

JACKSON COUNTY PUBLIC SCHOOLS
Regular Business Meeting
November 19, 2024 – 6:00 p.m.
Cullowhee Valley Elementary School

AGENDA

I. JACKSON COUNTY BOARD OF EDUCATION

- A. Call to Order (Wes Jamison, Chairman)
- B. Pledge of Allegiance and National Anthem – CVES Chorus under the direction of Ms. Jamie Davis
- C. Approve Agenda

II. SPECIAL PRESENTATION

Melanie Jacobs - CVES Middle School Clubs presented by CVES Middle School Students

III. SPECIAL RECOGNITION (Dr. Dana L. Ayers, Superintendent)

- 1. Emma Maney – JCPS Beginning Teacher of the Year 2024-2025
- 2. Laura Spaulding – EC Educator of Excellence 2024-2025

IV. CONSENT ACTION AGENDA

- A. [Open Session Minutes of Regular Meeting on October 22, 2024.](#)

V. INFORMATION

- A. Superintendent's Report (Dr. Dana L. Ayers, Superintendent)
- B. [JCPS Strategic Plan](#) (Jake Buchanan, Deputy Superintendent and Angie Dills, Assistant Superintendent for Curriculum and Instruction)
- C. [Unaudited Financial Summary](#) (Kristie Walker, Chief Financial Officer)

VI. OPEN SESSION FOR PUBLIC COMMENTS

Sign up to speak before meeting. • Designed for school board to listen.

Time to speak limited to 3 minutes • Complaints about individual employees or students prohibited

VII. ACTION AGENDA

- A. [Budget Amendments](#) (Kristie Walker, Chief Financial Officer)
- B. [2023-2024 External Audit and Financial Statements](#) (Andy Deal of Anderson, Smith and Wike, CCP)
- C. [ESSA Memorandum of Understanding](#) between JCPS and DSS (Brent Speckhardt, Director of Professional Development and Teacher Growth)
- D. [Indian Education Policies and Procedures](#) Annual Approval (Brent Speckhardt, Director of Professional Development and Teacher Growth)
- E. [Security Camera Installation](#) (Greg Stewart, Chief Technology Officer)
- F. [School Improvement Plan](#) Approval (Adam Holt, Director of Testing and Accountability)
- G. Policy Updates (Jake Buchanan, Deputy Superintendent)
 - 1. [Parental Involvement](#) (1310/4002)
 - 2. [Testing and Assessment Program](#) (3410)

3. [Student Promotion and Accountability](#) (3420)
4. [Graduation Requirements](#) (3460)
5. [Use of Unmanned Aircraft](#) (4334/5035/7345)
6. [Student Health Services](#) (6120)
7. [Federal Grant Administration](#) (8305)
8. [Participation by Minority Businesses](#) (9125)

VIII. CLOSED SESSION – Pursuant to G.S. 143.318.11 for the following purposes: under subsection; (a) (1) to prevent the disclosure of privileged or confidential personnel information pursuant to G.S. 115C-319-321 and (a) (3) to discuss matters protected by the attorney-client privilege.

IX. PERSONNEL ACTION AGENDA

Announcements

The next regularly scheduled business meeting of the Board of Education is December 17, 2024, at 6:00 p.m., at Smoky Mountain High School, 100 Smoky Mountain Drive, Sylva, NC.

X. Adjournment

**Jackson County Board of Education
Minutes of Regular Meeting
Scotts Creek Elementary School
Sylva, North Carolina**

516 Parris Branch Road, Sylva

October 22, 2024

6:00 p.m.

The Jackson County Board of Education held their regular session on Tuesday, October 22, 2024, at 6:00 p.m., in the Auditorium of Scotts Creek Elementary School, 516 Parris Branch Road, Sylva, North Carolina. The following members were present:

Wes Jamison, Chairman
Abigail Clayton, Vice-Chair
Kim Moore
Dr. Lynn Dillard
Gayle Woody

Also present were Dr. Dana L. Ayers, Superintendent; Jacob Buchanan, Deputy Superintendent; Mike Vetter, Director of Human Resources; Greg Stewart, Chief Technology Officer; Ashley Leonard, School Board Attorney; and Cora Fields, Board Assistant.

CALL TO ORDER

Chairperson Wes Jamison called the business meeting to order.

Board Member Gayle Woody reported on the Jackson County Public Schools response and support following Hurricane Helene and thanked Jackson County Public School staff, students and the local community for their assistance.

April Bryson, Principal of Scotts Creek Elementary School introduced students from Scotts Creek who led the Pledge of Allegiance.

APPROVAL OF AGENDA

Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board voted unanimously to approve the Agenda.

SPECIAL PRESENTATION

- A. Dr. Ayers introduced Representative Mike Clampitt and Senator Kevin Corbin. They presented Jackson County Public Schools with a facsimile check for \$52,000,000.00 from the Department of Public Instruction for the School Construction Grant to build a new Middle School.
- B. April Bryson, SCES Principal, welcomed the school board members and guests to the board meeting. Ms. Bryson thanked SCES student Amelia Dowdle for the Cardinal Pride Design. She also thanked the Staff, PTA, SMHS and FFA for their work on the new playground, and the

Maintenance Department participation in building the Outdoor Classroom. Courtney Umphlett and the Middle School Band Program performed several musical selections.

- C. Dr. Ayers recognized teacher Megan Davis for being spotlighted on WLOS Thanks to Teachers and teacher Gretchen McCue for her participation in the North Carolina Council on the Holocaust Seminar in Washington, DC.

CONSENT ACTION AGENDA

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board unanimously approved the consent action agenda:*

- A. Draft Open Session Minutes of Regular Meeting of September 24, 2024.

INFORMATION AGENDA

- A. **Agenda Item:** Superintendent's Report
Presenter: Dr. Dana Ayers, Superintendent

Dr. Ayers reported on the following:

1. We have concluded the first quarter of the school year, and it was interesting, to say the least. Our students and staff have adapted well during the weather event, and I am extremely grateful to have everyone in school. The quarter ended with two days that were originally scheduled as teacher workdays. I am pleased that our students only missed four days of instruction as a result of the hurricane.
2. Hurricane Helene impacted JCPS but not to the extent of some of our neighboring counties. It is reassuring to know that our first responders and agencies worked hard so that we could reopen as soon as possible in the safest manner. We are fortunate to have no loss of life in our county and to have been back in our school buildings now for more than two weeks. Some of our school counselors and social workers will be traveling to Buncombe County Schools on Thursday and Friday to support their reopening efforts. Thank you, Becca Bailey, Brittany Brower, Paige Jeleniewski, Julie Lambert, and Heather Shull for helping our neighbors in need!
3. I cannot continue without acknowledging the people who assisted in feeding our students at the schools, those that delivered meals and made home visits. Directors, principals, assistant principals, custodians, school nutrition staff, teachers, counselors, social workers and so many others volunteered to get food to students, families, and community members. School Nutrition Director, Laura Cabe, was able to pivot quickly thanks to the generosity of everyone who participated. Additionally, Transportation Director, Josh Francis, worked countless hours providing fuel access to first responders, TWSA and many other local and state agencies during the height of the storm recovery efforts.
4. Our fall athletic seasons are wrapping up for middle and high school student-athletes. We have some teams and individuals that are moving on to playoffs while there are many who are eagerly looking forward to the winter season that begins in about 10 days.
5. Our newly announced infant/toddler class, located at Scotts Creek School, is set to open on Monday, November 4th. This class start-up is funded by a generous grant from Dogwood Health Trust. We have a full class of eight (8) ready to begin. We will have a ribbon-

cutting ceremony on Wednesday, October 30th at 5:00 pm followed by the mandatory parent meeting at 5:30.

6. I cannot express enough thankfulness for Preschool Coordinator Cassie Rogers, whose brilliant idea came to life. Cassie has recently been named a “Champion for Children in Jackson County” by the Region A Partnership for Children. More information to come about this award. We are proud of Cassie and her work!
7. Recently, we were asked to host the State Teacher of the Year, Heather Smith, for her second visit to JCPS and third school visit. Mrs. Smith visited Blue Ridge this morning along with Deputy State Superintendent, Dr. Jeremy Gibbs, where we saw students and staff in action! It was a great visit, and I appreciate our smaller schools getting the attention from state representatives. Tomorrow, County Commissioner, Todd Bryson will be visiting several campuses including BR, CV, Fairview and SMES. I look forward to showing off our schools!
8. Also, a HUGE shout out to our Jackson County Board of Commissioners. Their attention to the capital building needs in JCPS is remarkable. In tandem with the Fairview cafeteria and classrooms project that was approved for funding in the spring, they have made the decision to move forward with building projects at Blue Ridge and potentially SMHS athletic needs. This is in addition to the allocation of approximately \$8 million dollars to coincide with the \$52 million-dollar NCDPI Needs-Based grant we have been awarded to build a traditional middle school as well as a commitment to purchase land. This middle school will be the first traditional middle school Jackson County has ever had! Thank you, Board of Commissioners for putting education at the forefront.
9. Finally, I want to take a moment to honor our JCPS employees who served our country. We will be gifting them a special treat for Veteran’s Day, but I want to publicly call them by name and extend my heartfelt thanks for their service. They are Jamie Ashe, Rick Bryson, Ray Crawford, Cora Fields, Dr. Nathan Frizzell, Leroy Harrill, Steven Herren, Jerry Justice, Daniel Lee, Stacy Macke, James McNider, Alexandria Parris, Keith Richards, Mark Stiffler, Russell Sutton, Thomas Walawender and Sue Watkins. Combined, they have 194 years of service.
10. Thank you, Jackson County staff, students, families, and community members for making education a priority.

B. Agenda Item: District and School Improvement Plans

Presenter: Mrs. Angie Dills, Assistant Superintendent of Curriculum and Instruction

Mrs. Dills presented the NCDPI State Accountability Data for the 2023-2024 school year.

C. Agenda Item: Capital Projects and Construction Update

Presenter: Mr. Jake Buchanan, Deputy Superintendent

Mr. Buchanan updated the board on construction and capital projects throughout the district.

D. Agenda Item: District Support Organization List for 2024-2025

Presenter: Mrs. Kristie Walker, Chief Financial Officer

Ms. Walker presented the District Support Organization list for 2024-2025.

E. Agenda Item: First Quarter and Bank of America P-Card Audit

Presenter: Mrs. Kristie Walker, Chief Financial Officer

Ms. Walker presented the First Quarter and Bank of America P-Card audit for 2024-2025 with no findings.

F. Agenda Item: Unaudited Financial Summary

Presenter: Mrs. Kristie Walker, Chief Financial Officer

Mrs. Walker presented the Unaudited Financial Summary as of October 22, 2024.

OPEN SESSION FOR PUBLIC COMMENTS

Debbie Buchanan, spoke to the board about a safety concern for parking lot lighting at Blue Ridge School. She also expressed concerns about the softball field being condemned and the girls' teams not being able to play without a field. She asked everyone to keep Buncombe County in their prayers due to the storm damage.

ACTION AGENDA

A. Agenda Item: Budget Amendments

Presenter: Kristie Walker, Chief Financial Officer

Mrs. Walker presented the budget amendments for October 22, 2024, and asked for board approval.

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board voted unanimously to approve the 10-22-2024 Budget Amendments.*

B. Agenda Item: Change January 2025 Board of Education Monthly Meeting Date

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers requested a change to the Board of Education regularly scheduled meeting for January 2025 and asked for board approval. The meeting date has been changed from January 28, 2025, to January 21, 2025.

Action: *Upon a motion by Mrs. Gayle Woody and seconded by Dr. Lynn Dillard, the board voted unanimously to approve the change of date for the January 2025 regularly schedule BOE meeting from January 28, 2025, to January 21, 2025.*

C. Agenda Item: HIGHTS Memorandum of Agreement for 2024-2025

Presenter: Jake Buchanan, Deputy Superintendent

Mr. Buchanan presented the HIGHTS Memorandum of Agreement for 2024-2025 and asked for board approval.

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board voted unanimously to approve the HIGHTS MOA for 2024-2025.*

D. Agenda Item: Field Trips

Presenter: Dr. Dana L. Ayers, Superintendent

1. BREC, Grades 7 and 8 – Charleston, SC, 03-26-25 to 03-28-25, TT9705.
2. FES, Grade 3 – Young Harris Planetarium, Young Harris, GA, 12-05-2024, TT9717.
3. SCES, Grade 8 – Outer Banks, NC, April 28 to May 2, 2025, TT9755.
4. SMES, Grades 5, 6, 7 and 8 - Dollywood, Pigeon Forge, TN, 04-26-25, TT9761.

Dr. Ayers presented the above-listed field trips and asked for board approval.

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board voted unanimously to approve the above-listed field trips.*

CLOSED SESSION

The board unanimously approved a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, to enter into closed session pursuant to G.S. 143.318.11 for the following purposes: under subsection; (a) (1) to prevent the disclosure of privileged or confidential personnel information pursuant to G.S. 115C-319-32 and (a) (3) to discuss matters protected by attorney-client privilege.

Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board voted unanimously to return to open session.

OPEN SESSION

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board unanimously approved the consent action agenda:*

A. Closed Session Minutes of Regular Meeting of September 24, 2024.

PERSONNEL ACTION AGENDA

Action: *Upon a motion made by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board voted unanimously to approve the personnel agenda as recommended by Dr. Ayers. The board unanimously approved the following recommendations:*

Employee Recommendations:

1. Alexander, Trevor – Afterschool Tutor, SMES
2. Beam, Michael Gage - Afterschool Tutor, SMES
3. Bryson, Melanie – CTE Curriculum and Instruction Management Coordinator, SMHS
4. Holland, Jeremiah – Custodian and Bus Driver, SMHS
5. Jamison, Charity – Afterschool Tutor, SMES
6. Johnson, Timothy – Bus Driver, SMES
7. Plemmons, Wes Robert – Teacher, SMHS
8. Prescott, Mary – School Mental Health Clinician, District and BRS
9. Pruett, Tonya – Afterschool Tutor, SMES
10. Shuler, Tiffany – EC Teacher, SMHS
11. Thomas, Kaitlyn – School Nutrition Assistant, FES

Employee Resignations:

1. Brown Tabitha – Teacher Assistant, CVES
2. Dupree, Jason – Custodian and School Nutrition Assistant, CVES
3. Laws, Kaylah – Behavior Specialist, District-wide
4. Peoples, W Jen – Teacher Assistant, SMES
5. Porterfield, Curtis – Teacher, SMHS
6. Shuler, Shannon – School Nutrition Assistant, FES

Employee Retirements:

1. King, Beverly – Teacher, SMHS

Employee Separations:

1. Edwards, Kimberly – School Nutrition Assistant, FES
2. Mojica, Carlos – Assistant Coach Soccer, BREC

ANNOUNCEMENTS

The next regularly scheduled business meeting of the Board of Education is November 19, 2024, at 6:00 p.m., at Cullowhee Valley Elementary School, 240 Wisdom Drive, Cullowhee, NC.

