

Scotland County Schools 2023-24 Curriculum & Instruction Handbook



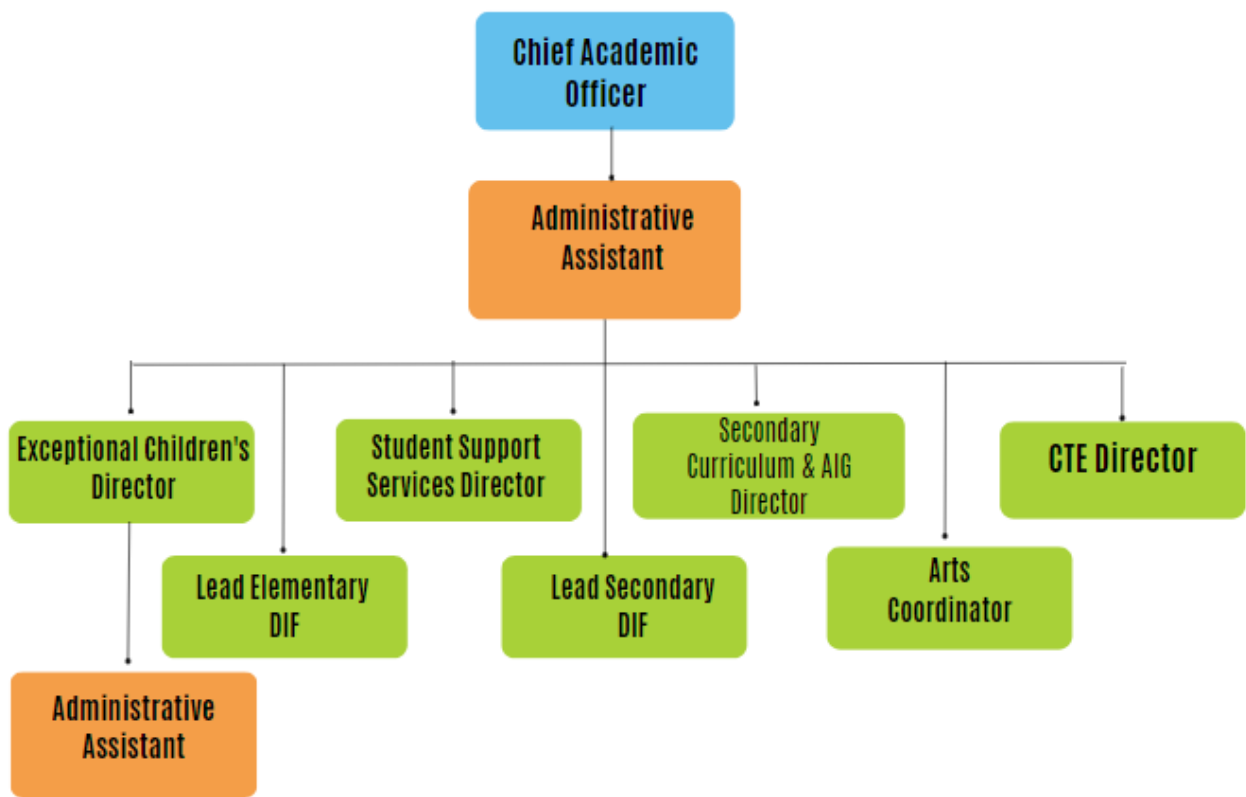
Curriculum and Instruction Handbook

2023-24

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Curriculum & Instruction Department



C & I: Who To Ask?

Area	Contact	Extension	Email (@scotland.k12.nc.us)
504	Patricia Powell-Patrick	324	ppowell
CEU Approval for C & I	Barbara Adams	380	badams1
Career & College Ready Graduate (CCRG)	Angeline Cotton	SEarCH/Shaw	acotton
Career & Technical Education	Dr. Maxine Brown	SHS	maxine.brown
COVID/Safety	Patricia Powell-Patrick	324	ppowell
DIFs	Barbara Adams	380	badams1
Curriculum & Instruction K-12	Barbara Adams	380	badams1
Exceptional Children/ EC Pre-K	Brenda Coronato	323	brenda.coronato
Federal Programs (Title I, II, etc.)	Barbara Adams	372	badams1
Field Trips	Belinda Mack	319	bmack
Healthy Youth Act	Patricia Powell-Patrick	324	ppowell
Instructional Technology	Lead DIFs Elementary - DaleAnn High	South Johnson	dhigh
	Secondary - Angeline Cotton	SEarCH/Shaw	acotton
MTSS	District Contact - Patricia Powell-Patrick SEL - Patricia Powell-Patrick	324	ppowell
	Behavior - DeWanda Bryant Academics - EC Coordinator	373	dbryant
NC Pre-K Curriculum & Instruction	Barbara Adams NC Pre-K	372	badams1
Professional Development	Barbara Adams	380	badams1
Report Card Covers	Belinda Mack	319	bmack
WIOA	Vondia Caple	SHS	vcaple

