinking about where your spend-down dollars should go, a great place to start is to simply look at your current Title I funded programming and evaluate what has been most effective. Then, find opportunities to augment those programs (e.g. continuous PD, next level resources, specialty area tutors, etc.).

Think Outside the School Day

For many students who struggle in the traditional classroom setting, after school and summer programs can be incredibly effective. It's important to remember that with strategic planning, Title I funds can be applied to these kinds of programs to enhance these offerings and; in an effort to meet the needs of more at-risk students.

Title I, Part A: Budget Planning Tips

2024-2025 Federal Programs Timeline

Budget Planning Areas of Focus

- Students' Needs
- Resources Needed
- Staff Development Needs
- Parent and Family Engagement Activities

Common Categories of Fund Allocations

- Additional Personnel
- Instructional Programs
- Opportunities for Teacher and Staff Training
- Parent and Family Engagement Activities
- Technology Needs
- Supplies and Materials Purchases

Spending Pitfalls to Avoid

- Unallowable expenditures
- Unreasonable and Unnecessary expenditures to include snack/food related expenses
- Unrelated to SIT goals expenditures
- Late / last-minute spending (monies are intended for use during the fiscal school year for current year's students)

The enclosed Reference Guide to Allowable Title I Expenditures provides a partial listing of allowable Title I expenditures. If you are unsure if a proposed expenditure meets guidelines, please contact the Federal Programs Department for additional assistance. It is easier to do it correctly and legally **before** the expenditures are made!

Reference Guide to Allowable Title I Expenditures

Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable. Billboards, signs, etc. are not allowable		X			X
Alcoholic beverages				X	
Amusement/water park admissions				X	
Appliances (stoves, refrigerators, microwaves, etc.)				X	
Athletics/Athletic Awards/ Yearbooks				X	
Banquets/Award Programs; Carnivals/Fairs; Luncheons/Brunches/Parties or Picnics				X	
Bereavement or congratulatory cards, flowers or gifts				X	
Building Supplies/Repairs/ Modifications (including wiring)				X	
Childcare for parents while attending school sponsored events (Contact Title I Office)	X	X			X
Computers, Smart Boards, Smart TVs, Classroom technology		X	X		X
Computers, printers, etc. for administrative office or personnel				X	
Decorations/flowers				X	
Door prizes/gifts				X	
Employee incentive or recognition gifts				X	
Employee incentives for recruitment/retention		X	X		X
Equipment (non-capital)			X		X
Family Literacy: Activities to promote family literacy are allowable and include strategies such as student/parent reading/math nights, support for lending library on parenting skills or other materials for parent development	X		X		
Field Trips – Educational in nature. Must follow SCS policies and procedures and benefit all students within a grade level.		X	X		X
Sound Systems				X	
Food for staff activities				X	

Food for parent engagement activities – if within the framework of reasonable and necessary (proper documentation must be submitted: agenda, rosters of attendance & minutes)		X	X		X
Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Fundraisers – no food, door prizes, equipment or other fundraiser support				X	
Furniture —not allowed (considered as supplanting) since district provides general classroom and administrative furniture and fixtures				X	
Gift Certificates/Gift Cards				X	
Graduation activities/materials				X	
Homeless Student supplies (including emergency clothing)—first point of contact Barbara Adams	X				
Incentives or rewards for students or parents				X	
Instructional materials (additional or supplemental textbooks and workbooks, not adopted textbooks)	X		X		
Library books – only if library meets state standards for number of books		X			
Licenses for software or curriculum used by school (example: AR, Star)	X		X		
Leases for copiers, postage meters, etc.				X	
Lodging and per-diem for PD - follow district guidelines.		X	X		X
Mailings/postage —information to parents includes mailings on AYP letters, testing dates, newsletters, mailing school newspapers to homes, etc.	X	X			X

Parent training or educational services - workshops or other training focused on school's high-need areas such as tutoring skills for math/reading, attendance, monitoring student performance, helping with homework, IEP process, etc.	X				
Parent Recognition luncheon or other recognition events				X	
Parent-Student Dinner/Parent-Staff Dinners				X	
Professional Development –directly related to teachers' assignments, related to instructional strategies to meet the needs of struggling students, aligns with the needs identified in the needs assessment process and is identified in the school improvement plan/NCSTAR	X		X		X

Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Raffles/door prizes				X	
Salaries/fringes for supplemental staff. No administrative salaries.	X		X		
School supplies – as long as supplemental and not replacing what the district is required to provide	X				X
Substitute Teachers – for teaching staff paid with Title I funds and for classroom teachers to attend professional development. These are two different budget codes!	X		X		
Theater System/Auditorium Installations				X	
Travel – travel must be directly related to professional development, to teacher's assignment - follow district guidelines.		X	X		X
Tutoring –Extended day/year tutoring. This must be in the School Improvement Plan(NCSTAR) AND Title I Budget Plan	X		X		
Transportation for parents- contact Title I office		X	X		X
T-shirts/book bags/baseball Caps, athletic uniforms, letter sweaters or other school "spirit" apparel with school or district logos.				X	

Uniforms – for student access to curriculum requirements (e.g. homeless) –first point of contact Barbara Adams		X	X		X
Water Coolers/Water Systems				X	

** Title I Element Artifacts will be monitored to ensure resources/expenditures are aligned and support the attainment of school improvement goals.

** This Reference Guide may be periodically updated.

** Contact the Federal Programs Director for Assistance.

Indian Education Program

The Indian Education Program in Scotland County Schools provides comprehensive support to American Indian students, ensuring their academic success and cultural enrichment. Funded through federal grants from the United States Office of Indian Education, the program offers a variety of services, including:

- **Coordination of Educational Support:** Day-to-day program management, staff monitoring, and coordination of services across schools by, Program Coordinator.
- **Student Advocacy and Support:** Our team of dedicated Teacher Assistants work directly with students to provide classroom support, attend key meetings, facilitate cultural activities, and offer academic guidance, including transcript reviews and graduation planning.
- **Family and Community Engagement:** Regular meetings with parents, collaboration with tribal communities, and organization of cultural events to promote awareness and inclusion.

To participate in these programs, parents must complete the ED 506 Form ([ED 506 Form](#)), which enrolls their child in the Indian Education services available throughout Scotland County Schools. This form must be fully completed for your child to be eligible.

For more information, visit our website at www.scotland.k12.nc.us/indianeducation.

Our team is committed to supporting the educational and cultural needs of our American Indian students in Scotland County Schools.

NC Pre-K Program Overview

Pre-Kindergarten Program

Curriculum and Instruction Personnel

Assistant Superintendent Curriculum & Instruction - Barbara Adams

badams1@scotland.k12.nc.us

Pre-K Coordinator - April Short ashort@scotland.k12.nc.us

Pre-K Administrative Assistant - Jocelyn Ramos jocelyn.ramos@scotland.k12.nc.us

Purpose & Program Learning Requirements

The NC Pre-K Program is designed to provide high-quality educational experiences to enhance school readiness for eligible four-year-olds. Although preschool exposes children to numbers, letters, and shapes, more importantly, they learn how to socialize or get along with other children. The program requirements are built on the premise that to be successful academically in school, children need to be prepared in all five of the developmental domains outlined by the North Carolina Foundations for Early Learning and Development. Each of these domains are critical to children's well-being and for their success in acquiring better pre-reading skills, richer vocabularies, and stronger basic math skills as they transition to kindergarten. The five domains, as reflected in NC Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding their Success are:

- Approaches to learning
- Emotional and social development
- Health and physical development
- Language development and communication
- Cognitive development

Special Education Preschool Program

Preschool Special Education Services are designed for children ages 3 to 5 with disabilities and are in need of specially designed instruction. The goal of the program is to provide the support these children need at an early age, so by the time they enter kindergarten, they have the support, services and skills they need to be successful. Preschool Special Education Services are based on the Individualized Education Program that is written for each child. Goals and objectives are written according to an educational model and related services are designed to support the educational goals.

Preschool children with disabilities are served in a variety of settings and natural environments which may include home, private child care centers, Head Start and our public school classrooms currently located at South Johnson and Sycamore Lane. If a pre-school aged child (3-5 years of age) is suspected to have a disability and may need special education services, a request to start the Referral process can be made (See the enclosed EC Pre-School Identification Placement and Placement Process).