ADJOURNMENT

There being no objection, Chairman Wes Jamison adjourned the meeting at 8:20 p.m.

Mr. Wes Jamison, Chairman

Dr. Dana L. Ayers, Secretary



JACKSON COUNTY PUBLIC SCHOOLS STRATEGIC PLAN

MISSION

Engage, Enlighten, and Enrich

VISION

Our students are prepared to achieve their personal best as contributing members of their communities.

We believe that...

- A nurturing learning community empowers every student to thrive.
- High expectations for students & staff lead to continuous growth & improvement.
- Safe & secure environments foster an atmosphere for learning.
- Partnerships with families & communities are critical for student success.

School systems provide an integral foundation for the success and development of children from pre-kindergarten through high school graduation. It is our responsibility to create a school system that nurtures and grows students academically, physically, socially and emotionally.

Our **Strategic Priorities** are built upon six pillars, which provide the strong foundation for lifelong success.



Scan the **QR code**, or visit <https://www.jcpsnc.org/academics/school-improvement-plans> to view detailed district and individual school improvement plans.



Student Success & Academic Achievement

- Implement high-quality instructional practices to increase student achievement.
- Deepen understanding of academic content by providing explicit feedback for students to improve skills and standards attainment.
- Promote a culture of college and career readiness upon graduation where students will be employed, enrolled or enlisted.
- Create inspiring educational experiences to instill an attitude of achievement and growth.
- Offer various courses and opportunities for students to align their course of study with postsecondary plans.



High Quality Teaching & Learning

- Implement systems of reflection and feedback to improve practice.
- Increase capacity and staff knowledge through research-based professional development to respond to student needs.
- Provide intentional coaching and support for teachers as evidenced and directed by formative and summative data.
- Drive facility modernization initiatives to instill pride, value, and physical/emotional comfort.
- Analyze data to develop plans of action to close gaps in student achievement.



Equitable Services & Access

- Promote and implement culturally competent and responsive instruction.
- Evaluate practices within curriculum, instruction, and environments to eliminate barriers.
- Provide access to high quality, specially designed instruction for students identified with exceptional needs.
- Include guided language support strategies and evidence-based instructional practices for multilingual learners to create language proficiency.
- Differentiate instruction for students identified as gifted and seek identification for underrepresented populations of AIG students.



Students & Staff Wellbeing

- Utilize student support staff to provide services for students to reduce barriers to success.
- Promote a collaborative and positive district school culture among students and staff.
- Use universal prevention strategies to increase student engagement and achievement.
- Cultivate wellness by providing comprehensive, accessible, and equitable school health and nutrition services.



Family & Community Engagement

- Inform and connect with families and the community through multiple forms of communication.
- Increase community partnerships and coordination of outside support.
- Develop strong relationships to engage and involve families, students, and the community.
- Provide opportunities for families, staff, and community members to provide stakeholder feedback, voice concerns and suggest improvement strategies.



Operational & Financial Effectiveness

- Use data-driven systems to inform decision-making.
- Provide a reliable and effective technological infrastructure to support district, school and classroom objectives.
- Facilitate safe and reliable school transportation.
- Align financial & human capital resources to meet the diverse needs of our student population through a sustainable and efficient budgeting process.

UNAUDITED FINANCIAL SUMMARY NOVEMBER 2024

Fund	Fund Description	PO's &				
		Beginning Budget/Beg Balance	Budget Adjustments	Current Budget/Balance	Year-to-Date Exp/Rev	Encumbrances Outstanding
1	STATE PUBLIC SCHOOL FUND	\$28,345,867.00	\$0.00	\$28,345,867.00	\$9,144,425.20	\$192,774.38
2	LOCAL FUNDS	\$11,542,861.00	\$0.00	\$11,542,861.00	\$3,349,489.24	\$153,760.66
3	FEDERAL GRANT FUND	\$2,353,104.14	\$6,488.00	\$2,359,592.14	\$986,403.74	\$69,484.46
4	THE CAPITAL OUTLAY FUND	\$5,626,990.00	\$0.00	\$5,626,990.00	\$418,539.31	\$698,634.65
5	CHILD NUTRITION FUND	\$3,701,290.00	\$0.00	\$3,701,290.00	\$660,356.61	\$152,380.34
6	TRANSPORTATION FUND	\$0.00	\$0.00	\$0.00	\$0.00	\$156,162.00
8	OTHER SPECIFIC REVENUE FUND	\$4,989,528.00	\$0.00	\$4,989,528.00	\$1,137,488.57	\$349,635.83
	Grand Total	\$56,559,640.14	\$6,488.00	\$56,566,128.14	\$15,696,702.67	\$1,772,812.32
						\$39,096,613.1
						30.88%

This reflects that our spending is within our Budget Resolution for 2024-2025

UNAUDITED FINANCIAL SUMMARY NOVEMBER 2023

Fund	Fund Description	PO's &				
		Beginning Budget/Beg Balance	Budget Adjustments	Current Budget/Balance	Year-to-Date Exp/Rev	Encumbrances Outstanding
1	STATE PUBLIC SCHOOL FUND	\$28,157,879.00	\$644.00	\$28,158,523.00	\$8,912,357.77	\$190,957.36
2	LOCAL FUNDS	\$10,005,814.00	\$0.00	\$10,005,814.00	\$2,812,405.25	\$188,297.62
3	FEDERAL GRANT FUND	\$6,331,237.05	\$0.00	\$6,331,237.05	\$1,657,108.78	\$122,130.45
4	THE CAPITAL OUTLAY FUND	\$1,822,510.00	\$0.00	\$1,822,510.00	\$594,146.28	\$511,070.60
5	CHILD NUTRITION FUND	\$3,343,992.00	\$0.00	\$3,343,992.00	\$712,805.76	\$191,624.81
6	TRANSPORTATION FUND	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$0.00
8	OTHER SPECIFIC REVENUE FUND	\$5,826,698.00	\$0.00	\$5,826,698.00	\$800,098.85	\$137,807.84
	Grand Total	\$55,548,130.05	\$644.00	\$55,548,774.05	\$15,488,922.69	\$1,341,888.68
						\$38,717,962.6
						30.30%

***Information for comparison only. ***

BUDGET AMENDMENT
Jackson County Schools Administrative Unit
Federal Grants Fund

The Jackson County Board of Education, at a meeting on the 19th day of November 2024, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2025.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if fully set forth herein.

Revenue Sources:		
Budget code	Description	Amount
17	CTE	\$ 6,488
111	Language Acquisition	\$ 42
Total Appropriation in Current Budget		\$ 2,353,062
Amount of Increase (Decrease) of this Amendment		6,530
		\$ 2,359,592

Explanation: These are the beginning budgets for allowed carryover from grant year 2024 and amendments from allotment revisions through #38 for grant year 2025.

Passed by a majority vote of the Jackson County Board of Education on the 19th day of November 2024.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS
Budget Amendment #3 and Transfer #3

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2025.

		Current	Amendments & Transfers		Ending
		<u>Budget</u>	<u>#3</u>	<u>#3</u>	<u>Budget</u>
<u>Federal Grants Fund</u>					
5000	Instructional Services	\$ 1,844,078	6,289	\$ -	\$ 1,850,367
6000	System-Wide Support Services	307,558	-	-	307,558
7000	Ancillary Services	-	-	-	-
8000	Non-Program Charges	201,426	241	-	201,667
Totals		\$ 2,353,062	\$ 6,530	\$ -	\$ 2,359,592

PRC	Source of Revenue:	Notes:
17	CTE	\$ 6,488 Amendment GY 5
111	Language Acquisition	\$ 42 CarryOver GY 4

\$ 6,530

-

TRANSFERS between
subfunctions greater than
\$10,000:

None

BUDGET AMENDMENT
Jackson County Schools Administrative Unit
Local Current Expense

The Jackson County Board of Education, at a meeting on the 19th day of November 2024, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2025.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if fully set forth herein.

Revenue Sources:

Description	PRC	Budget Code	Amount
Appropriated fund balance			
Interest earned			
Misc Revenue			
County Appropriation			
Total Appropriation in Current Budget		\$	11,542,861
Amount of Increase (Decrease) of this Amendment			<u>0</u>
			<u>\$ 11,542,861</u>

Explanation: No increase or decrease of revenue. This was a transfer between purpose function to document the allotments paid to the schools

Passed by a majority vote of the Jackson County Board of Education on the 19th day of November 2024.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS
Budget Amendment #3 and Transfer #3

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2025

	Current	Amendments & Transfers		Ending
	<u>Budget</u>	<u>#3</u>	<u>#3</u>	<u>Budget</u>
<u>Local Current Expense Fund</u>				
5000 Instructional Services	\$ 4,987,967	\$ (179,489)	\$ -	\$ 4,808,478
6000 System-Wide Support Services	5,372,299	-	-	5,372,299
7000 Ancillary Services	142,595	-	-	142,595
8000 Non-Program Charges	1,040,000	179,489	-	1,219,489
Totals	<u>\$ 11,542,86</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 11,542,86</u>

Source of Revenue:

Appropriated fund balance	\$ -	2.4910.000
Interest earned	\$ -	2.4450.000
Misc Revenue	\$ -	2.4490.000
County Appropriation	\$ -	2.4110.000
	<u>\$ -</u>	
	-	

	From	To
TRANSFERS between subfunctions greater than \$10,000	5110	8400
See Above	\$179,489.00	\$179,489.00

BUDGET AMENDMENT
Jackson County Schools Administrative Unit
Other Specific Revenue Fund

The Jackson County Board of Education, at a meeting on the 19th day of November 2024, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2025.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if fully set forth herein.

Revenue Sources:			
Description	PRC	Budget Code	Amount
Highlands Cashiers Health Foundation Grant	102	8.4430.102	\$ 54,220
Great Smoky Health Foundation	103	8.4890.103	\$ 90,000
Evergreen Grant	104	8.4890.104	\$ 45,000
COPs Grant (Fed)	374	8.4910.374	\$ 372,158
Stuff the Bus	505	8.4430 & 8.4910	\$ 19,142
NC Outdoor Heritage Council grant	509	8.4910.509	\$ 6,269
Blue Ridge Ed Foundation Health Grant-TA	574	8.4890.574.000.316	\$ 27,241
PreK Grant DHHS Stabilization	706	8.4211 & 8.4910	\$ 45,811
Dogwood Health PreK Coordinator Grant	707	8.4910.707	\$ 80,249
Dental Benefit	834	8.4490.834	\$ 255,000
Total Appropriation in Current Budget			\$ 3,994,438
Amount of Increase (Decrease) of this Amendment			<u>995,090</u>
			<u>\$ 4,989,528</u>

Restricted Funds: Grants: New and Carryover.

Passed by a majority vote of the Jackson County Board of Education on the 19th day of November 2024.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS
Budget Amendment #3 and Transfer #3

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2025

		Current	Amendments & Transfers		Ending
		<u>Budget</u>	<u>#3</u>	<u>#3</u>	<u>Budget</u>
<u>Other Specific Revenue Fund</u>					
5000	Instructional Services	\$ 2,270,264	\$ 740,090	\$ -	\$ 3,010,354
6000	System-Wide Support Services	435,386	255,000	-	690,386
7000	Ancillary Services	141,744	-	-	141,744
8000	Non-Program Charges	1,147,044	-	-	1,147,044
Totals		<u>\$ 3,994,438</u>	<u>\$ 995,090</u>	<u>\$ -</u>	<u>\$ 4,989,528</u>

Source of Revenue:

Fund 8

Aware	Highlands Cashiers Health Foundation Grant	\$ 54,220	102
	Great Smoky Health Foundation	\$ 90,000	103
	Evergreen Grant	\$ 45,000	104
	COPs Grant (Fed)	\$ 372,158	374
	Stuff the Bus-Homeless	\$ 19,142	505/01
	NC Outdoor Heritage Council grant	\$ 6,269	509
	Blue Ridge Ed Foundation Health Grant-TA Grant	\$ 27,241	574
	PreK Grant DHHS Stabilization	\$ 45,811	706
	Dogwood Health PreK Coordinator Grant	\$ 80,249	707
	Dental Benefit Plan	\$ 255,000	834

\$ 995,090

-

From

To

TRANSFERS between subfunctions greater than \$10,000

None

State Public School Fund
Jackson County Schools Administrative Unit
State Public School Fund

The Jackson County Board of Education, at a meeting on the 19th day of November 2024, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2025.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if fully set forth herein.

