



Richmond County Schools

Parent's Guide to Student Achievement (PGSA)

Based on Parents' Bill of Rights - SB 49; Session Law 2023-106

The objective of the Richmond County School System is to offer parents and guardians access to information regarding student achievement via the district's Parent's Guide to Student Achievement (PGSA). Should you wish to obtain paper copies of this document and its contents, you can make a request through your child's respective school.

<p>How can my child be promoted to the next grade level?</p>	<p>The following are the relevant State and local requirements for a child to be promoted to the next grade level: Grade Level Promotion</p> <p>Information about the Richmond County School Board of Education's promotion and retention procedures is available here. Information about the Board's graduation requirements is available here.</p>
<p>What is my child learning at school? How can a parent review these materials?</p>	<p>In North Carolina, every school follows a uniform Standard Course of Study established by the State Board of Education. These guidelines outline the knowledge and skills that students are expected to grasp by the conclusion of each grade or course.</p> <p>The NCDPI Office of Academic Standards website contains the standards for various subjects, such as Arts Education, Career Technical Education, Computer Science, English Language Arts, English Language Development, Student Success Standards, Healthful Living, Information and Technology, Mathematics, Science, Social Studies, and World Language. Local districts, schools, and teachers have the autonomy to decide the instructional methods for these standards, including curriculum, supplementary materials, books, and other resources.</p> <p><u>Curriculum</u></p> <p>The following links provide information related to curriculum in Richmond County Schools:</p> <ul style="list-style-type: none">• Curriculum and Instruction Information• Literacy at Home• K-5 ELA Curriculum Resources<ul style="list-style-type: none">○ Benchmark Family Support Website• 6-12 ELA Curriculum Resources-CommonLit360



[Instructional Materials](#)

Get in touch with your school principal to inquire about examining or buying textbooks and additional teaching materials from this website in the upcoming days.

In certain instances, principals might be able to furnish parents with physical or digital versions of specific supplementary instructional materials for examination at home. However, for most copyrighted materials, access for inspection may be limited to in-person viewing. Typically, requests to inspect school library materials will be accommodated by notifying parents of designated hours for browsing the library collection.

- [Parent Inspection of and Objection to Instructional Materials](#)

[Literacy Intervention Plan](#)

Core instruction is the instruction provided to all students. Core literacy instruction is evidence-based and aligned to the science of reading. Within core instruction, teachers differentiate to meet the needs of all students in the classroom. Core support is defined through environment, curriculum, and instruction:

Environment: Includes daily instructional time, physical environment, group size, and classroom routines.

Curriculum: Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

Instruction: Instructional design, student engagement, methods for feedback, and opportunities for practice.

[Career and Technical Education](#)

Richmond County Schools provide courses in Career and Technical Education (CTE), enabling students to delve into career exploration and obtain credentials. Information on CTE Career Clusters, Pathways, Course Details, Credentials, and Course Standards can be accessed through this link.

- [CTE Pathways](#)

How will a parent learn about my child's progress in school or with a class?

[Testing and Assessment Program](#)

Richmond County School System communicates students' progress through various channels, including quarterly report cards, progress reports, and feedback on assignments/tests, including conduct evaluations.

[Local Assessments:](#)

Quarterly report cards detailing grades and attendance are distributed, with specific quarter-end dates outlined in the school calendar. Parents can access attendance, grades, and testing information through the PowerSchool/Homebase parent portal using their login credentials. For assistance with PowerSchool access, parents can contact the school data manager.

[State Assessments:](#)

North Carolina required program testing includes End-of-Grade testing for Elementary and Middle Schools:



- Beginning of Grade 3 Reading Test (First 15 days of school. Used as a proficiency measure and for calculating growth.)
- Grades 3-8 Math and Reading
- Grades 5 and 8 Science In high school, students take end-of-course assessments in English II, Biology, NC Math 1, and NC Math 3.
- Read To Achieve (Grade 3 reading test at EOG for students who do not have a Good Cause Exemption, pass the Beginning of Grade Reading test or the End of Grade reading test. RTA is given to eligible students in Spring, Summer, and Fall as an additional opportunity to show reading proficiency. The Grade 3 Read to Achieve Test is linked to the Read to Achieve legislation—G.S. § 115C-83.1. Alternate Assessments for all EOGs are available for students on the Extended Content Standards.

North Carolina required program testing includes End-of-Course testing for High Schools:

- Biology
- English 2
- Math 1
- Math 3
- Alternate Assessments for all EOCs are available for students on the Extended Content Standards.

Third Party Assessments Included in School Accountability

Additional testing is required by the state:

- PreACT / CCRAA10 at Grade 10 (Reporting through ACT)
- ACT / CCRAA11 at Grade 11 (Reporting through ACT)
- ACT WorkKeys at Grade 12 for CTE Concentrators only. (Reporting through ACT)
- ACCESS testing for English Language Learners (Reporting through DRC. RCS sends home printed report)
- Alternate Assessments are available for PreACT, ACT, and ACCESS assessments.