Internships/ Apprenticeships for Students	Dr. Maxine Brown	SHS	maxine.brown
Reduced Credit	Barbara Adams	380	badams1
Early Graduation	Barbara Adams	380	badams1
SAT/PSAT/ACT/ PreACT			
mClass	DaleAnn High	South Johnson	dhigh
Edmentum	Angeline Cotton	SEarCH/Shaw	acotton
Curriculum Resources	Elementary - DaleAnn High	South Johnson	dhigh
	Secondary - Angeline Cotton	SEarCH/Shaw	acotton
Curriculum Requests	Barbara Adams	380	badams1
AIG	Mildred Bankhead-Smith	Carver/Spring Hill	mbankhead-smith
Homebound	Barbara Adams	380	badams1
	Belinda Mack	319	bmack
RTA	DaleAnn High	South Johnson	dhigh

Digital Instructional Facilitators

Digital Instructional Facilitators	School	Principal	Contact Phone Number
Teresa Allen & Betsy Tyner	Laurel Hill Elementary	Kesha Hood	910-462-2111
*DaleAnn High	South Johnson Elementary	Latonya McLean	910-276-2469
Pam Gardiner	Sycamore Lane Primary	Elisabeth Harrell	910-266-0001
Debrah Swinney	Sycamore Lane Elementary	Kachina Singletary	910-277-4350
Gabrienne McBride	Wagram Elementary		910-369-2252
Julie McCoy	Carver Middle	Charlotte McMillian	910-462-4669
Cresta Strickland	Spring Hill Middle	Pamela Lewis	910-369-0590
*Angeline Cotton	SEARCH/ Shaw	Brent Smith	910-277-3951/ 910-276-0611
Wendi Hinson Rebecca Riccuiti	Scotland High School	Laura Bailey/ Philip Boayue	910- 276-7370

*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.

PLC Process

Plan

Teacher Actions - Purpose Setting and/or Modeling

- Focusing attention, laying groundwork, create interest, spark curiosity, set the stage
- Make sure students "get" the purpose of the day.
- What is the "why" of what they will be doing?

Student Actions - Discussion, Organizing, Writing and/or Vocabulary

- Strategies to get students thinking about what they already know.
- Cause students to bring to mind similar ways of thinking, make connections and/or previously learned content or concepts

Do

Teacher Actions - Purpose Setting and/or Modeling

Student Actions - Discussion, Organizing, Writing and/or Vocabulary

- Active Engagement Strategies
- What are students doing while reading, viewing, listening, working?

Study

- Was the lesson successful?
- How do you know?

Act

- What will you do differently next time?
- How do we need to adjust small groups based on the data collected?

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/Comparisons 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

Included in EVERY CLASSROOM, EVERY DAY

Anchor Charts

Small Group, Differentiated Instruction

Explicit Instruction on Key Vocabulary

Graphic Organizers

Authentic Student Engagement

Standard and Annotated Essential Question Posted

SEL Integration

[Lesson Plan Format](#)

[Benchmark Advance Lesson Plan Template](#)

[HMH Lesson Plan Template](#)

[SCS Remote Learning Handbook](#)

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. 15, 2023**.

All field trips during the spring semester should be submitted to the C&I Department by **Dec. 15, 2023**.

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 Chief Academic Officer. 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](#) (add link when published) 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, UNCP, 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 LetterLand and Heggerty. All teachers K-2 have access to Letterland online. Data will be reviewed to determine continued purchase of online licenses for the 2023-24 school year.

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 be used to inform instruction to meet the needs of young readers. It is a state assessment that is administered 3 times a year to all K-3 students. As required by State Board policy, the DIBELS 8 Home Connect Letter should be sent home 3 times a year, after benchmarking, to inform parents of reading progress.

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 2023-2024 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, 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 Chief Academic Officer. Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day.

Secondary Curriculum

6-8 Math - HMH Into Math
6-8 ELA - SAVVAS My Perspectives
6-8 - Science - TBD
9-12 Science - HMH
6-8 Social Studies - TBD
9-12 Social Studies - TBD
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 28 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?

Middle Schools will implement Edmentum's Courseware to support Multi-Tiered System of Supports (MTSS) interventions for Tiers II & III, providing personalized learning opportunities to address individualized students' learning gaps and mitigate learning loss. This will be achieved through the use of standards-based digital curriculum that focuses on essential knowledge and skills, targeting the unique needs of each learner. Administrators and teachers will closely analyze student growth and progress.