Revenue Sources:		
Description	Budget Code	Amount
Allocation from State Treasurer	1.3100.xxx	\$ 4,306
Total Appropriation in Current Budget		\$ 28,341,561
Amount of Increase (Decrease) of this Amendment		<u>4,306</u>
		\$ <u>28,345,867</u>

Explanation: The increase in state revenue aligned our state allotment budgets with actual amounts for fiscal year 2024 provided by NC DPI allotment revision #38

See notes on amendments and transfer sheet

Passed by a majority vote of the Jackson County Board of Education on the 19th day of November 2024.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS

Budget Amendment #3 and Transfer #3

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2025

		Current <u>Budget</u>	Amendments & Transfers <u>#3</u>	<u>#3</u>	Ending <u>Budget</u>
<u>State Public School Fund</u>					
5000	Instructional Services	\$ 24,966,659	\$ 4,306	-	\$ 24,970,965
6000	System-Wide Pupil Support Services	3,329,902		-	3,329,902
7000	Ancillary Services	45,000	-	-	45,000
8000	Non-Program Charges	-	-	-	-
	Totals	<u>\$ 28,341,561</u>	<u>\$ 4,306</u>	<u>\$ -</u>	<u>\$ 28,345,867</u>

Source of Revenue:

Notes:

State Public School Fund:

State Textbook Allotment

Principal & other Teacher Bonuses PRC 048

4,306

\$ 4,306

-

TRANSFERS between subfunctions
greater than \$10,000:

None

Jackson County Board of Education

Financial Statements
For the Year Ended
June 30, 2024

***JACKSON COUNTY BOARD OF EDUCATION
Sylva, North Carolina***

Members of the Board of Education

Wes Jamison, Chairperson

Abigail Clayton, Vice Chairperson

Gayle Woody

Kim Moore

Dr. Lynn Dillard

Administrative and Financial Staff

Dr. Dana Ayers, Superintendent

Kristie Walker, Chief Financial Officer

JACKSON COUNTY BOARD OF EDUCATION

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ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

Jackson County Board of Education
Sylva, North Carolina

Report on the Audit of the Financial Statements

Opinions

We have audited accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Jackson County Board of Education, as of and for the year ended June 30, 2024 and the related notes to the financial statements, which collectively comprise of the Jackson County Board of Education's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Jackson County Board of Education as of June 30, 2024, and the respective changes in financial position, and cash flows, where applicable, thereof and the respective budgetary comparison for the General Fund, the State Public School Fund, the Other Special Revenue Fund, and the Federal Grants Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Jackson County Board of Education and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Audit of the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raises substantial doubt about Jackson County Board of Education's ability to continue as a going concern for the twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free of material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Governmental Auditing Standards* will always detect material statement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Governmental Auditing Standards* we

- Exercised professional judgement and maintained professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Jackson County Board of Education's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Jackson County Board of Education's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis on pages 4 through 11 and the Schedule of the Proportionate Share of the Net Pension Liability and the Schedule of Board Contributions on pages 53 through 58, respectively, be presented to supplement the basic financial statements. Such information is the responsibility of management, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Jackson County Board of Education's basic financial statements. The individual fund budgetary schedules, as well as the accompanying schedule of expenditures of federal and state awards as required by Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the

responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, individual fund budgetary schedules and the schedule of expenditures of federal and state awards are fairly stated in all material respects in relation to the financial statements taken as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2024 on our consideration of Jackson County Board of Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Jackson County Board of Education's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Jackson County Board of Education's internal control over financial reporting and compliance.

Anderson Smith & Wike PLLC

October 29, 2024
Huntersville, North Carolina

**JACKSON COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2024**

This section of the Jackson County Board of Education's (*the Board*) financial report represents our discussion and analysis of the financial performance of the Board for the year ended June 30, 2024. This information should be read in conjunction with the audited financial statements included in this report.

Historical Perspective

The Board was formed circa 1889. Today, the Board is one out of 115 public school systems in North Carolina. At one time, Jackson County had more than 40 public schools. Through consolidation over the years, the Board now has nine schools: two early college high schools, a traditional high school, an alternative school, a K-6 school and four K-8 schools.

Financial Highlights

- The General Fund experienced a \$60,682 increase in fund balance for the year ended June 30, 2024.
- The Jackson County Board of Commissioners continued funding a special allotment to finance technology upgrades in the schools in the amount of \$425,000. In addition, the County funded a special allotment of \$320,700 to continue the Board of Education's one to one initiative.
- To enable the Board of Education to better maintain its existing buildings, the Jackson County Board of County Commissioners continued the capital outlay appropriation of \$375,000 to be used for preventive maintenance.
- As of the close of the fiscal year, the Board's governmental funds reported combined ending fund balances of \$12,304,397.
- At the end of the current fiscal year, unassigned fund balance for the General Fund was \$1,645,043.

Overview of the Financial Statements

The audited financial statements of the Jackson County Board of Education consist of four components. They are as follows:

- *Independent Auditors' Report*
- *Management's Discussion and Analysis (required supplementary information)*
- *Basic Financial Statements*
- *Required supplemental information section presents schedules for Teachers' and State Employees' Retirement System, Retiree Health Benefit Fund, Disability Income Plan of North Carolina*

The *Basic Financial Statements* include two types of statements that present different views of the Board's finances. The first is the *government-wide statements*. The government-wide statements are presented on the full accrual basis of accounting and include the statement of net position and the statement of activities. The statement of net position includes all of the Board's assets and liabilities. Assets and liabilities are classified in the order of relative liquidity for assets and due date for liabilities. This statement provides a summary of the Board's investment in assets and obligations to creditors. Liquidity and financial flexibility can be evaluated using the information contained in this statement. The Statement of Activities summarizes the Board's revenues and expenses for the current year. A net (expense) revenue format is used to indicate to what extent each function is self-sufficient.

The second type of statement included in the basic financial statements is the *Fund Financial Statements*, which are presented for the Board's governmental funds and proprietary fund. These statements present the governmental funds on the modified accrual basis of accounting, measuring the near term inflows and outflows of financial resources and what is available at year-end to spend in the next fiscal year. The proprietary fund is presented on the full accrual basis of accounting. The fund financial statements focus on the Board's most significant funds. Because a different basis of accounting is used in the government-wide statements, reconciliation from the governmental fund financial statements to the government-wide statements is required. The government-wide statements provide information about the Board as an economic unit while the fund financial statements provide information on the financial resources of each of the Board's major funds.

Government-wide Statements

The government-wide statements report information about the unit as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the Board's assets, deferred outflows of resources, liabilities, and deferred inflows of resources. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Board's net position and how they have changed. Net position – the difference between the total of the Board's assets and deferred outflows of resources and the total of the Board's liabilities and deferred inflows of resources – is one way to measure the unit's financial health or position.

- Over time, increases or decreases in the Board's net position are an indicator of whether its financial position is improving or deteriorating.
- To assess the Board's overall health, you need to consider additional non-financial factors such as changes in Jackson County's (the "County") property tax base and the condition of its school buildings and other physical assets.

The Board's activities are divided into two categories in the government-wide statements:

- Governmental activities: Most of the Board's basic services are included here, such as regular and special education, transportation, and administration. County funding and state and federal aid finance most of these activities.
- Business-type activities: The Board charges fees to help it cover the costs of certain services it provides. School nutrition is included in this activity.

The government-wide statements are shown as Exhibits 1 and 2 of this report.

Fund Financial Statements

The fund financial statements provide more detailed information about the Board's funds, focusing on its most significant or "major" funds – not the unit as a whole. Funds are accounting devices the Board uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by State law, such as the State Public School Fund. The Board has established other funds to control and manage money for a particular purpose or to show that it is properly using certain revenues, such as in the Federal Grants and the Other Special Revenue funds.

Jackson County Board of Education has two types of funds:

Governmental funds: Most of the Board's basic services are included in the governmental funds, which generally focus on two things – how cash and other assets can readily be converted to cash flow in and out, and the balances left at year-end that are available for spending. As a result of this focus, the governmental funds statements provide a detailed short-term view that helps the reader determine whether there are more or fewer financial resources that can be spent in the coming year to finance the Board's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information at the bottom of the governmental funds statements, in the form of a reconciliation, explains the relationship (or differences) between the government-wide and the fund financial statements. The Board has several governmental funds: the General Fund, the State Public School Fund, the Individual Schools Fund, the Capital Outlay Fund, the Other Special Revenue Fund and the Federal Grants Fund.

The governmental fund statements are shown as Exhibits 3, 4, and 5 of this report.

Proprietary fund: Services for which the Board charges a fee are generally reported in the proprietary funds. The proprietary fund statements are reported on the same full accrual basis of accounting as the government-wide statements. The Board has one proprietary fund, which is an enterprise fund, the School Nutrition Fund.

The proprietary fund statements are shown as Exhibits 6, 7, and 8 of this report.

Notes to the Basic Financial Statements: The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Financial Analysis of the Schools as a Whole

Net position is an indicator of the fiscal health of the Board. Assets and deferred outflows exceeded its liabilities and deferred inflows of resources by \$64,049. The largest component of net position, other than unrestricted net position, is net investment in capital assets, of \$40,829,907.

**JACKSON COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2024**

Following is a summary of the Statement of Net Position:

**Table 1
Condensed Statement of Net Position
As of June 30, 2024 and 2023**

	Governmental Activities		Business-type Activities		Total Primary Government	
	6/30/2024	6/30/2023	6/30/2024	6/30/2023	6/30/2024	6/30/2023
Current assets	\$ 12,956,395	\$ 11,959,777	\$ 374,780	\$ 675,017	\$ 13,331,175	\$ 12,634,794
Capital assets	40,558,604	41,744,481	420,998	368,272	40,979,602	42,112,753
Total assets	<u>53,514,999</u>	<u>53,704,258</u>	<u>795,778</u>	<u>1,043,289</u>	<u>54,310,777</u>	<u>54,747,547</u>
Deferred outflows of resources	<u>25,350,603</u>	<u>18,379,575</u>	<u>661,782</u>	<u>492,911</u>	<u>26,012,385</u>	<u>18,872,486</u>
Current liabilities	367,746	737,965	48,957	37,736	416,703	775,701
Long-term liabilities	66,743,470	54,930,091	1,747,317	1,484,037	68,490,787	56,414,128
Total liabilities	<u>67,111,216</u>	<u>55,668,056</u>	<u>1,796,274</u>	<u>1,521,773</u>	<u>68,907,490</u>	<u>57,189,829</u>
Deferred inflows of resources	<u>11,062,827</u>	<u>15,635,744</u>	<u>288,796</u>	<u>419,326</u>	<u>11,351,623</u>	<u>16,055,070</u>
Net investment in capital assets	40,408,909	41,643,438	420,998	368,272	40,829,907	42,011,710
Restricted net position	1,775,409	1,931,673	-	-	1,775,409	1,931,673
Unrestricted net position	<u>(41,492,759)</u>	<u>(42,795,078)</u>	<u>(1,048,508)</u>	<u>(773,171)</u>	<u>(42,541,267)</u>	<u>(43,568,249)</u>
Total net assets	<u>\$ 691,559</u>	<u>\$ 780,033</u>	<u>\$ (627,510)</u>	<u>\$ (404,899)</u>	<u>\$ 64,049</u>	<u>\$ 375,134</u>

Note that net position of governmental activities decreased during the year, indicating a decline in the financial condition of the Board. Also note that the Board carries capital assets for which Jackson County carries the offsetting debt.

**JACKSON COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2024**

The following table shows the revenues and expenses for the Board for the current and most recent prior fiscal years.

**Table 2
Condensed Statement of Revenues, Expenses, and Changes in Net Position
For the Fiscal Years Ended June 30, 2024 and 2023**

	Governmental Activities		Business-type Activities		Total Primary Government	
	6/30/2024	6/30/2023	6/30/2024	6/30/2023	6/30/2024	6/30/2023
Revenues:						
Program revenues:						
Charges for services	\$ 179,428	\$ 174,094	\$ 469,585	\$ 612,026	\$ 649,013	\$ 786,120
Operating grants and contributions	36,985,428	34,437,938	2,081,367	1,980,784	39,066,795	36,418,722
Capital grants and contributions	374,623	101,044	70,296	8,434	444,919	109,478
General revenues:						
Other revenues	17,031,707	15,769,360	7,288	10,601	17,038,995	15,779,961
Total revenues	<u>54,571,186</u>	<u>50,482,436</u>	<u>2,628,536</u>	<u>2,611,845</u>	<u>57,199,722</u>	<u>53,094,281</u>
Expenses:						
Governmental activities:						
Instructional services	41,545,352	35,251,541	-	-	41,545,352	35,251,541
System-wide support services	11,529,069	10,058,517	-	-	11,529,069	10,058,517
Ancillary services	322,059	241,125	-	-	322,059	241,125
Non-programmed charges	981,998	773,510	-	-	981,998	773,510
Interest on long-term debt	30,657	15,311	-	-	30,657	15,311
Depreciation	205,525	202,438	-	-	205,525	202,438
Business-type activities:						
School food service	-	-	2,896,147	2,672,030	2,896,147	2,672,030
Total expenses	<u>54,614,660</u>	<u>46,542,442</u>	<u>2,896,147</u>	<u>2,672,030</u>	<u>57,510,807</u>	<u>49,214,472</u>
Net revenues (expenses)	(43,474)	3,939,994	(267,611)	(60,185)	(311,085)	3,879,809
Transfers in (out)	(45,000)	(87,584)	45,000	87,584	-	-
Increase (decrease) in net position	(88,474)	3,852,410	(222,611)	27,399	(311,085)	3,879,809
Beginning net position	780,033	(3,072,377)	(404,899)	(432,298)	375,134	(3,504,675)
Ending net position	<u>\$ 691,559</u>	<u>\$ 780,033</u>	<u>\$ (627,510)</u>	<u>\$ (404,899)</u>	<u>\$ 64,049</u>	<u>\$ 375,134</u>

**JACKSON COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2024**

Total governmental activities generated revenues of \$54.6 million, while expenses in this category totaled \$54.6 million. After transfers to the business-type activities, the decrease in net position was \$88,474. Instructional expenses in 2024 and 2023 comprised 76% and 76% of total governmental-type expenses while support services made up 21% and 22% of those expenses, respectively, for that same time period. County funding comprised 22% and 21% of total governmental revenue in 2024 and 2023, respectively. Much of the remaining governmental revenue consists of restricted State and federal funding. Total revenues in the business-type activities were \$2.6 million in 2024 while expenses were \$2.9 million. After transfers from governmental activities, net position of business-type activities decreased by \$222,611.