Other Third Party Assessments

Additional testing used to measure student progress:

- Advanced Placement Testing at High School level (Reporting through College Board)
- iReady, Math, Reading (3-8 Math and Reading Diagnostics)
- mClass (Dibels 8 used as student proficiency level indicator)
- K-2 Math Assessment (Beginning, Middle, and End of Year to measure math proficiency)

What are the qualifications of my child's teachers?

NCDPI Licensure Verification: Parents may look up your child's teacher licensure status at this website [Link](#) to the licensure website.
Please contact the office of Human Resources at 910-582-5860 with any questions you may have regarding an educator's licensure status.



<p>What are the requirements for school enrollment?</p> <p>What are the immunizations needed or recommended for children?</p>	<p>Requirements for enrollment- forms to be filled out by parents</p> <p>NC General Statute 115C-164 details school admission and assignment of students as additional information for families.</p> <p>Requirements for enrolling in Richmond County Schools, including immunization and health requirements, can be found here: Policy Code 4100</p> <p>Any student who has not obtained the appropriate vaccinations or health assessment within the first 30 days of school shall be excluded from school as per NC General Statute 130A-155</p>
<p>How can a parent help their child learn and make progress?</p>	<ul style="list-style-type: none"> ● Attend Parent/Teacher conferences throughout the year to monitor the academic health of your child. ● Parent Portal-ongoing access to student progress to support the academic success of your child. ● Inquire about student intervention and enrichment opportunities at your school. ● Be proactive and contact your child’s school if a concern arises at any point during the school year. ● Monitor Class DOJO be sure to check your child’s homework folder daily. ● Ensure your contact information is updated in the school system. ● Continue to meet with and talk with your child’s teacher after elementary school. It is important to continue to show that https://www.ncseaa.edu/k12/opportunity/ you value education and keep in touch with your child’s teacher throughout middle school and high school. ● Multi-Tiered System of Support (MTSS) for Families <ul style="list-style-type: none"> ○ MTSS Parent Infograph
<p>How can a parent help their child develop citizenship, social skills and respect for others?</p>	<p>Model appropriate behaviors across settings (home, community, school, and the Internet).</p> <p>Policy Code: 3530 Citizenship and Character Education</p> <p>The board encourages all students to develop an understanding of citizenship, including the importance of a citizen's rights and responsibilities.</p>
<p>How can a parent help their child develop citizenship, social skills and respect for others?</p>	<p>Strengthening a child's realization of high expectations and fostering a commitment to lifelong learning involves creating a supportive and motivating environment. Parents can help their children set and achieve lifelong learning goals:</p> <ol style="list-style-type: none"> 1. Encourage a Growth Mindset: <ul style="list-style-type: none"> ● Emphasize the importance of effort, perseverance, and learning from mistakes. ● Praise their hard work and dedication rather than focusing solely on achievements. ● Teach them that challenges are opportunities for growth. 2. Set Clear Expectations:



- Clearly communicate your expectations for their behavior, academics, and personal development.
 - Break down large goals into smaller, achievable tasks to make them more manageable.
3. Discuss Future Aspirations:
- Talk with your child about their interests and aspirations.
 - Help them connect their current efforts and learning to their long-term goals.
4. Model Lifelong Learning:
- Demonstrate a commitment to your own learning and personal development.
 - Share your experiences of acquiring new skills or knowledge.
5. Goal-Setting Rituals:
- Help your child set both short-term and long-term goals.
 - Establish regular check-ins to track progress and make adjustments as needed.
6. Provide Guidance, Not Pressure:
- Offer guidance and support without imposing unrealistic expectations.
 - Foster independence and self-motivation by allowing them to take ownership of their learning journey.
- By implementing these strategies, parents can contribute to their child's understanding of high expectations and instill a lifelong love of learning. Remember to adapt these approaches based on your child's individual needs and interests.

How can a parent strengthen communication with the school/teacher?

- As partners in your children's education, we want to emphasize the open communication channels that exist between families and our school/district. Staying connected is crucially important. There are several ways we facilitate two-way communication:
- First, check our school/district website and ClassDojo page, which provides dual language communication, frequently for announcements, event invites, classroom newsletters, and other updates. Consider these digital means of "virtual backpacks" full of school-to-home communications.
 - Also, listen for School Messenger phone calls, emails, or text blasts. These "all calls" give important information from administration to families directly and promptly.
 - Your student's teacher may use take-home folders. Check backpacks daily for notes, completed work for your review, and forms needing signatures. Send notes back this route too.
 - We host recurring Family Nights at schools - STEM night, reading night, math night, etc. These build participation through hands-on curriculum engagement. Our annual Open House and Title I nights also promote family face-time. Hispanic Parent Nights are offered at Title I schools.
 - Most importantly, attend Parent/Teacher conferences to discuss your student's progress. This back-and-forth time for questions and clarity supports their growth. If English is not your first Language you can request interpreter services. Contact the school in advance.
 - With so many access points, our goal is to nurture robust dialogues between school and home for student success!