- **Courseware**

- Teachers can utilize the customizable digital curriculum to support students in recovering unmastered content through Flex Assignments.
- Provide opportunities to reteach content through differentiation and blended learning (whole group/small group)


High Schools will be implementing Edmentum's Courseware for grades 9-12 primarily to recover an entire course once it is failed, First-time Credit, and Content Recovery/MTSS interventions for Tiers II & III

- Credit Recovery - When completing an entire course for Credit Recovery, in accordance with school/district guidelines, a subset of the blueprint of the original course must be completed with a grade of 60 to obtain Passing (P) on high school transcripts. A pre-assessment of the student's understanding of the course will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time (BOE Policy, 3420) Teachers will programmatically award credit when the course is completed.

- o Students will not be enrolled in more than two credit recovery courses at one time; for any extenuating circumstances, the principal will need to contact the Chief Academic Officer for approval
- Initial Credit
 - o Under special circumstances, students may be enrolled in a first-time credit course; however, permission must be obtained from the Chief Academic Officer.
 - o It is not recommended that students exceed 4 first time credit courses at a time.
- Content/Unit Recovery –As a way to decrease the number of students who need a full credit recovery course and as an MTSS Intervention for Tiers II and III, teachers can utilize Courseware to provide students with an opportunity to recover unmastered content during the school year.
 - o Instead of waiting for students to fail the entire course, teachers can assign units, modules, and or activities for students to complete asynchronously within a certain number of days/weeks.
 - o Content/Unit Recovery assignments will be made through Flex Assignments MTSS Interventions (Tier II/Tier III) – For reteaching and acceleration, teachers have the benefit of utilizing the customizable digital curriculum through Flex Assignments

 Credit RecoveryFAQ.pdf

Can a student graduate with a reduced credit diploma?

Yes, but they must receive approval from the Chief Academic Officer and Superintendent. All documentation must be completed prior to submitting for review. The reduced credit diploma process is not intended for students wishing to graduate prior to their expected graduation date. The reduced credit diploma is intended for students who are in danger of not graduating by their expected graduation date. A graduation plan must be created and monitored by the counselor. Students must have completed their core requirements prior to graduating with a reduced credit diploma. *See Appendix for At-Risk Senior Documents folder.*  [Reduced_Credit_Diploma_Checklist_-_2023-2024.pdf](#)
Reduced Credit application and packet is due to C&I by October 25, 2023.

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 Chief Academic Officer. 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.

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	vacant
Sycamore Lane Elementary and Primary	vacant
Wagram Elementary	Penny Killough
Carver and Spring Hill Middle	Mildred Bankhead-Smith*
SHS, 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 2023.
- 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 Districts 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. Middle Schools are working towards STEM designation. The [STEM Designation Rubric.pdf](#) can be found in the Appendix.

The Use of Technology Should:

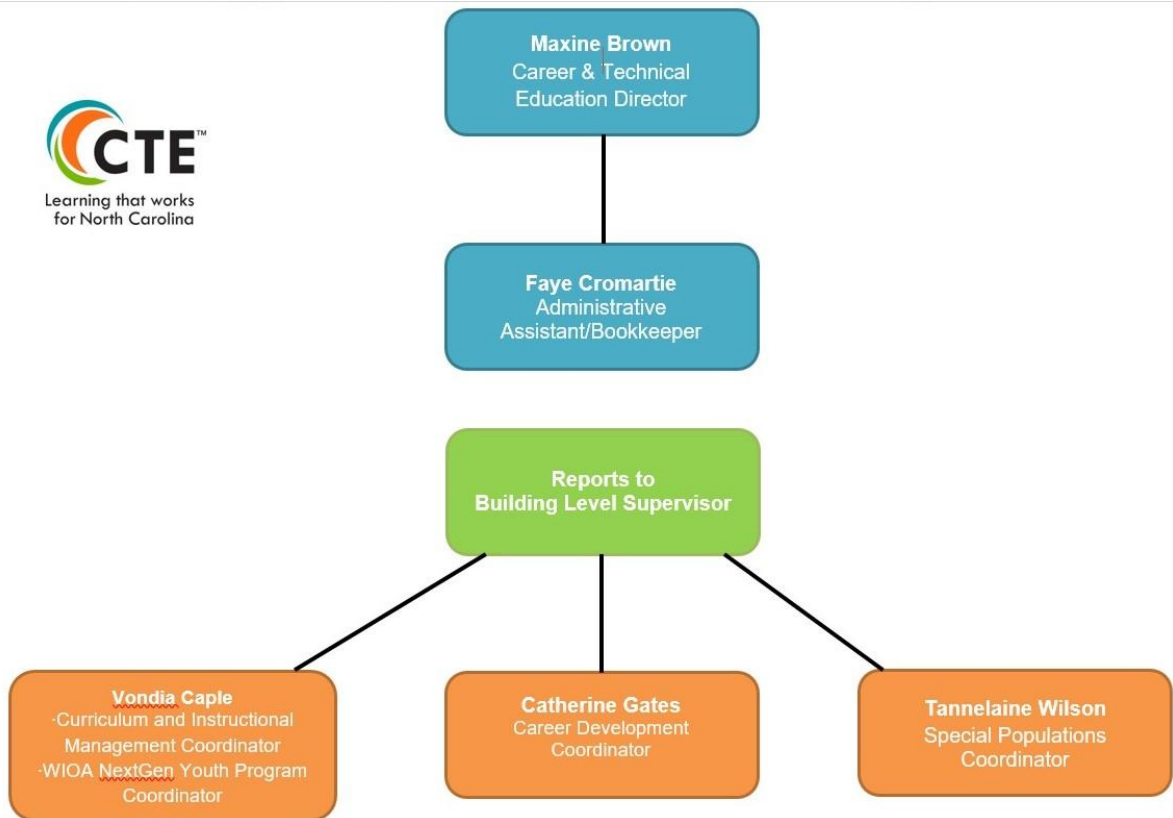
- Enhance the acquisition of lifelong learning skills by students;
- Support, complement and enhance instruction and model for students the use of technology in post-secondary education and in the workplace;
- Foster individual and cooperative problem solving for students in the learning process and 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 Chief Academic Officer 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 \(FCCLA\)](#)
- [Health Occupations \(HOSA\)](#)
- [Marketing \(DECA\)](#)
- [Technology Student Organization \(TSA\)](#)
- [Trade and Industrial Education \(SkillsUSA\)](#)