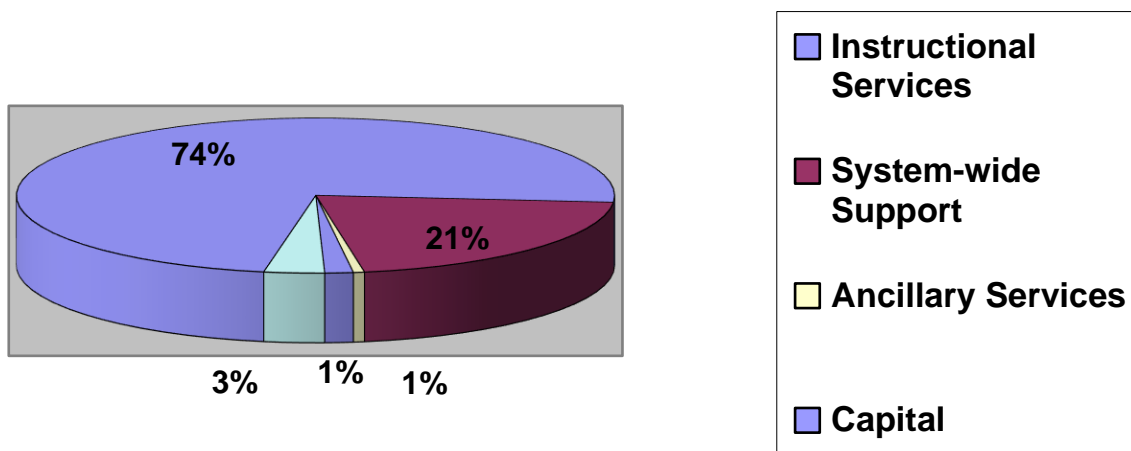
Financial Analysis of the Board's Funds

Governmental Funds: The focus of Jackson County Board of Education's governmental funds is to provide information on near-term inflows, outflows, and balances of usable resources. Such information is useful in assessing the Board's financing requirements.

The Board's governmental funds reported a combined fund balance of \$12,304,397, a \$1,307,138 increase from the 2023 fiscal year. The General Fund increased by \$60,682.

Proprietary Fund: The Board's business-type fund had an increase in net position in the past year. The School Nutrition Fund experienced a decrease in net position of \$222,611.

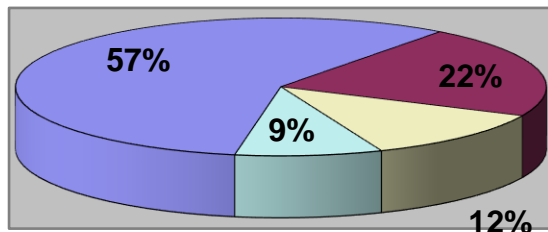
**Categorization of Expenditures
for Governmental Funds**



Expenditures are presented on the modified accrual basis of accounting.

**JACKSON COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2024**

Governmental Fund Revenues



- State of North Carolina
- Jackson County
- United States
- Other

Revenues presented on modified accrual basis of accounting.

General Fund Budgetary Highlights

The Board approved several budget amendments to account for changes in revenue and expenditure projections. Budget amendments are submitted to the Board on a monthly basis to reflect new revenues not measurable or known at the time of the original budget resolution. State and federal budgets are not approved at the State level until after the fiscal year begins and amendments are needed to reconcile the initial budget to final approved State and federal budgets. The State may send new allotments throughout the year and require additional budget amendments. There were no significant expenditures in excess of the budgeted expenditures.

Capital Assets

Capital assets decreased by \$1,133,151 (3%) from the previous year. This was due to current year depreciation expense exceeding capital additions.

The following is a summary of the capital assets, net of depreciation at year-end.

**Table 3
Summary of Capital Assets
As of June 30, 2024 and 2023**

	<u>Governmental Activities</u>		<u>Business-type Activities</u>		<u>Total Primary Government</u>	
	<u>6/30/2024</u>	<u>6/30/2023</u>	<u>6/30/2024</u>	<u>6/30/2023</u>	<u>6/30/2024</u>	<u>6/30/2023</u>
Land	\$ 1,809,021	\$ 1,809,021	\$ -	\$ -	\$ 1,809,021	\$ 1,809,021
Buildings and improvements	35,775,859	37,256,088	-	-	35,775,859	37,256,088
Equipment and furniture	933,043	974,725	420,998	368,272	1,354,041	1,342,997
Vehicles	2,040,681	1,704,647	-	-	2,040,681	1,704,647
Total	<u>\$ 40,558,604</u>	<u>\$ 41,744,481</u>	<u>\$ 420,998</u>	<u>\$ 368,272</u>	<u>\$ 40,979,602</u>	<u>\$ 42,112,753</u>

**JACKSON COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2024**

Debt Outstanding

The Board is limited by North Carolina General Statutes with regards to the types of debt it can issue and for what purpose that debt can be used. The County holds virtually all debt issued for school capital construction.

Economic Factors

County funding is a major source of revenue for the Board; therefore, Jackson County's economic outlook directly affects that of the schools. As of June 2024, per the North Carolina Department of Commerce, the County's unemployment rate was 4.4%. This is a little more than that of the State of North Carolina, which was 4.1% as of June 2024. The County's tax collection rate increased to 99.26% for 2023 from 98.98% for 2022. At this time, the tax collection rate is estimated to be 98.98% but is not known for 2024.

Jackson County ranks 65th in the State in unemployment. Unemployment rates are on an upward trend in Jackson County from 3.5% in April 2024. The rate for the State of North Carolina was 3.3% in April 2024.

Requests for Information

This report is intended to provide a summary of the financial condition of Jackson County Board of Education. Questions or requests for additional information should be addressed to:

Kristie Walker
Chief Financial Officer
Jackson County Board of Education
398 Hospital Road
Sylva, NC 28779

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF NET POSITION
June 30, 2024

Exhibit 1

	Primary Government		
	Governmental Activities	Business-type Activities	Total
ASSETS			
Cash and cash equivalents	\$ 12,679,164	\$ 229,436	\$ 12,908,600
Due from other governments	-	19,729	19,729
Receivables (net)	5,262	-	5,262
Internal balances	(12,283)	12,283	-
Inventories	-	67,830	67,830
Right to use leased assets, net of amortization	284,252	45,502	329,754
Capital assets:			
Land and construction in progress	1,809,021	-	1,809,021
Other capital assets, net of depreciation	38,749,583	420,998	39,170,581
Total capital assets	40,558,604	420,998	40,979,602
Total assets	53,514,999	795,778	54,310,777
DEFERRED OUTFLOWS OF RESOURCES	25,350,603	661,782	26,012,385
LIABILITIES			
Accounts payable and accrued expenses	367,746	4,501	372,247
Unavailable revenues	-	44,456	44,456
Long-term liabilities:			
Net pension liability	26,501,837	691,834	27,193,671
Net OPEB liability	37,243,071	972,235	38,215,306
Due within one year	1,380,854	44,621	1,425,475
Due in more than one year	1,617,708	38,627	1,656,335
Total liabilities	67,111,216	1,796,274	68,907,490
DEFERRED INFLOWS OF RESOURCES	11,062,827	288,796	11,351,623
NET POSITION			
Net investment in capital assets	40,408,909	420,998	40,829,907
Restricted for:			
Individual school activities	807,612	-	807,612
Stabilization by State statute	18,424	-	18,424
School Capital Outlay	949,373	-	949,373
Unrestricted	(41,492,759)	(1,048,508)	(42,541,267)
Total net position	\$ 691,559	\$ (627,510)	\$ 64,049

The accompanying notes are an integral part of the basic financial statements.

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JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2024

Exhibit 2

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position		
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Primary Government		
					Governmental Activities	Business-type Activities	Total
Primary government:							
Governmental Activities:							
Instructional services:							
Regular instructional	\$ 22,333,737	\$ 15,015	\$ 18,984,431	\$ -	\$ (3,334,291)	\$ -	\$ (3,334,291)
Special populations	6,146,526	-	5,504,092	-	(642,434)	-	(642,434)
Alternative programs	4,151,099	-	2,865,788	-	(1,285,311)	-	(1,285,311)
School leadership	2,967,276	-	2,071,467	-	(895,809)	-	(895,809)
Co-curricular services	1,914,249	-	-	-	(1,914,249)	-	(1,914,249)
School-based support	4,032,465	-	2,744,128	-	(1,288,337)	-	(1,288,337)
System-wide support services							
Support and development	439,690	-	257,789	-	(181,901)	-	(181,901)
Special population support and development	302,929	-	109,669	-	(193,260)	-	(193,260)
Alternative programs and services support	99,474	-	90,511	-	(8,963)	-	(8,963)
Technology support	1,310,570	29,413	234,085	-	(1,047,072)	-	(1,047,072)
Operational support	6,680,755	-	2,665,585	374,623	(3,640,547)	-	(3,640,547)
Financial and human resource services	264,902	-	205,291	-	(59,611)	-	(59,611)
Accountability	386,613	-	100,800	-	(285,813)	-	(285,813)
System-wide pupil support	1,274,872	-	295,163	-	(979,709)	-	(979,709)
Policy, leadership and public relations	769,264	-	380,191	-	(389,073)	-	(389,073)
Ancillary services	322,059	135,000	70,296	-	(116,763)	-	(116,763)
Non-programmed charges	981,998	-	406,142	-	(575,856)	-	(575,856)
Interest on long-term debt	30,657	-	-	-	(30,657)	-	(30,657)
Unallocated depreciation expense**	205,525	-	-	-	(205,525)	-	(205,525)
Total governmental activities	54,614,660	179,428	36,985,428	374,623	(17,075,181)	-	(17,075,181)
Business-type activities:							
School food service	2,896,147	469,585	2,081,367	70,296	-	(274,899)	(274,899)
Total primary government	\$ 57,510,807	\$ 649,013	\$ 39,066,795	\$ 444,919	(17,075,181)	(274,899)	(17,350,080)
General revenues:							
Unrestricted county appropriations - operating					9,417,613	-	9,417,613
Unrestricted county appropriations - capital					2,407,775	-	2,407,775
Unrestricted Federal grants - operating					393,922	-	393,922
Investment earnings, unrestricted					313,398	7,288	320,686
Miscellaneous, unrestricted					4,498,999	-	4,498,999
Transfers					(45,000)	45,000	-
Total general revenues and transfers					16,986,707	52,288	17,038,995
Change in net position					(88,474)	(222,611)	(311,085)
Net position-beginning					780,033	(404,899)	375,134
Net position-ending					\$ 691,559	\$ (627,510)	\$ 64,049

** This amount excludes the depreciation that is included in the direct expenses of the various programs

JACKSON COUNTY BOARD OF EDUCATION
BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2024

Exhibit 3

	Major Funds						Total Governmental Funds
	General	State Public School	Individual Schools	Capital Outlay	Other Special Revenue	Federal Grants	
ASSETS							
Cash and cash equivalents	\$ 3,234,389	\$ -	\$ 807,612	\$ 970,749	\$ 7,666,414	\$ -	\$ 12,679,164
Due from other funds	3,932	-	-	-	9,230	-	13,162
Receivables (net)	4,133	-	-	-	1,129	-	5,262
Total assets	<u>\$ 3,242,454</u>	<u>\$ -</u>	<u>\$ 807,612</u>	<u>\$ 970,749</u>	<u>\$ 7,676,773</u>	<u>\$ -</u>	<u>\$ 12,697,588</u>
LIABILITIES AND FUND BALANCES							
Liabilities:							
Accounts payable and accrued liabilities	\$ 291,409	\$ -	\$ -	\$ 17,444	\$ 58,893	\$ -	\$ 367,746
Due to other funds	21,513	-	-	3,932	-	-	25,445
Total liabilities	<u>312,922</u>	<u>-</u>	<u>-</u>	<u>21,376</u>	<u>58,893</u>	<u>-</u>	<u>393,191</u>
Fund balances:							
Restricted:							
Stabilization by State statute	8,065	-	-	-	10,359	-	18,424
Individual schools	-	-	807,612	-	-	-	807,612
School capital outlay	-	-	-	949,373	-	-	949,373
Committed:							
Special revenues	-	-	-	-	7,607,521	-	7,607,521
Assigned:							
Subsequent years expenditures	1,276,424	-	-	-	-	-	1,276,424
Unassigned	1,645,043	-	-	-	-	-	1,645,043
Total fund balances	<u>2,929,532</u>	<u>-</u>	<u>807,612</u>	<u>949,373</u>	<u>7,617,880</u>	<u>-</u>	<u>12,304,397</u>
Total liabilities and fund balances	<u>\$ 3,242,454</u>	<u>\$ -</u>	<u>\$ 807,612</u>	<u>\$ 970,749</u>	<u>\$ 7,676,773</u>	<u>\$ -</u>	<u>\$ 12,697,588</u>

JACKSON COUNTY BOARD OF EDUCATION
BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2024

Exhibit 3
(Continued)

Amounts reported for governmental activities in the Statement of Net Position
are different because:

Total fund balances - governmental funds	\$ 12,304,397
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	40,558,604
Right to use assets used in governmental activities are not financial resources and therefore are not reported in the funds.	284,252
Deferred outflows of resources related to pensions	15,463,334
Deferred outflows of resources related to OPEB	9,887,269
Deferred inflows of resources related to pensions	(248,817)
Deferred inflows of resources related to OPEB	(10,814,010)
Liabilities for long-term debt are not payable with current financial resources and therefore are not reported in the funds:	
Net pension liability	(26,501,837)
Net OPEB liability	(37,243,071)
Compensated absences	(2,551,609)
Lease liability	(297,258)
Installment purchase contracts	(149,695)
Net position of governmental activities	<u>\$ 691,559</u>

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GOVERNMENTAL FUNDS
For the Year Ended June 30, 2024