Pre-Kindergarten Curriculum

Scotland County's NC Pre-K Program uses The Creative Curriculum as the instructional framework. The Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. The Creative Curriculum for Preschool is fully aligned with North Carolina Early Learning Standards. The Creative Curriculum for Preschool is based on 38 objectives for development and learning, which shows the continuous progression of learning and development across the whole of the early childhood years, in every area that's critical to children's future success. It also contains guidance for working with all learners, including advanced learners and children with disabilities. Using exploration and discovery as a way of learning, The Creative Curriculum for Preschool enables children to develop confidence, creativity, and lifelong critical thinking skills.

Teaching Strategies GOLD

Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. Teaching Strategies GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

Developmentally appropriate, ongoing, observation-based assessment occurs when teachers are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child's ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

ReadyRosie

Is an online resource that delivers daily video-based emails in both English and Spanish to parents, administrators, teachers, and caregivers. The ReadyRosie videos feature real families modeling quick activities that can be done at home to promote success in school! The video content features ideas and strategies for 0-6 year olds.

Second Step Program

What Is the Second Step Program? The Second Step early learning (SEL) program teaches skills to build self-regulation and social-emotional competence, both important for kindergarten readiness and school and life success.

Children learn and practice vital skills for listening and paying attention, having empathy, managing emotions, building friendships, and solving problems with others.

All of our Pre-K teachers are currently teaching the Second Step Early Learning Program.

The Second Step program has been shown to reduce behavior problems, improve classroom climate by building feelings of inclusiveness and respect, and increase children's sense of confidence and responsibility. The program includes Weekly Themes with daily short learning activities, visual aids, puppets, songs, and online training.

In our multi-age EC Developmental Day classrooms, the program allows our typical peer students to take the lead and help the younger learners excel. The Fun Weekly Themes, Brain Builders, puppets, and songs embedded in the Second Step Program also help prepare our preschool children to enter kindergarten ready to learn.

NC Pre-K Program Monitoring

NC Pre-K Site Monitoring Tool

As an elementary NC Pre-K Site Administrator, you are required to monitor your NC Pre-K sites/classroom(s) on a regular basis by using and completing the **North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool**. This state mandated tool serves as a checklist used to monitor the NC Pre-K Program site information annually and should serve as a summary of all information for NC Pre-K classrooms located at your site. The tool will be made available to you during the Month of September.

After initial monitoring, any components that require further attention will be re-monitored within the same school year. When an NC Pre-K Program Requirement and/or NC Child Care Rule have not been met, each site must establish a written Action Plan to meet compliance. A copy of the Site Monitoring Tool and Action Plan (if applicable) shall remain on file at your site and be available for review by a DCDEE Child Care Licensing Consultant and the local NC Pre-K Contract Administrator.

Information collected with this tool will be used by the local Contract Administrator to confirm, document and report local site compliance to the Division of Child Development and Early Education, Monitoring and Compliance Unit.

The DCDEE Child Care Consultant will also use the information collected to monitor compliance with the NC Pre-K programmatic requirements during the program's annual compliance visit.

Regular, systematic, and focused supervision of NC Pre-K Programs will ensure that sound, high-quality and appropriate services are implemented and maintained for the NC Pre-K Program.

NC Pre-Kindergarten Program – Common FAQ's

Who is eligible for NC Pre-K?

Children who will turn 4 years old ON or BEFORE August 31st of the operating program year and who are deemed “at-risk” are high priority for NC Pre-K eligibility. However, the primary risk-factors that are considered for eligibility for the program are: household income, children with developmental/educational needs, children with chronic health conditions, children with limited English proficiency, homelessness and children of military families.

Who provides NC Pre-K? How does that work?

In Scotland County, NC Pre-K classrooms can be found in both the public school system and in select non-public child care centers. Only approved sites are able to receive funding to provide the free NC Pre-K program. Approved NC Pre-K sites have to be rated as a 4 or 5 STAR Center and must follow specific state guidelines to include: class size, teacher education and approved curriculum.

When should parents apply for NC Pre-K?