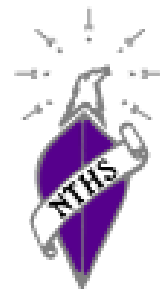


NATIONAL TECHNICAL HONOR SOCIETY

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 at least 2 or more CTE courses
- 2 faculty/staff recommendation(s)
- Demonstration of scholastic achievement, skill development, leadership, honesty, responsibility, and good character
- One-time Membership Fee: \$26.00



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

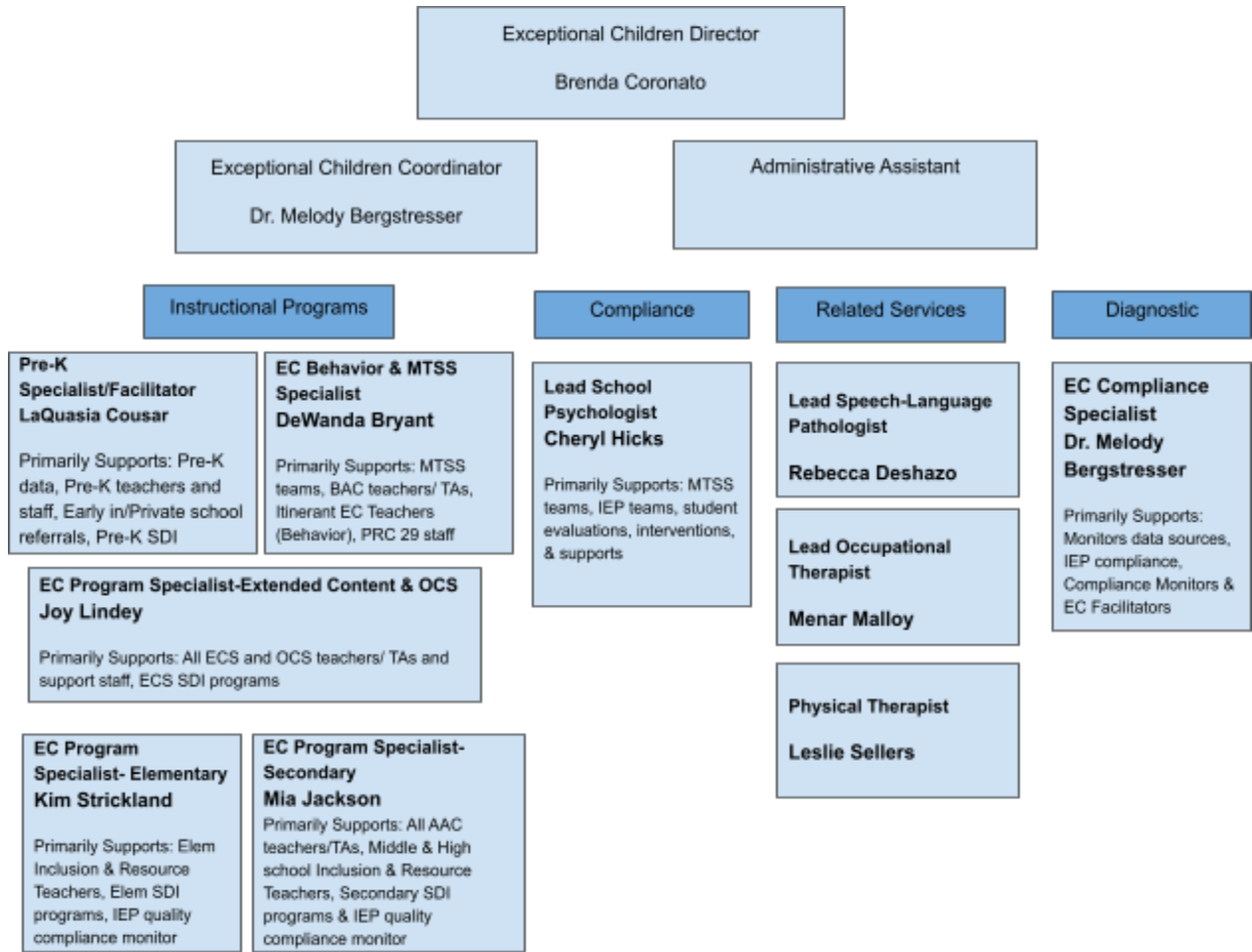
informed educational choices.