Exhibit 4

	Major Funds						Total Governmental Funds
	General	State Public School	Individual Schools	Capital Outlay	Other Special Revenue	Federal Grants	
REVENUES							
State of North Carolina	\$ -	\$ 30,915,078	\$ -	\$ 374,623	\$ 65,000	\$ -	\$ 31,354,701
Jackson County	9,417,613	-	-	2,407,775	-	-	11,825,388
U.S. Government	-	-	-	-	393,922	6,115,350	6,509,272
Other	251,039	-	1,317,091	39,786	3,273,909	-	4,881,825
Total revenues	9,668,652	30,915,078	1,317,091	2,822,184	3,732,831	6,115,350	54,571,186
EXPENDITURES							
Current:							
Instructional services:							
Regular instructional	1,400,883	17,948,694	-	-	241,895	1,035,737	20,627,209
Special populations	135,508	4,142,307	-	-	387,193	1,361,785	6,026,793
Alternative programs	160,118	1,255,127	-	-	992,796	1,610,661	4,018,702
School leadership	887,038	2,071,467	-	-	-	-	2,958,505
Co-curricular services	596,082	-	1,311,909	-	600	-	1,908,591
School-based support	989,521	2,195,548	-	24,947	221,036	548,580	3,979,632
System-wide support services:							
Support and development	178,134	138,823	-	-	2,468	118,966	438,391
Special population support and development	402	3,291	-	-	184,029	106,378	294,100
Alternative programs and services support and development	81	-	-	-	-	90,511	90,592
Technology support	296,902	118,929	-	669,415	80,444	115,156	1,280,846
Operational support	2,434,596	2,318,981	-	1,221,006	167,611	346,604	6,488,798
Financial and human resource services	824,130	205,291	-	-	240,984	-	1,270,405
Accountability	163,319	91,429	-	-	-	9,371	264,119
System-wide pupil support	82,197	-	-	-	8,110	295,163	385,470
Policy, leadership and public relations	364,785	380,191	-	-	-	-	744,976
Ancillary services	152,255	-	-	-	98,556	70,296	321,107
Non-programmed charges	973,823	-	-	-	4,072	406,142	1,384,037
Debt service:							
Principal payments	20,739	-	-	297,720	11,791	-	330,250
Interest and other charges	17,602	-	-	10,586	2,469	-	30,657
Capital outlay	-	-	-	819,975	-	-	819,975
Total expenditures	9,678,115	30,870,078	1,311,909	3,043,649	2,644,054	6,115,350	53,663,155
Revenues over (under) expenditures	(9,463)	45,000	5,182	(221,465)	1,088,777	-	908,031
OTHER FINANCING SOURCES (USES)							
Transfers from other funds	-	-	-	-	49,206	-	49,206
Transfers to other funds	-	(45,000)	(49,206)	-	-	-	(94,206)
Proceeds from installment contract	-	-	-	299,394	-	-	299,394
Lease liabilities issued	70,145	-	-	31,101	43,467	-	144,713
Total other financing sources (uses)	70,145	(45,000)	(49,206)	330,495	92,673	-	399,107
Net change in fund balance	60,682	-	(44,024)	109,030	1,181,450	-	1,307,138
Fund balances-beginning	2,868,850	-	851,636	840,343	6,436,430	-	10,997,259
Fund balances-ending	\$ 2,929,532	\$ -	\$ 807,612	\$ 949,373	\$ 7,617,880	\$ -	\$ 12,304,397

The accompanying notes are an integral part of the basic financial statements.

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2024

Exhibit 4
(Continued)

Amounts reported for governmental activities in the statement of activities are different because:

Net changes in fund balances - total governmental funds	\$ 1,307,138
Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense:	
Capital outlay	713,783
Depreciation	(1,899,660)
Right to use asset amortization	(85,014)
Contributions to the pension plan in the current fiscal year are not included in the Statement of Activities.	4,607,789
Contributions to the OPEB plan in the current fiscal year are not included in the Statement of Activities.	1,894,865
Revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.	
OPEB nonemployer contributions	48,877
The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction has any effect on net position:	
Issuance of long-term debt	(299,394)
Repayment on long-term debt	250,742
Lease payments	79,508
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.	
Pension (expense) benefit	(6,867,520)
Net OPEB (expense) benefit	270,566
Net change in compensated absences	(110,154)
Total changes in net position of governmental activities	<u>\$ (88,474)</u>

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND AND ANNUALLY BUDGETED MAJOR
For the Year Ended June 30, 2024

Exhibit 5

	General Fund			Variance with Final Budget - Positive (Negative)
	Original Budget	Final Budget	Actual Amounts	
Revenues:				
State of North Carolina	\$ -	\$ -	\$ -	\$ -
Jackson County	9,417,613	9,417,613	9,417,613	-
U.S. Government	-	-	-	-
Other	160,000	160,000	251,039	91,039
Total revenues	9,577,613	9,577,613	9,668,652	91,039
Expenditures:				
Current:				
Instructional services	4,701,627	4,426,507	4,169,150	257,357
System-wide support services	4,362,583	4,377,687	4,344,546	33,141
Ancillary services	46,604	156,620	152,255	4,365
Non-programmed charges	850,000	1,000,000	973,823	26,177
Debt service:				
Principal payments	25,000	25,000	20,739	4,261
Interest payments	20,000	20,000	17,602	2,398
Total expenditures	10,005,814	10,005,814	9,678,115	327,699
Revenues over (under) expenditures	(428,201)	(428,201)	(9,463)	418,738
Other financing sources:				
Lease liabilities issued	-	-	70,145	70,145
Appropriated fund balance	428,201	428,201	-	(428,201)
Total other financing sources	428,201	428,201	70,145	(358,056)
Net change in fund balance	\$ -	\$ -	60,682	\$ 60,682
Fund balances, beginning of year			2,868,850	
Fund balances, end of year			\$ 2,929,532	

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND AND ANNUALLY BUDGETED MAJOR
For the Year Ended June 30, 2024

Exhibit 5 (continued)

	State Public School Fund			Variance with Final Budget - Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amounts</u>	
Revenues:				
State of North Carolina	\$ 27,351,510	\$ 32,492,676	\$ 30,915,078	\$ (1,577,598)
Jackson County	-	-	-	-
U.S. Government	-	-	-	-
Other	-	-	-	-
Total revenues	<u>27,351,510</u>	<u>32,492,676</u>	<u>30,915,078</u>	<u>(1,577,598)</u>
Expenditures:				
Current:				
Instructional services:	24,410,945	28,965,589	27,613,143	1,352,446
System-wide support services:	2,905,565	3,478,964	3,256,935	222,029
Ancillary services	-	-	-	-
Non-programmed charges	-	-	-	-
Total expenditures	<u>27,316,510</u>	<u>32,444,553</u>	<u>30,870,078</u>	<u>1,574,475</u>
Revenues over (under) expenditures	35,000	48,123	45,000	(3,123)
Other financing sources:				
Transfers to other funds	<u>(35,000)</u>	<u>(48,123)</u>	<u>(45,000)</u>	<u>3,123</u>
Net change in fund balance	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	<u>\$ -</u>
Fund balances, beginning of year			<u>-</u>	
Fund balances, end of year			<u>\$ -</u>	

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND AND ANNUALLY BUDGETED MAJOR
SPECIAL REVENUE FUNDS
For the Year Ended June 30, 2024

Exhibit 5 (continued)

	Other Special Revenue Fund			Variance with Final Budget - Positive (Negative)
	Original Budget	Final Budget	Actual Amounts	
Revenues:				
State of North Carolina	\$ 50,000	\$ 65,000	\$ 65,000	\$ -
Jackson County	-	-	-	-
U.S. Government	464,555	746,895	393,922	(352,973)
Other	1,414,889	2,932,013	3,273,909	341,896
Total revenues	1,929,444	3,743,908	3,732,831	(11,077)
Expenditures:				
Current:				
Instructional services	2,671,306	3,364,582	1,843,520	1,521,062
System-wide support services	785,873	900,107	683,646	216,461
Ancillary services	113,880	112,701	98,556	14,145
Non-programmed charges	1,876,139	2,994,772	4,072	2,990,700
Debt service:				
Principal payments	13,000	13,000	11,791	1,209
Interest payments	3,000	3,000	2,469	531
Total expenditures	5,463,198	7,388,162	2,644,054	4,744,108
Revenues over (under) expenditures	(3,533,754)	(3,644,254)	1,088,777	4,733,031
Other financing sources:				
Transfers from other funds	-	-	49,206	49,206
Lease liabilities issued	-	-	43,467	43,467
Appropriated fund balance	3,533,754	3,644,254	-	(3,644,254)
Total other financing sources (uses)	3,533,754	3,644,254	92,673	(3,551,581)
Net change in fund balance	\$ -	\$ -	1,181,450	\$ 1,181,450
Fund balances, beginning of year			6,436,430	
Fund balances, end of year			<u>\$ 7,617,880</u>	

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND AND ANNUALLY BUDGETED MAJOR
SPECIAL REVENUE FUNDS
For the Year Ended June 30, 2024

Exhibit 5 (continued)

	Federal Grants Fund			Variance with Final Budget - Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amounts</u>	
Revenues:				
State of North Carolina	\$ -	\$ -	\$ -	\$ -
Jackson County	-	-	-	-
U.S. Government	4,101,054	6,921,190	6,115,350	(805,840)
Other	-	-	-	-
Total revenues	<u>4,101,054</u>	<u>6,921,190</u>	<u>6,115,350</u>	<u>(805,840)</u>
Expenditures:				
Current:				
Instructional services	3,134,713	5,017,998	4,556,763	461,235
System-wide support services	625,284	1,148,859	1,082,149	66,710
Ancillary services	-	70,296	70,296	-
Non-programmed charges	341,057	684,037	406,142	277,895
Total expenditures	<u>4,101,054</u>	<u>6,921,190</u>	<u>6,115,350</u>	<u>805,840</u>
Net change in fund balance	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balances, beginning of year			-	
Fund balances, end of year			<u>\$ -</u>	

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF NET POSITION - PROPRIETARY FUND
June 30, 2024

Exhibit 6

	<u>Enterprise Fund</u>
	<u>Major Fund</u>
	<u>School Nutrition</u>
ASSETS	
Current assets:	
Cash and cash equivalents	\$ 229,436
Due from other governments	19,729
Due from other funds	12,283
Inventories	67,830
Total current assets	<u>329,278</u>
Noncurrent assets:	
Right to use assets, net	45,502
Capital assets, net	420,998
Total assets	<u>795,778</u>
DEFERRED OUTFLOWS OF RESOURCES	<u>661,782</u>
LIABILITIES	
Current liabilities:	
Accounts payable and accrued liabilities	4,501
Compensated absences	27,554
Unavailable revenues	44,456
Lease liability	17,067
Total current liabilities	<u>93,578</u>
Noncurrent liabilities:	
Net pension liability	691,834
Net OPEB liability	972,235
Compensated absences	11,050
Lease liability	27,577
Total liabilities	<u>1,796,274</u>
DEFERRED INFLOWS OF RESOURCES	<u>288,796</u>
NET POSITION	
Net investment in capital assets	420,998
Unrestricted	(1,048,508)
Total net position	<u>\$ (627,510)</u>

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION -
PROPRIETARY FUND
For the Year Ended June 30, 2024

Exhibit 7

	<u>Enterprise Fund</u>
	<u>Major Fund</u>
	<u>School Nutrition</u>
OPERATING REVENUES	
Food sales	\$ 465,569
Other	4,016
Total operating revenues	<u>469,585</u>
OPERATING EXPENSES	
Food cost	1,408,060
Salaries and benefits	1,350,159
Indirect costs	112,239
Materials and supplies	15,586
Noncapital equipment	5,280
Repairs and maintenance	35,675
Depreciation and amortization	73,514
Other	7,873
Total operating expenses	<u>3,008,386</u>
Operating income (loss)	<u>(2,538,801)</u>
NONOPERATING REVENUES	
Federal reimbursements	1,923,631
Federal commodities	152,027
State reimbursements	5,709
Interest earned	7,288
Indirect costs not paid	112,239
Total nonoperating revenues	<u>2,200,894</u>
Income (loss) before capital contributions and transfers	(337,907)
Capital contribution from the Federal Grants Fund	70,296
Operating transfer from the State Pubic School Fund	<u>45,000</u>
Change in net position	(222,611)
Total net position - beginning	<u>(404,899)</u>
Total net position - ending	<u><u>\$ (627,510)</u></u>

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF CASH FLOWS - PROPRIETARY FUND
For the Year Ended June 30, 2024

Exhibit 8

	<u>Enterprise Fund</u>
	<u>Major Fund</u>
	<u>School Nutrition</u>
CASH FLOWS FROM OPERATING ACTIVITIES	
Cash received from customers	\$ 476,305
Cash paid for goods and services	(1,306,728)
Cash paid to employees for services	(1,353,419)
Net cash provided (used) by operating activities	<u>(2,183,842)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
Federal reimbursements	1,975,243
State reimbursements	5,709
Due to other funds	(48)
Net cash provided by noncapital financing activities	<u>1,980,904</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Acquisition of capital assets	(39,546)
Lease payments on right to use assets	(16,671)
Net cash provided (used) by capital and related financing activities	<u>(56,217)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Due from other funds	(12,283)
Interest on investments and other	7,288
Net cash provided (used) by noncapital financing activities	<u>(4,995)</u>
Net increase (decrease) in cash and cash equivalents	(264,150)
Balances-beginning of the year	<u>493,586</u>
Balances-end of the year	<u>\$ 229,436</u>

JACKSON COUNTY BOARD OF EDUCATION
STATEMENT OF CASH FLOWS - PROPRIETARY FUND
For the Year Ended June 30, 2024

Exhibit 8
(Continued)

Reconciliation of operating income (loss) to net cash provided (used) by operating activities	
Operating income (loss)	\$ (2,538,801)
Adjustments to reconcile operating income (loss) to net cash provided (used) by operating activities:	
Depreciation and amortization	73,514
Donated commodities consumed	152,027
Transfers from other funds	45,000
Indirect costs not paid	112,239
Changes in assets, deferred outflows of resources and liabilities:	
(Increase) decrease in inventory	9,218
Increase (decrease) in accounts payable and accrued liabilities	4,501
(Increase) decrease in deferred outflows	(168,871)
Increase (decrease) in net pension liability	106,638
Increase (decrease) in OPEB liability	158,701
Increase (decrease) in deferred inflows	(130,530)
Increase (decrease) in unavailable revenues	6,720
Increase (decrease) in compensated absences	(14,198)
Total adjustments	354,959
Net cash provided (used) by operating activities	\$ (2,183,842)

*** Noncash investing, capital, and financing activities:**

The State Public School Fund paid operating expenses of \$45,000 of the School Food Service Fund during the fiscal year. The payment is reflected as a transfer in and as an operating expense on Exhibit 7.