NC Pre-K registration usually begins in mid-late February. The public school system hosts pre- registration sessions at all elementary schools in the county. Public advertisements and flyers are also made and posted throughout the district with specific, pre-registration information. The district's Pre-K Department is also available for assistance.

How do parents apply for NC Pre-K?

We encourage parents to apply at the elementary schools in their attendance zones. There is an application that must be filled out and submitted along with specified required documents. Applications are also available at A.B. Gibson Center but must be turned in at any elementary sites for processing and assessment scheduling during the registration window.

Do parents have to wait until their child turns four years old to apply for NC Pre-K?

No. If a child will turn four ON or BEFORE August 31st of the program year they are considered age-eligible for the program even if they are still three years old when the application is submitted. However, the complete eligibility process will need to be finalized before eligibility is determined.

When will parents know if their child has been accepted into NC Pre-K?

Applications are processed and children are screened throughout the spring and summer. Placements are determined in the late summer and parents are usually notified early to mid-August. This timeline can vary depending on the number of applications that have to be processed.

What happens if a child doesn't get a spot in NC Pre-K?

If a child is NC Pre-K eligible but does not get picked up for a spot in an NC Pre-K classroom, his or her name will go on a waiting list. Throughout the school year, if spots become available, NC Pre-K sites will pull additional children from that waiting list.

Who do I call if I have questions about NC Pre-K?

You can contact Scotland County Schools, Pre-K Department (910) 276-1138 ext. 309

Appendix

Board of Education Policies

- [BOE Policy Manual](#)



Calendars and Schedules

- [DIF Meetings 24-25](#)
-  [SCS Teacher Planning_PLC Schedule and Coaching Plan - Fill In](#)
- [2024-25 Instructional Rounds Schedule](#)
- Master Schedule Meetings 24-25
 - [Spring](#)
 - [Summer](#)
- School Data Meetings 24-25
 - [BOY](#)
 - [MOY](#)
 - [EOY](#)
- [Student Support Services Meetings 24-25](#)
- Testing Calendar Link
 - [2024-25 Testing Calendar](#)
- Testing Coordinators Meetings
 - [2024-25 STC Meeting Schedule](#)



Federal Programs

- [Federal Programs - Title I Overview](#)

Grading and Assessment

- K-2 Report Card Information -  [What should we grade?](#)
- [Graduation Requirements](#)
- NCDP Graduation Requirements
 - [Graduation Requirements](#)
- [Retention Recommendations](#)
- [3 to 6 Alternative Learning Program](#)
 -  [Credit RecoveryFAQ.pdf](#)
- High School Endorsements
- [High School Diploma Endorsements | NC DPI](#)
- Dual Credit Allowances-Career and College Promise
 - [CCP Student/Parent Agreement](#)
 - [2024-25 Dual Credit Allowances for Career & College Promise](#)
- [At-Risk Seniors Documents](#)

Field Trip and Extracurriculars

-  [Field Trip Recommendations](#)
- [Field Trip Form](#)
-  [Extracurricular Waiver - Student \(1\).doc](#)

Advanced Programs

- [AIG Plan](#)

Technology and Software

-  [Computer_Software_request \(1\).doc](#)


Lesson Planning

- [SCS Lesson Plan Template 2024-25](#)
- [K-2 Lesson Plan Template 24-25](#)

Remote Learning

- [2024-25 Remote Learning Handbook](#)

College Preparation

- FAFSA Official website-for all students planning to attend college
- [FAFSA® Application | Federal Student Aid](#)
- Checklists for Academic Readiness to get into college
- [Checklists for Academic and Financial Preparation | Federal Student Aid](#)
- FAFSA-Homeless Students resources
 - [Federal Application for Federal Student Aid \(FAFSA\) | SchoolHouse Connection](#)
 - [Don't Forget the FAFSA: 5 Quick Tips for Liaisons | SchoolHouse Connection](#)
 -  [School Counselor Supports for College Prep and Readiness for Students...
School Counselor Supports for College Preparation and Readiness for Students Experiencing Homelessness](#)

Training and Resources

- NC Homeless Education Training
- [Self-Paced Online Training](#)

Forms & Agreements

- [Flow Charts](#)