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 Department

Brenda Coronato	Director of Exceptional Children's Services	Ext. 323
Dr. Melody Bergstresser	Exceptional Children's Coordinator (also EC PreK Coordinator)	Ext. 361
Vacant	Administrative Assistant	Ext. 322
Dr. Melody Bergstresser	Compliance Specialist	Ext. 348
Tameka Willis	Compliance Data Monitor	Ext. 351
Mia Jackson	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
Katherine McLean	Occupational Therapist	Ext. 343
Stephanie Leviner	Occupational Therapist	Ext. 343
Cheryl Hicks	Psychologist	Ext. 340
Lauren Nerverve-Cooley	Psychologist	Ext. 371
Arielle Harding -Chavis	Psychologist	Ext. 367
Rebecca DeShazo	Lead Speech Therapist	Ext. 359
Anna Long-Ray	Speech Therapist	Ext. 350
Lou Smith	Preschool Compliance Specialist	Ext. 341
LaQuasia Cousar	Preschool Facilitator	Ext. 316
Joy Lindey	EC Program Specialist (Extended Content/OCS) - based at SHS	277-7370
Maria Barnes	Teacher of DHHTeacher - based at SHS	277-7370
Leslie Sellers (contracted)	System Wide Physical Therapist	276-1138
Dr. Micaela Capps(contractd)	System Wide Audiologist	Ext. 354

Exceptional Children's Services Leadership Organizational Chart



[2023-2024 EC Handbook](#)

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

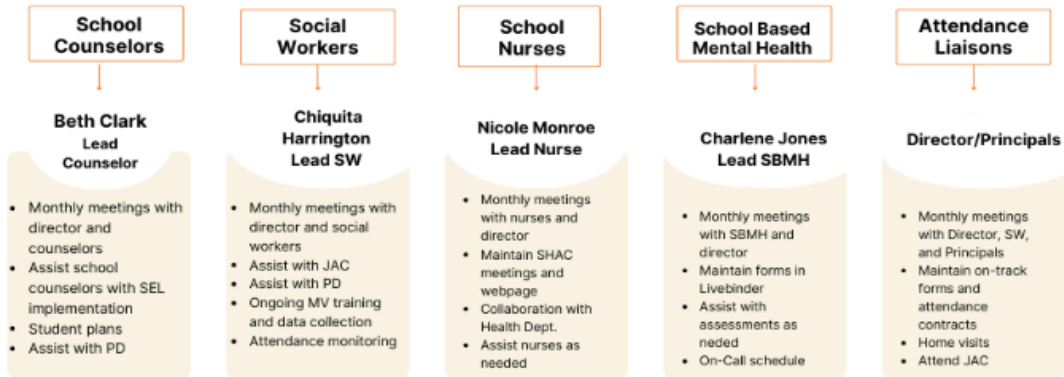
- Disciplinary change in placement invitation should be provided to the parent at the time of the conference if the administration intends to proceed with the recommendation after the disciplinary hearing
- Contact the EC Program Specialist & Compliance Specialist before the manifestation meeting.
- 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.

Student Support Services Director: Dr. Patricia Patrick



All Department staff will report to their building level Administrators

Elementary Support Staff

Middle School Support Staff

High Schools Support Staff

Office of Student Support Contact List

Name	Position	Location	Contact Information
Patricia Powell-Patrick	Executive Director	Central Office	910-276-1138 ext. 3 910-610- 7170 (mobile) ppowell@scotland.k12.nc.us
Nicole Monroe	Lead School Nurse	Shaw, SEarCH, and CO	910-276-1138 ext. 384 nmonroe@scotland.k12.nc.us
Beth Clark	Lead School Counselor	South Johnson Elementary	910-276-2469 bclark@scotland.k12.nc.us
Chiquita Harrington	Lead School Social Worker Homeless Coordinator JAC	Scotland High School	910-276-7370 910-504-5787 croberson@scotland.k12.nc.us
Charlene Jones	Lead School Based Mental Health Worker	Shaw Academy	910-276-0611 910-308-6430 (mobile) @scotland.k12.nc.us