The School Nutrition Fund received \$70,296 of capital assets as a capital contribution from the Federal Grants Fund.

Indirect costs of \$112,239 that would be due to the Other Special Revenue Fund were not paid. These unpaid costs are reflected as a nonoperating revenue and an operating expense on Exhibit 7.

The School Nutrition Fund received donated commodities with a value of \$152,027 during the fiscal year. The receipt of the commodities is recognized as a nonoperating revenue.

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of Jackson County Board of Education conform to generally accepted accounting principles as applicable to governments. The following is a summary of the more significant accounting policies:

Reporting Entity

The Jackson County Board of Education (Board) is a Local Education Agency empowered by State law [Chapter 115C of the North Carolina General Statutes] with the responsibility to oversee and control all activities related to public school education in Jackson County, North Carolina. The Board receives State, local, and federal government funding and must adhere to the legal requirements of each funding entity.

Basis of Presentation

Government-wide Statements: The statement of net position and the statement of activities display information about the Board. These statements include the financial activities of the overall government. Eliminations have been made to minimize the effect of internal activities upon revenues and expenses. These statements distinguish between the *governmental* and *business-type activities* of the Board. Governmental activities generally are financed through intergovernmental revenues, and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the Board and for each function of the Board's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include (a) fees and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the Board's funds. Separate statements for each fund category – *governmental* and *proprietary* – are presented. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities. All expenses are considered to be operating expenses.

JACKSON COUNTY BOARD OF EDUCATION
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For the Year Ended June 30, 2024

The Board reports the following major governmental funds:

General Fund. The General Fund is the general operating fund of the Board. The General Fund accounts for all financial resources except those that are accounted for in another fund. This fund is also referred to as the "Local Current Expense Fund," which is mandated by State law [G.S. 115C-426].

State Public School Fund. The State Public School Fund includes appropriations from the Department of Public Instruction for the current operating expenditures of the public school system.

Individual Schools Fund. The Individual Schools Fund includes revenues and expenditures of the activity funds of the individual schools. The primary revenue sources include funds held on the behalf of various clubs and organizations, receipts from athletic events, and proceeds from various fund raising activities. The primary expenditures are for athletic teams, club programs, activity buses, and instructional needs. The Individual Schools Fund is reported as a special revenue fund.

Other Special Revenue Fund. The Other Special Revenue Fund accounts for proceeds from reimbursements including indirect costs, fees for actual costs, tuition, sales tax refunds, gifts and grants restricted as to use, trust funds, federal appropriations made directly to local school administrative units, funds received for pre-kindergarten programs, and special programs that are not accounted for in the General Fund or other special revenue funds pursuant to G.S. 115C-426(c).

Capital Outlay Fund. The Capital Outlay Fund accounts for financial resources to be used for the acquisition and construction of major capital facilities (other than those financed by proprietary funds and trust funds). It is mandated by State law [G.S. 115C-426]. Capital projects are funded by Jackson County appropriations, restricted sales tax moneys, proceeds of Jackson County bonds issued for public school construction, as well as certain State assistance.

Federal Grants Fund. The Federal Grants Fund includes appropriations from the U.S. Government for the current operating expenditures of the public school system.

The Board reports the following major enterprise fund:

School Nutrition Fund. The School Nutrition Fund is used to account for the food service program within the school system and is reported as an enterprise fund.

Measurement Focus and Basis of Accounting

Government-wide and Proprietary Fund Financial Statements. The government-wide and proprietary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the Board gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The Board considers all revenues reported

JACKSON COUNTY BOARD OF EDUCATION
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For the Year Ended June 30, 2024

in the governmental funds to be available if the revenues are collected within 60 days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for claims and judgments and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Acquisitions under leases qualifying as other than short-term are reported as other financing sources.

Under the terms of grant agreements, the Board funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the Board's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

All governmental and business-type activities and enterprise funds of the Board follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

Budgetary Data

The Board's budgets are adopted as required by the North Carolina General Statutes. Annual budgets are adopted for all funds, except for the individual schools, special revenue funds, as required by the North Carolina General Statutes. No budget is required by State law for individual school funds. All appropriations lapse at the fiscal year-end. All budgets are prepared using the modified accrual basis of accounting. Expenditures may not legally exceed appropriations at the functional level for all annually budgeted funds. The Board has authorized the Superintendent to move moneys (up to \$10,000) from one function to another within a fund with a report of such transfers to be made to the Board at its next regular meeting. Line item amounts from objects within a purpose may be transferred without a report to the Board. Proposed expenditures from State, federal or other sources of revenues may be amended upon receipt of information altering the anticipated revenues. Budget amendments shall be reported to the Board at its next regular meeting. Transfers between funds shall not be made without prior approval of the Board. During the year, several amendments to the original budget were necessary. The budget ordinance must be adopted by July 1 of the fiscal year or the governing board must adopt an interim budget that covers that time until the annual ordinance can be adopted.

Encumbrance accounting is employed in all governmental funds except the Individual Schools Fund. Encumbrances (e.g., purchase orders, contracts) outstanding at year end are reported as reservations of fund balances and do not constitute expenditures or liabilities because the commitments will be reappropriated and honored during the subsequent year. There were no outstanding encumbrances at June 30, 2024.

Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Fund Balance / Net Position

Deposits and Investments

All deposits of the Board are made in board-designated official depositories and are secured as required by State law [G.S. 115C-444]. The Board may designate, as an official depository, any bank or savings association whose principal office is located in North Carolina. Also, the Board may establish time

JACKSON COUNTY BOARD OF EDUCATION
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For the Year Ended June 30, 2024

deposit accounts such as NOW and SuperNOW accounts, money market accounts, and certificates of deposit. The Board also has money credited in its name with the State Treasurer and may issue State warrants against these funds.

State law [G.S. 115C-443] authorizes the Board to invest in obligations of the United States or obligations fully guaranteed both as to principal and interest by the United States; obligations of the State of North Carolina; bonds and notes of any North Carolina local government or public authority; obligations of certain non-guaranteed federal agencies; certain high quality issues of commercial paper and bankers' acceptances; The North Carolina Capital Management Trust (NCCMT) is a SEC registered money market mutual fund allowable by G.S. 159-30(c)(8). The NCCMT Government Portfolio is a 2a-7 fund maintaining an AAAm rating from S & P Global Ratings and AAAmf by Moody's Investors Service. The NCCMT Government Portfolio is reported at fair value.

The Short-Term Investment Fund (STIF) is managed by the staff of the Department of State Treasurer and operated in accordance with state laws and regulations. It is not registered with the SEC. It consists of an internal portion and an external portion in which the board participates. Investments are restricted to those enumerated in G.S. 147-69.1.

The Board's investments are reported at amortized cost or at fair value determined by either quoted market prices or a matrix pricing model. Bank deposits are measured at amortized cost. Ownership interest in the STIF is determined on a fair market valuation basis as of fiscal year end in accordance with the STIF operating procedures. Valuation of the underlying assets is performed by the custodian. All investments are measured using the market approach. The STIF is classified as Level 2 in the fair value hierarchy and is valued using prices that are either directly or indirectly observable for an asset or liability. Under the authority of G.S. 147-69.3, no unrealized gains or losses of the STIF are distributed to external participants of the fund.

Cash and Cash Equivalents

The Board pools money from several funds to facilitate disbursement and investment and to maximize investment income. Therefore, all cash and investments are essentially demand deposits and are considered cash and cash equivalents.

Inventories

The inventories of the Board are valued at average cost, which approximates the first-in, first-out (FIFO) flow assumption in determining cost. Proprietary Fund inventories consist of food and supplies and are recorded as expenses when consumed.

Capital Assets

Donated assets received prior to June 30, 2015 are recorded at their estimated fair value at the date of donation or forfeiture. Donated capital assets received after June 30, 2015 are recorded at acquisition value. All other assets are recorded at original cost. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. Certain items acquired before July 1984 are recorded at an estimated original historical cost. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

It is the policy of the Board to capitalize all capital assets costing more than \$5,000 with an estimated useful life of two or more years. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Jackson County holds title to certain properties, which are reflected as capital assets in the financial statements of the Board. The properties have been deeded to the County to permit installment purchase financing of acquisition and construction costs and to permit the County to receive refunds of sales tax paid for construction costs. Agreements between the County and the Board gives the schools full use of the facilities, full responsibility for maintenance of the facilities, and provides that the County will convey title of the property back to the Board, once all restrictions of the financing agreements and all sales tax reimbursement requirements have been met.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

	<u>Years</u>
Buildings	40
Land improvements; mobile classrooms; heaters	20
Athletic/health equipment; buses	15
School nutrition equipment	12
Vehicles/trailers; general equipment; furniture and fixtures	7

Depreciation for building and equipment that serve multiple purposes cannot be allocated ratably and is therefore reported as "unallocated depreciation" on the Statement of Activities. The Board carries certain capital assets for which Jackson County carries the offsetting debt.

Right to Use Leased Assets

The Board has right to use leased assets for vehicles. The right to use leased assets are amortized on a straight-line basis over the terms of the related leases.

Deferred outflows and inflows of resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and will not be recognized as an expense or expenditure until then. The Board has several items that meet this criterion - pension and OPEB related deferrals and contributions made to the plans subsequent to the measurement date. The statement of financial position also reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and will not be recognized as revenue until then. The Board has several items that meet this criterion - pension and OPEB related deferrals.

Long-term obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities.

JACKSON COUNTY BOARD OF EDUCATION
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For the Year Ended June 30, 2024

Compensated Absences

The Board follows the State's policy for vacation and sick leave. Employees may accumulate up to thirty (30) days earned vacation leave with such leave being fully vested when earned. For the Board, the current portion of the accumulated vacation pay is not considered to be material. The Board's liability for accumulated earned vacation and the salary-related payments as of June 30, 2024 is recorded in the government-wide and proprietary fund financial statements on a FIFO basis. An estimate has been made based on prior years' records, of the current portion of compensated absences.

The sick leave policy of the Board provides for an unlimited accumulation of earned sick leave. Sick leave does not vest, but any unused sick leave accumulated at the time of retirement may be used in the determination of length of service for retirement benefit purposes. Since the Board has no obligation for accumulated sick leave until it is actually taken, no accrual for sick leave has been made.

Net Position/Fund Balances

Net position in the government-wide and proprietary fund financial statements are classified net investment in capital assets; restricted; and unrestricted. Restricted net position represent constraints on resources that are either externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments, or imposed by law through State statute.

Fund Balances

In the governmental fund financial statements, fund balance is composed of three classifications designed to disclose the hierarchy of constraints placed on how fund balance can be spent.

The governmental fund types classify fund balances as follows:

Restricted fund balance – This classification includes amounts that are restricted to specific purposes externally imposed by creditors or imposed by law.

Restricted for Stabilization by State statute - portion of fund balance that is restricted by State Statute [G.S. 115C-425(a)].

Restricted for school capital outlay - portion of fund balance that can only be used for school capital outlay. [G.S. 159-18 through 22]

Restricted for Individual Schools – revenue sources restricted for expenditures for the various clubs and organizations, athletic events, and various fund raising activities for which they were collected.

Committed Fund Balance: This classification includes amounts that can only be used for specific purpose imposed by majority vote by quorum of the Board's governing body (highest level of decision-making authority) and in certain instances, approval by the County's governing body is required. Any changes or removal of specific purpose requires majority action by the governing bodies that approved the original action.

JACKSON COUNTY BOARD OF EDUCATION
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Special Revenues - portion of fund balance that is committed for special programs that are not accounted for in the General Fund or other special revenue funds.

Assigned fund balance – portion of fund balance that the Board of Education intends to use for specific purposes.

Subsequent year's expenditures - portion of fund balance that is appropriated in the next year's budget that is not already classified in restricted or committed. The governing body approves the appropriation.

Unassigned fund balance – the portion of fund balance that has not been restricted, committed, or assigned to specific purposes or other funds.

The Board does not have a formal revenue spending policy; however, it is the Board's practice to use resources in the following hierarchy: federal funds, State funds, local non-board of education funds, board of education funds. For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance.

Defined Benefit Pension Plan and OPEB Plans

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teachers' and State Employees' Retirement System (TSERS), the Retiree Health Benefit Fund (RHBF), and the Disability Income Plan of NC (DIPNC) and additions to/deductions from TSERS, RHBF, and DIPNC's fiduciary net position have been determined on the same basis as they are reported by TSERS, RHBF, and DIPNC. For this purpose, plan member contributions are recognized in the period in which the contributions are due. The Board's employer contributions are recognized when due and the Board has a legal requirement to provide the contributions. Benefits and refunds are recognized when due and payable in accordance with the terms of TSERS, RHBF, and DIPNC. Investments are reported at fair value.

Stewardship, Compliance, and Accountability

Excess of Expenditures Over Appropriations

During the fiscal year ended June 30, 2024, the Board reported expenditures that violated State law [G.S. 115C-441] because they exceeded the amounts appropriated in the budget ordinance within the Capital Outlay Fund. Expenditures in excess of budgeted amounts can be seen in the accompanying budget-to-actual financial statements (Exhibit B-1). Management will amend procedures so that expenditures are not in excess of appropriations.