	<p>Please reach out if you ever have needs.</p> <ul style="list-style-type: none"> ● Continue to meet with and talk with your child’s teacher after elementary school. It is important to continue to show that you value education and keep in touch with your child’s teacher throughout middle school and high school.
<p>What services are available for parents and their children?</p>	<ul style="list-style-type: none"> ● Explore community resources (Leak Street Afterschool, the ROC, etc.) ● Many schools offer tutoring services within the school day and after the school day. Check with your child’s teacher about the availability of this service. ● Policy Code: 3610 Counseling Program <ul style="list-style-type: none"> ○ All k12 schools have a school counselor who is available for advising students with course selection and pathways for graduation. Our secondary (6-12) counselors use Major Clarity data as well as one-on-one conversations in the advising process to support students in selecting classes to meet their postsecondary goals. ● ELD Services are offered to students whose first language is not English.
<p>What are opportunities for parents to participate with school?</p>	<ul style="list-style-type: none"> ● Title I parent nights ● STEM nights ● Parent Teacher Conferences ● Hispanic Parent Nights ● Attend chorus and art performances ● Volunteering to read in the elementary schools ● Volunteer to be a testing proctor ● Participation with Parent Advisory Committee ● Participation as SIT representative ● Continue to meet with and talk with your child’s teacher after elementary school. It is important to continue to show that you value education and keep in touch with your child’s teacher throughout middle school and high school. <ul style="list-style-type: none"> ○ Policy Code: 5010 Parent Organizations ○ Policy Code: 5015 School Volunteers ○ Policy Code: 1320/3560 Title I Parent and Family Engagement
<p>What are the rigorous academic programs available to my child? How can I learn more about them?</p>	<p>Policy Code: 3101 Dual Enrollment</p> <p>In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in traditional or online classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.</p>



[Exhibit Code: 3460 E-B Richmond County Schools Early Graduation Application](#)

In our district, there are the following programs available that are more rigorous and challenging than the standard content for students:

- [Academically and/or Intellectually Gifted \(AIG\):](#)
 - [Richmond County Schools: AIG Frequently Asked Questions](#)
- [Honors Level Courses](#)
- [Advanced Placement \(AP\) Courses](#)
 - [Advanced Courses Satisfying Graduation Requirements](#)
- [Career and College Promise \(CCP\):](#)
 - Additional information is available on the NCDPI CCP [website](#).
- [Richmond Early College High School](#)
- **Governor's School:**
 - www.ncgovschool.org
- North Carolina School of Science and Math
 - <https://www.ncssm.edu/>

What rights do students with disabilities have based on the law?

[Special Education Programs/Rights of Students with Disabilities](#)
[Exceptional Children Section 504](#)
[Homebound/Hospital Services](#)

- IEP Meetings
- EC Family Nights
- School Curriculum Night
- FAPE Guidelines
- [DPI Parent Resources](#)
- Parent Rights & Responsibilities in Special Education: NC Notice of Procedural safeguards (Parent Handbook)
The handbook is designed to support families with the understanding of the rights and responsibilities specific to the special education process.
 - [Parent Rights & Responsibilities-English](#)
 - [Parent Rights & Responsibilities-Spanish](#)

What rights do students identified as MLs have based on the law?

- [Equal Educational Opportunities for English Learners](#)
- [Multilingual Learner Compliance Library](#)
- [Reflecting on Multilingual Learners' Grade Placement](#)
- [ML Students with Disabilities](#) (Working with Dually Identified Students)



How are MLs identified?	<ul style="list-style-type: none">• Parent Notifications and Timelines• English Learner/Multilingual Learner Plans <p>Identifying ML Students using the WIDA Screeners</p> <ul style="list-style-type: none">• WIDA ACCESS• ACCESS Practice Tests An overview of how the ACCESS Test is like.
What is the contact information for the schools and district office?	<ul style="list-style-type: none">• Richmond County Schools Website<ul style="list-style-type: none">○ Individual School Websites• School/Class Dojo Communication• Social Media: District and School-based Facebook
What are some resources to support my child's health and well-being?	<p>Additional information and information related to Student Health, including immunizations can be found on the School Health page of our website.</p> <p>You are welcome to contact your child's school counselor or school social worker at any point if you feel your child may need short-term counseling services, a referral for mental health services or simply getting connected to resources within our community designed to support children and families.</p>