MTSS (Multi-Tiered Systems of Support)
General Information

- All MTSS paperwork should be stored in a purple folder and in the Data Mapping Tool. The folder must follow the student when transferring records between schools. The Data Mapping Tool should be in a shared folder for the school in their Google Account.
- Tier 1 - Core is completed using your whole class data for each core subject you teach. Tier 1 should be completed when benchmarks, K-5 Literacy Assessments (MOY, EOY) and/or summative assessments are completed to assess your whole class data. The goal is for 80% of students showing success &/or growth with the CORE. If not, adjustments are made to instruction; students are not moved to Tier 2 - Supplemental. Students do not move to Tier 2 – Supplemental until you determine if they are making progress or proficient. As long as students are making progress, they can remain in Tier 1 – Core.
- Tier 2 – Supplemental involves data for small groups of students that have common needs. As long as students are making progress (as indicated by progress monitoring), they can remain in Tier 2 - Supplemental.
- Tier 3 - Intensive interventions are the most intense interventions possible. It does not need to be one on one but should be no more than a 2:1 ratio. When moving to Tier 3 - Intensive, interventions should change because Tier 2 interventions were not working or demonstrating significant progress.
- To determine if interventions are truly working, progress monitoring should take place prior to the review date and at least three data points should be collected.
- MTSS paperwork can serve as the student's PEP provided there is a parent signature and the parent is involved in this process. Parent notification is required anytime a student intervention or intensity of support is changing. The parent notification letter can be found in the live binder and a copy should be placed in the cumulative folder.
- Interventions shall be research based. Standard Protocol Interventions listed in the live binder & include Academic, Behavioral, Social & Emotional and Attendance.
- When/If you get to the point where a referral needs to be sent for additional testing through EC or 504 Recommendation, the folder should be reviewed by the Tier Team and signed off by the principal (or the designee) prior to being given to an EC teacher and a meeting scheduled. (See flow chart link)

Live Binder Access : <http://www.livebinders.com/play/play?id=1199461>

Access Key – Cardinal

MTSS DATA TEAMS

Each school should have the following teams in place. Based on the size of the school, some teams may consist of the same people. The idea is to ensure you have the right people at the table making decisions and having data rich discussion.

PLC

Each week teachers will meet in PLC groups to discuss grade level, subject and student specific data. Follow up should be discussed, fidelity of differentiated core implementation and interventions. All plans made should be based on the data collected.



SIT/MTSS

AGENDA

SIT Meetings focus on the school wide data. MTSS focuses on Implementation and Student Outcome data. Teams discuss the data and make school wide/Core decisions. The goal for core is 80% success/growth towards core.

WHO?

This group should be representative of your school staff. Ensure you have grade level representation, EC, behavior, academic and social/emotional experts.



TIER TEAM

AGENDA

This group meets monthly (or more if needed) on a specific day. They discuss students who are being suggested to move from Tier 2 (Supplemental) to Tier 3 (Intensive).

WHO?

EC Facilitator
Instructional Facilitator
Administration
Classroom Teacher(s)
School Counselor
Experts in Behavior, Social and Emotional Interventions

MTSS (Multi-Tiered Systems of Support) - FAQs

If a student was on tier 3 (or tier 2) last year, where should we start at the beginning of the school year?

Teachers should begin the year working with the interventions last year's teacher ended with. The teacher will continue with these interventions for two weeks to determine if they are working and/or still needed. After two weeks, the teacher will make changes based on the student's needs. They can move the student to another tier, continue with the interventions or pull the team together to discuss next steps.

Can the team/teacher continue with the student's plan and/or move through tiers even if the parent is not present at the meetings?

Yes. Providing interventions is part of the student's instructional plan. Teachers work with students based on their needs to scaffold and differentiate their learning. Parents should be invited and informed about their child's progress and what is happening in the classroom. The parent notification letter should be sent and a copy placed in the cumulative folder. If you are having difficulty getting in touch with parents and/or attending meetings, use your nurse, social worker, school counselors and administrators to assist.

When a parent puts a request for testing in writing, how is the MTSS process handled?

The 90 day timeline begins the date that is on the written request. A student still needs to go through the tiers. Interventions need to be put in place and progress monitored. You will still need three data points and continue to document if the intervention was effective or not. Since the 90 day timeline is in place, interventions will need to be progress monitored more quickly. The two processes will be done simultaneously. If you have a written request, the principal (or designee) should be notified immediately.

Who does the MTSS Tier Teams consist of?

The MTSS committee for the student(s) is your grade level team and anyone who needs to be a part of the team. This includes the social worker, school counselor, nurse, behavior support, etc. if needed. Parents should also be invited to the meetings. Some schools incorporate a school based team to make decisions about students that will be assessed for EC services. This is a school based decision.

Why do all the components (paperwork) need to be included in the MTSS folder?

The information that is part of each tier provides information about the student. The purpose is to document all information about the student to determine what is best for that child and be able to make informed decisions about the educational experience.

What is the difference between an accommodation, an intervention and a modification?