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

NOTE 2 – DETAIL NOTES ON ALL FUNDS

Assets

Deposits

All of the Board's deposits are either insured or collateralized by using one of two methods. Under the Dedicated Method, all deposits exceeding the federal depository insurance coverage level are collateralized with securities held by the Board's agents in the unit's name. Under the Pooling Method, which is a collateral pool, all uninsured deposits are collateralized with securities held by the State Treasurer's agent in the name of the State Treasurer. Since the State Treasurer is acting in a fiduciary capacity for the Board, these deposits are considered to be held by the agent in the entity's name. The amount of the pledged collateral is based on an approved averaging method for non-interest bearing deposits and the actual current balance for interest-bearing deposits. Depositories using the Pooling Method report to the State Treasurer the adequacy of their pooled collateral covering uninsured deposits. The State Treasurer does not confirm this information with the Board or with the escrow agent. Because of the inability to measure the exact amount of collateral pledged for the Board under the Pooling Method, the potential exists for under-collateralization, and this risk may increase in periods of high cash flows. However, the State Treasurer of North Carolina enforces strict standards of financial stability for each depository that collateralizes public deposits under the Pooling Method. The Board has no policy regarding custodial credit risk for deposits.

At June 30, 2024, the Board had deposits in financial institutions with a carrying amount of \$4,448,715 and with the State Treasurer of \$-0-. The bank balances with the financial institutions and the State Treasurer were \$4,697,745 and \$448,829, respectively. Of these balances, \$852,354 was covered by federal depository insurance and \$4,294,220 was covered by collateral held by authorized escrow agents in the name of the State Treasurer.

Investments

At June 30, 2024, the Board had \$8,459,885 invested with the State Treasurer in the STIF. The STIF is unrated and had a weighted average maturity of 1.3 years at June 30, 2024. The Board has no policy for managing interest rate risk or credit risk. The Board has no policy for managing interest rate risk or credit risk.

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

Accounts Receivable

Receivables at the government-wide level at June 30, 2024, were as follows:

	Due from other governments	Other
Governmental activities:		
General Fund	\$ -	\$ 4,133
Other governmental activities	-	1,129
Total	<u>\$ -</u>	<u>\$ 5,262</u>
Business-type activities:		
School Food Service	<u>\$ 19,729</u>	<u>\$ -</u>

Due from other governments consists of the following:

Business-type activities:	
School Food Service Fund	<u>\$ 19,729</u> USDA Grant Reimbursement

Capital Assets

Capital asset activity for the year ended June 30, 2024, was as follows:

JACKSON COUNTY BOARD OF EDUCATION
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	Beginning Balances	Increases	Retirements	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 1,809,021	\$ -	\$ -	\$ 1,809,021
Capital assets being depreciated:				
Buildings	73,572,619	-	-	73,572,619
Land improvements	1,229,075	-	-	1,229,075
Mobile classrooms	512,635	-	-	512,635
Heaters	364,108	-	-	364,108
Athletic/health equipment	1,285,015	29,757	-	1,314,772
Buses	4,334,729	568,455	-	4,903,184
Vehicles/trailers	370,873	-	10,723	360,150
General equipment	1,469,819	85,558	27,745	1,527,632
Furniture and fixtures	1,084,126	30,013	-	1,114,139
Total capital assets being depreciated	<u>84,222,999</u>	<u>713,783</u>	<u>38,468</u>	<u>84,898,314</u>
Less accumulated depreciation for:				
Buildings	37,156,281	1,413,889	-	38,570,170
Land improvements	711,803	47,825	-	759,628
Mobile classrooms	190,157	18,515	-	208,672
Heaters	188,926	18,836	-	207,762
Athletic/health equipment	704,733	76,666	-	781,399
Buses	2,941,251	219,690	-	3,160,941
Vehicles/trailers	59,704	12,731	10,723	61,712
General equipment	1,303,679	48,435	27,745	1,324,369
Furniture and fixtures	1,031,005	43,073	-	1,074,078
Total accumulated depreciation	<u>44,287,539</u>	<u>1,899,660</u>	<u>38,468</u>	<u>46,148,731</u>
Total capital assets being depreciated, net	<u>39,935,460</u>			<u>38,749,583</u>
Governmental activity capital assets, net	<u>\$ 41,744,481</u>			<u>\$ 40,558,604</u>
Business-type activities:				
School Food Service Fund:				
Capital assets being depreciated:				
Equipment and furniture	\$ 812,589	\$ 109,842	\$ 44,024	\$ 878,407
Less accumulated depreciation for:				
Equipment and furniture	<u>444,317</u>	<u>57,116</u>	<u>44,024</u>	<u>457,409</u>
School Food Service capital assets, net	<u>\$ 368,272</u>			<u>\$ 420,998</u>

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

Depreciation was charged to governmental functions as follows:

Instructional services	\$ 1,461,714
System-wide support services	232,421
Unallocated depreciation	<u>205,525</u>
Total	<u>\$ 1,899,660</u>

Right to Use Leased Assets

The Board has recorded right to use leased assets for vehicles. The related leases are discussed in the Leases subsection of the Liabilities section of the footnotes. The right to use leased assets are amortized on a straight-line basis over the terms of the related leases.

Right to use asset activity for the year ended June 30, 2024, was as follows:

	Beginning Balances	Increases	Retirements	Ending Balances
Governmental activities:				
Right to use assets:				
Vehicles	\$ 361,499	144,713	-	\$ 506,212
Less accumulated amortization for:				
Vehicles	<u>136,946</u>	<u>85,014</u>	<u>-</u>	<u>221,960</u>
Right to use assets, net	<u>\$ 224,553</u>			<u>\$ 284,252</u>
Business-type activities:				
Right to use assets:				
Vehicles	\$ 53,177	28,810	-	\$ 81,987
Less accumulated amortization for:				
Vehicles	<u>20,087</u>	<u>16,398</u>	<u>-</u>	<u>36,485</u>
Right to use assets, net	<u>\$ 33,090</u>			<u>\$ 45,502</u>

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

Liabilities

Accounts Payable

Accounts payable at June 30, 2024, are as follows:

	<u>Vendors</u>
Governmental Activities:	
General	\$ 291,409
Other Governmental	76,337
Total - Governmental Activities	<u>\$ 367,746</u>
Business-type Activities:	
School Food Service	<u>\$ 4,501</u>

Unavailable Revenues

The balance in unavailable revenues at year-end is composed of the following elements:

	<u>Unavailable Revenue</u>
Prepaid lunch balances (School Food Service Fund)	<u>\$ 44,456</u>

Pension Plan Obligations

a. Teachers' and State Employees' Retirement System

Plan Description. The Board is a participating employer in the statewide Teachers' and State Employees' Retirement System (TSERS), a cost-sharing multiple-employer defined benefit pension plan administered by the State of North Carolina. TSERS membership is comprised of employees of the State (state agencies and institutions), universities, community colleges, and certain proprietary component units along with the employees of Local Education Agencies and charter schools. Article 1 of G.S. Chapter 135 assigns the authority to establish and amend benefit provisions to the North Carolina General Assembly. Management of the plan is vested in the TSERS Board of Trustees, which consists of 13 members – nine appointed by the Governor, one appointed by the state Senate, one appointed by the state House of Representatives, and the State Treasurer and State Superintendent, who serve as ex-officio members. The Teachers' and State Employees' Retirement System is included in the Annual Comprehensive Financial Report (ACFR) for the State of North Carolina. The State's ACFR includes financial statements and required supplementary information for TSERS. That report may be obtained by writing to the Office of the State Controller, 1410 Mail Service Center, Raleigh, North Carolina 27699-1410, by calling (919) 981-5454, or at www.osc.nc.gov.

Benefits Provided. TSERS provides retirement and survivor benefits. Retirement benefits are determined as 1.82% of the member's average final compensation times the member's years of

JACKSON COUNTY BOARD OF EDUCATION
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creditable service. A member's average final compensation is calculated as the average of a member's four highest consecutive years of compensation. General employee plan members are eligible to retire with full retirement benefits at age 65 with five years of creditable service, at age 60 with 25 years of creditable service, or at any age with 30 years of creditable service. General employee plan members are eligible to retire with partial retirement benefits at age 50 with 20 years of creditable service or at age 60 with five years of creditable service. Survivor benefits are available to eligible beneficiaries of members who die while in active service or within 180 days of their last day of service and who have either completed 20 years of creditable service regardless of age or have completed five years of service and have reached age 60. Eligible beneficiaries may elect to receive a monthly Survivor's Alternate Benefit for life or a return of the member's contributions. The plan does not provide for automatic post-retirement benefit increases. Increases are contingent upon actuarial gains of the plan.

TSERS plan members who are LEOs are eligible to retire with full retirement benefits at age 55 with five years of creditable service as an officer, or at any age with 30 years of creditable service. LEO plan members are eligible to retire with partial retirement benefits at age 50 with 15 years of creditable service as an officer. Survivor benefits are available to eligible beneficiaries of LEO members who die while in active service or within 180 days of their last day of service and who also have either completed 20 years of creditable service regardless of age, or have completed 15 years of service as a LEO and have reached age 50, or have completed five years of creditable service as a LEO and have reached age 55, or have completed 15 years of creditable service as a LEO if killed in the line of duty. Eligible beneficiaries may elect to receive a monthly Survivor's Alternate Benefit for life or a return of the member's contributions.

Contributions. Contribution provisions are established by General Statute 135-8 and may be amended only by the North Carolina General Assembly. Board employees are required to contribute 6% of their compensation. Employer contributions are actuarially determined and set annually by the TSERS Board of Trustees. The Board's contractually required contribution rate for the year ended June 30, 2024, was 17.63% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year. Contributions to the pension plan from the Board were \$4,728,074 for the year ended June 30, 2024.

Refunds of Contributions – Board employees who have terminated service as a contributing member of TSERS, may file an application for a refund of their contributions. By state law, refunds to members with at least five years of service include 4% interest. State law requires a 60 day waiting period after service termination before the refund may be paid. The acceptance of a refund payment cancels the individual's right to employer contributions or any other benefit provided by TSERS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2024, the Board reported a liability of \$27,193,671 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023. The total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2022. The total pension liability was then rolled forward to the measurement date of June 30, 2023 utilizing update procedures incorporating the actuarial assumptions. The Board's proportion of the net pension liability was based on a projection of the Board's long-term share of future payroll covered by the pension plan, relative to the projected future payroll covered by the pension plan of all participating

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TSERS employers, actuarially determined. At June 30, 2023 and at June 30, 2022, the Board's proportion was 0.163% and 0.151%, respectively.

For the year ended June 30, 2024, the Board recognized pension expense of \$6,867,520. At June 30, 2024, the Board reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 2,216,928	\$ 200,708
Changes of assumptions	955,006	-
Net difference between projected and actual earnings on pension plan investments	7,573,435	-
Changes in proportion and differences between Board contributions and proportionate share of contributions	393,564	54,604
Board contributions subsequent to the measurement date	4,728,074	-
Total	<u>\$ 15,867,007</u>	<u>\$ 255,312</u>

\$4,728,074 reported as deferred outflows of resources related to pensions resulting from the Board contributions subsequent to the measurement date will be recognized as a decrease of the net pension liability in the year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:

2025	\$ 3,524,689
2026	2,032,851
2027	5,002,567
2028	323,514
2029	-
Thereafter	-
Total	<u>\$ 10,883,621</u>

Actuarial Assumptions. The total pension liability in the December 31, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all period included in the measurement:

Inflation	2.50%
Salary increases	3.25% to 8.05%, including inflation and productivity factor
Investment rate of return	6.50%, net of pension plan investment expense, including Inflation

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The plan currently uses mortality tables that vary by age, gender, employee group (i.e. general, law enforcement officer) and health status (i.e. disabled and healthy). The current mortality rates are based on published tables and based on studies that cover significant portions of the U.S. population. The healthy mortality rates also contain a provision to reflect future mortality improvements. The actuarial assumptions used in the December 31, 2022 actuarial valuation were based on the actuarial experience study for the prepared as of December 31, 2019 and adopted by the Board of Trustees on January 28, 2021. Future ad hoc COLA amounts are not considered to be substantively automatic and are therefore not included in the measurement.

The projected long-term investment returns and inflation assumptions are developed through review of current and historical capital markets data, sell-side investment research, consultant whitepapers, and historical performance of investment strategies. Fixed income return projections reflect current yields across the U.S. Treasury yield curve and market expectations of forward yields projected and interpolated for multiple tenors and over multiple year horizons. Global public equity return projections are established through analysis of the equity risk premium and the fixed income return projections.

Other asset categories and strategies' return projections reflect the foregoing and historical data analysis. These projections are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of arithmetic real rates of return for each major asset class as of June 30, 2023 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Fixed Income	33.0%	0.9%
Global Equity	38.0%	6.5%
Real Estate	8.0%	5.9%
Alternatives	8.0%	8.2%
Credit	7.0%	5.0%
Inflation Protection	6.0%	2.7%
Total	100.0%	

The information above is based on 30 year expectations developed with the consulting actuary for the 2017 asset liability and investment policy study for the North Carolina Retirement Systems, including TSERS. The long-term nominal rates of return underlying the real rates of return are arithmetic annualized figures. The real rates of return are calculated from nominal rates by multiplicatively subtracting a long-term inflation assumption of 3.00%. All rates of return and inflation are annualized.

Discount Rate. The discount rate used to measure the total pension liability reported at June 30, 2024 and 2023 was 6.50%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at statutorily required rates, actuarially determined. Based on these assumptions, the pension plan's fiduciary net position was projected to be available to make all projected

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future benefit payments of the current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Board's proportionate share of the net pension asset to changes in the discount rate. The following presents the Board's proportionate share of the net pension liability calculated using the discount rate of 6.50 percent, as well as what the Board's proportionate share of the net pension asset or net pension liability would be if calculated using a discount rate that is 1-percentage-point lower (5.50 percent) or 1-percentage-point higher (7.50 percent) than the current rate:

	<u>1% Decrease (5.50%)</u>	<u>Current Discount Rate (6.50%)</u>	<u>1% Increase (7.50%)</u>
Board's proportionate share of the net pension liability (asset)	\$ 46,685,162	\$ 27,193,671	\$ 11,113,824

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in the separately issued Annual Comprehensive Financial Report (ACFR) for the State of North Carolina.

b. Other Post-employment Benefits

Healthcare Benefits

Plan description. The Retiree Health Benefit Fund (RHBF) has been established as a fund to provide health benefits to retired and disabled employees and their applicable beneficiaries. RHBF is established by General Statute 135-7, Article 1. It is a cost-sharing, multiple-employer, defined benefit healthcare plan, exclusively for the benefit of former employees of the State, the University of North Carolina System, and community colleges. In addition, LEAs, charter schools, and some select local governments also participate.