Accommodation: Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. An accommodation eliminates obstacles that would interfere with a student's ability to perform or produce at the same standard of performance expected of typical students. Accommodations do not change or reduce the learning expectations in regard to the goal being addressed or assessed.

Intervention: An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill and achieve adequate progress in a specific area (academic or behavioral). This often involves changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty. These should be research based.

Modification: Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations. Modifications change or reduce the learning expectations in regard to the goal being addressed or assessed. The resulting student product is not equal to the student product without modifications.

How often does the teacher need to progress monitor to determine that the intervention is effective?

Depending on the intervention, a teacher could progress monitor weekly, bi weekly, monthly or every few days. It depends on what the teacher feels is best practice for the intervention in place. When using an intervention from the IDF Specialist information is detailed. The teacher should collect three data points to determine if an intervention is effective. Typically, interventions should be completed for 3-6 weeks.

How often should I review the interventions in place/& determine if they are working?

Interventions should be reviewed at least every three weeks. As a team, you can decide if they need to be reviewed more frequently or less frequently.

It is based on the student, how often the intervention is completed during a period of time and the specific intervention. Before determining if an intervention is effective or not, you must have at least three data points.

How do I decide what intervention to use?

Interventions must be research based. Your Instructional Facilitators at each school are excellent resources to assist in finding appropriate interventions. As you go through the TIPS problem solving model, you will be able to determine the true cause of the problem the student is having. There are also resources on the MTSS live binder at: Standard Protocol Interventions Link

Live Binder Access : <http://www.livebinders.com/play/play?id=1199461>

Access Key – Cardinal

What do I do if a student is not making progress?

1. Tier II – If it is determined that the student is making minimal gains, the team can either change the intervention or increase the intensity of the intervention and keep the student in Tier II. If the student is making no gains, he/she will need a different intervention. Based on how the intervention is going to be completed, they can either remain on Tier II or move to Tier III.
2. Tier III - If it is determined that the student is making minimal gains the team can either change the intervention or increase the intensity of the intervention and keep the student in Tier III. If the student is making no gains, he/she will need a different intervention. Based on how the intervention is being completed, he/she can either remain on Tier III or the referral process can begin for Exceptional Children's testing or a 504.

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.

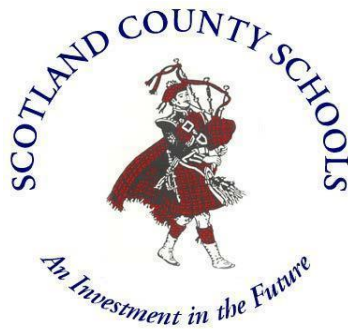
5. What takes place during the On Track Progress meetings held each week?

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.

See Appendix for the Reduction in Elective Credit Process/Graduation Plan (At-risk Senior link).



Title I Overview & Required Components 2023-2024



Federal Programs

Director: Ms. Barbara Adams
Email: badams1@scotland.k12.nc.us
Phone: 276-1138 EXT 372

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 within 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

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 Expenditure

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 Dr. Patrick-Powell	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.					
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
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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 Dr. Partick-Powell		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.

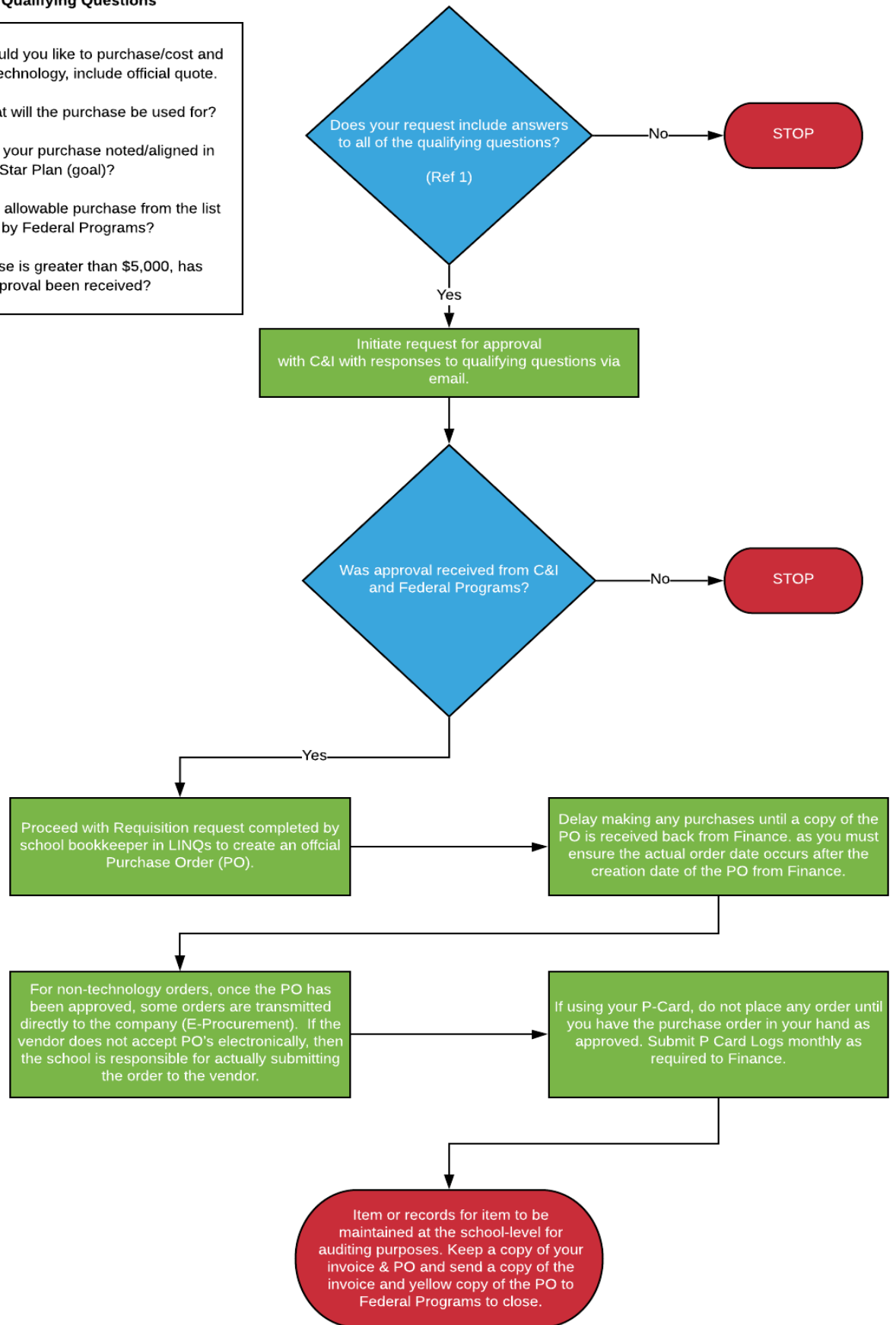
** This Reference Guide may be periodically updated.

** Contact the Federal Program Director for Assistance

Title I Purchase Procedures

Ref 1 - Qualifying Questions

1. What would you like to purchase/cost and why? If technology, include official quote.
2. Who/what will the purchase be used for?
3. Where is your purchase noted/aligned in your NC Star Plan (goal)?
4. Is this an allowable purchase from the list provided by Federal Programs?
5. If purchase is greater than \$5,000, has board approval been received?



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 - Vacant
EC Pre-K Coordinator - Vacant
Pre-K Administrative Assistant - Vacant

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-old's. 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 host 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

[BOE Policy Manual](#)

[Curriculum and Instruction Calendar](#)

K-2 Report Card Information - [What should we grade?](#)

[Field Trip Recommendations](#)

[Field Trip Form](#)

[W Extracurricular Waiver - Student \(1\).doc](#)

[Graduation Requirements](#)

[Retention Recommendations](#)

[3 to 6 Alternative Learning Program](#)

[Credit RecoveryFAQ.pdf](#)

[AIG Plan](#)

[DIF PDSA Process](#)

DIF Coaching Model

[DIF Meetings and Planning Dates](#)

[SCS Teacher Planning_PLC Schedule and Coaching Plan - Fill In](#)

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

[STEM Designation Rubric.pdf](#)

[PLC Agenda](#)

[SCS Lesson Plan Template 2023-24](#)

[SCS Remote Learning Handbook](#)

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](#)

[How to Fill Out the Free Application for Federal Student Aid \(FAFSA®\) Form](#)

Process Infographic: <https://studentaid.gov/sites/default/files/fafsa-process.png>

Need additional help: [FAFSA® Help | Federal Student Aid](#)

Practice worksheet: [2023-2024 FAFSA on the Web Worksheet, English](#)

[Planilla de preparación para FAFSA on the Web 2023-2024](#)

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 Experiencing Homel...](#)

- [School Counselor Supports for College Preparation and Readiness for Students Experiencing Homelessness](#)

Graduation Requirements

- [Graduation Requirements](#)
- **Dual Credit Allowances-Career and College Promise**

- [CCP Student/Parent Agreement](#)

 **2022 CCP DualCreditAllowances Ver8.1 March 2022.pdf**

High School Endorsements

- [High School Diploma Endorsements | NC DPI](#)

Reduction in Elective Credit Process/Graduation Plan

- [At-Risk Seniors Documents](#)

NC Homeless Education Training

[Self-Paced Online Training](#)

[Flow Charts](#)

Student Support Services Annual Celebration Dates and Recognitions

National School Counseling Week	February 5-9, 2024
National School Social Work Week	March 3-9, 2024
National School Nurse Day	May 8, 2024
National Mental Health Awareness Week	May 10-16, 2024