Management of the plan is vested in the State Health Plan Board of Trustees, which consists of 13 members – eight appointed by the Governor, one appointed by the State Senate, one appointed by the State House of Representatives, and the State Treasurer the State Superintendent and the Director of the Office of State Human Resources who serve as ex-officio members. RHBF is supported by a percent of payroll contribution from participating employing units. Each year the percentage is set in legislation, as are the maximum per retiree contributions from RHBF to the State Health Plan. The State Treasurer, with the approval of the State Health Plan Board of Trustees, then sets the employer contributions (subject to the legislative cap) and the premiums to be paid by retirees, as well as the health benefits to be provided through the State Health Plan. The financial statements and other required disclosures for the plan are presented in the State of North Carolina's ACFR, which can be found at <https://www.osc.nc.gov/public-information/reports>.

Benefits provided. Plan benefits received by retired employees and disabled employees from RHBF are OPEB. The healthcare benefits for retired and disabled employees who are not eligible for Medicare are the same as for active employees. The plan options change when former employees become

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eligible for Medicare. Medicare retirees have the option of selecting one of two fully-insured Medicare Advantage/Prescription Drug Plan (MA-PDP) options of the self-funded Traditional 70/30 preferred Provider Organization plan option that is also offered to non-Medicare members. If the Traditional 70/30 Plan is selected by a Medicare retiree, the self-funded State Health Plan coverage is secondary to Medicare.

Those former employees who are eligible to receive medical benefits from RHBF are long-term disability beneficiaries of the Disability Income Plan of North Carolina (DIPNC) and retirees of the TSERS, the Consolidated Judicial Retirement System (CJRS), the Legislative Retirement System (LRS), the University Employees' Optional Retirement Program (ORP), and a small number of local governments, with five or more years of contributory membership service in their retirement system prior to disability or retirement, with the following exceptions: for employees first hired on or after October 1, 2006, and members of the General Assembly first taking office on or after February 1, 2007, future coverage as retired employees and retired members of the General Assembly is subject to the requirement that the future retiree have 20 or more years of retirement service credit in order to receive coverage on a noncontributory basis. Employees first hired on or after October 1, 2006 and members of the General Assembly first taking office on or after February 1, 2007 with 10 but less than 20 years of retirement service credit are eligible for coverage on a partially contributory basis. For such future retirees, the State will pay 50% of the State Health Plan's noncontributory premium.

Section 35.21 (c) and (d) of Session Law 2017-57 repeals retiree medical benefits for employees first hired January 1, 2021. The new legislation amends Article 3B of Chapter 135 of the General Statutes to require that retirees must earn contributory retirement service in TSERS (or in an allowed local system unit), CJRS, or LRS prior to January 1, 2021, and not withdraw that service, in order to be eligible for retiree medical benefits under the amended law. Consequently, members first hired on and after January 1, 2021 will not be eligible to receive retiree medical benefits.

RHBF's benefit and contribution provisions are established by Chapter 135-7, Article 1 and Chapter 135, Article 3B of the General Statutes and may be amended only by the North Carolina General Assembly. RHBF does not provide for automatic post-retirement benefit increases.

Contributions. By General Statute, accumulated contributions from employers to RHBF and any earnings on those contributions shall be used to provide health benefits to retired and disabled employees and their applicable beneficiaries. By statute, contributions to RHBF are irrevocable. Also by law, fund assets are dedicated to providing benefits to retired and disabled employees and their applicable beneficiaries and are not subject to the claims of creditors of the employers making contributions to RHBF. However, RHBF assets may be used for reasonable expenses to administer the RHBF, including costs to conduct required actuarial valuations of state—supported retired employees' health benefits. Contribution rates to RHBF, which are intended to finance benefits and administrative expenses on a pay-as-you-go basis are determined by the General Assembly in the Appropriations Bill. For the current fiscal year, the Board contributed 7.14% of covered payroll which amounted to \$1,914,830. During the current fiscal year, the plan also recognized a one-time transfer of excess funding from the Public Employees Health Benefits Fund totaling \$35 million, which was isolated from the OPEB expense and allocated to participating employers as a separate revenue item. The Board's proportionate share of this allocation totaled \$50,153.

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At June 30, 2024, Board reported a liability of \$38,177,088 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of December 31, 2022. The total OPEB liability was then rolled forward to the measurement date of June 30, 2023 utilizing update procedures incorporating the actuarial assumptions. The Board's proportion of the net OPEB liability was based on a projection of the Board's present value of future salary, actuarially determined. At June 30, 2023 and at June 30, 2022, the Boards proportion was 0.14% and 0.13%, respectively.

\$1,914,830 reported as deferred outflows of resources related to OPEB resulting from Board contributions subsequent to the measurement date will be recognized as a decrease of the net OPEB liability in the year ending June 30, 2025. Other amounts reported as deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:

2025	\$ (1,626,625)
2026	(2,060,204)
2027	(649,788)
2028	1,389,853
2029	-
Thereafter	-
Total	<u>\$ (2,946,764)</u>

Actuarial assumptions. Common actuarial assumptions for both OPEB plans follow individual note disclosures for each OPEB plan.

Inflation	2.50%
Salary increases	3.25-8.05%, include 3.25% inflation and productivity factor
Investment rate of return	6.50%
Healthcare cost trend rate – medical	5.00% - 6.50%
Healthcare cost trend rate – prescription drug	5.00% - 10.00%
Healthcare cost trend rate – administrative	3.00%
Post-retirement mortality rates	Pub-2010 Healthy Annuitant Mortality Table for males and females, adjusted for classification for some Participants, further adjusted with scaling factors varying by participant group, and projected for mortality improvement using Scale MP-2019

Discount rate. The discount rates used to measure the total OPEB liability for the RHBF at June 30, 2024 was 3.65% and 3.54% for 2023. The projection of cash flow used to determine the discount rate assumed that contributions from employers would be made at the current statutorily determined contribution rate. Based on the above assumptions, the plan's fiduciary net position was not projected to be available to make projected future benefit payments of current plan members. As a result, a municipal bond rate of 3.65% was used as the discount rate used to measure the total OPEB liability. The 3.65% rate is based on the Bond Buyer 20-year General Obligation Index as of June 30, 2023.

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Sensitivity of the Board's proportionate share of the net OPEB liability to changes in the discount rate. The following presents the Board's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.65 percent) or 1-percentage point higher (4.65 percent) than the current discount rate:

	1% Decrease (2.65%)	Current Discount Rate (3.65%)	1% Increase (4.65%)
Net OPEB liability	\$ 45,037,941	\$ 38,177,088	\$ 32,590,611

Sensitivity of the Board's proportionate share of the net OPEB liability to changes in the healthcare trend rates. The following presents the Board's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using healthcare trend rates that are 1-percentage-point lower or 1-percentage point higher than the current healthcare trend rates:

	1% Decrease in Trend Rates	Current Trend Rates (5.00-6.50% Medical, 5.00-10.00% Rx, 5.00% Medicare, 3.00% Administrative Expenses)	1% Increase in Trend Rates
Net OPEB liability	\$ 31,519,170	\$ 38,177,088	\$ 46,763,890

OPEB plan fiduciary net position. Detailed information about the OPEB plan's fiduciary net position is available in the separately issued ACFR for the State of North Carolina.

Disability Benefits

Plan description. Short-term and long-term disability benefits are provided through the Disability Income Plan of North Carolina (DIPNC), a cost-sharing, multiple-employer defined benefit plan, to the eligible members of TSERS which includes employees of the State, the University of North Carolina System, community colleges, certain Local Education Agencies, and ORP.

Management of the plan is vested in the State Health Plan Board of Trustees, which consists of 13 members – eight appointed by the Governor, one appointed by the State Senate, one appointed by the State House of Representatives, and the State Treasurer the State Superintendent and the Director of the Office of State Human Resources who serve as ex-officio members. Management of the plan is vested in the State Health Plan Board of Trustees, which consists of 13 members – eight appointed by the Governor, one appointed by the State Senate, one appointed by the State House of Representatives, and the State Treasurer the State Superintendent and the Director of the Office of State Human Resources who serve as ex-officio members.

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The financial statements and other required disclosures for the plan are presented in the State of North Carolina's ACFR, which can be found at <https://www.osc.nc.gov/public-information/reports>.

Benefits Provided. Long-term disability benefits are payable as an OPEB from DIPNC after the conclusion of the short-term disability period or after salary continuation payments cease, whichever is later, for as long as an employee is disabled. An employee is eligible to receive long-term disability benefits provide the following requirements are met: (1) the employee has five or more years of contributing membership service in TSERS or ORP, earned within 96 months prior to the end of the short-term disability period or cessation of salary continuation payments, whichever is later; (2) the employee must make application to receive long-term benefits within 180 days after the conclusion of the short-term disability period or after salary continuation payments cease or after monthly payments for Workers' Compensation cease (excluding monthly payments for permanent partial benefits), whichever is later; (3) the employee must be certified by the Medical Board to be mentally or physically disabled for the further performance of his/her usual occupation; (4) the disability must have been continuous, likely to be permanent, and incurred at the time of active employment; (5) the employee must not be eligible to receive an unreduced retirement benefit from TSERS after (1) reaching the age of 65 and completing 5 years of membership service, or (2) reaching the age of 60 and completing 25 years of creditable service, or (3) completing 30 years of service at any age.

Contributions. Benefit and contribution provisions are established by Chapter 135, Article 6, of the General Statutes and may be amended only by the North Carolina General Assembly. The plan does not provide for automatic post-retirement benefit increases. Disability income benefits are funded by actuarially determined employer contributions that are established in the Appropriations Bill by the General Assembly and coincide with the State fiscal year. For the fiscal year ended June 30, 2024, employers made a statutory contribution of 0.11% of covered payroll which was equal to the actuarially required contribution. Board contributions to the plan were \$29,500 for the year ended June 30, 2024.

The contributions cannot be separated between the amounts that relate to other postemployment benefits and employment benefits for active employees. Those individuals who are receiving extended short-term disability benefit payments cannot be separated from the number of members currently eligible to receive disability benefits as an other postemployment benefit.

At June 30, 2024, Board reported an OPEB liability of \$38,218 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of December 31, 2022. The total OPEB liability was then rolled forward to the measurement date of June 30, 2023 utilizing update procedures incorporating the actuarial assumptions. The Board's proportion of the net OPEB liability was based on a projection of the Board's present value of future salary, actuarially determined. At June 30, 2023 and at June 30, 2022, the Boards proportion was .014% and 0.13%, respectively.

\$29,500 reported as deferred outflows of resources related to OPEB resulting from Board contributions subsequent to the measurement date will be recognized as a decrease of the net OPEB liability in the year ending June 30, 2025. Other amounts reported as deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

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Year ended June 30:

2025	\$	15,822
2026		8,842
2027		16,756
2028		5,631
2029		2,577
Thereafter		1,873
Total	\$	<u>51,501</u>

Actuarial assumptions. Common actuarial assumptions for both OPEB plans follow individual note disclosures for each OPEB plan.

Inflation	2.50%
Salary increases	3.25% to 8.05%, including a 3.25% inflation and productivity factor
Investment rate of return	3.00%, net of OPEB plan investment expense, including inflation

Sensitivity of the Board's proportionate share of the net OPEB liability to changes in the discount rate. The following presents the Board's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.00 percent) or 1-percentage point higher (4.00 percent) than the current discount rate:

	<u>1% Decrease (2.00%)</u>	<u>Current Discount Rate (3.00%)</u>	<u>1% Increase (4.00%)</u>
Net OPEB liability	\$ 45,944	\$ 38,218	\$ 30,352

Common actuarial assumptions for both OPEB plans. The total OPEB liability was determined by an actuarial valuation performed as of December 31, 2022 using the following actuarial assumptions, applied to all periods in the measurement, unless otherwise specified. The total OPEB liability was calculated through the use of update procedures to roll forward from the actuarial valuation date to the measurement date of June 30, 2023. The update procedures incorporated the actuarial assumptions used in the valuation. The entry age normal cost method was utilized.

The plan currently uses mortality tables that vary by age, gender, employee group (i.e. teacher, general, law enforcement officer), and health status (i.e. disabled and healthy). The current mortality rates are based on published tables and based on studies that cover significant portions of the U.S. population. The mortality rates also contain a provision to reflect future mortality improvements.

The actuarial assumptions were based on the results of an actuarial experience review for the period January 1, 2015 through December 31, 2019.

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DIPNC is primarily invested in the Bond Index Investment Pool as of June 30, 2023. The long-term expected rate of return was determined based on the combination of expected future real rates of return and expected inflation. The long-term expected real rate of return for the Bond Index Investment Pool as of June 30, 2023 is 1.2%.

Total OPEB Expense, OPEB Liabilities, and Deferred Outflows and Inflows of Resources of Related to OPEB

Following is information related to the proportionate share and pension expense:

	<u>RHBF</u>	<u>DIPNC</u>	<u>Total</u>
OPEB expense (revenue)	\$ 356,834	\$ (50,397)	\$ 306,437
OPEB liability	38,177,088	38,218	38,215,306
Proportionate share of the net OPEB liability	0.143%	0.144%	
Deferred of Outflows of Resources			
Differences between expected and actual experience	\$ 420,404	\$ 33,494	\$ 453,898
Changes of assumptions	4,135,741	2,785	4,138,526
Net difference between projected and actual earnings on plan investments	304,978	49,919	354,897
Changes in proportion and defferences between Board contributions and proportionate share of contributions	3,253,321	406	3,253,727
Board contributions subsequent to the measurement date	<u>1,914,830</u>	<u>29,500</u>	<u>1,944,330</u>
Total Deferred Outflows of Resources	<u>\$ 10,029,274</u>	<u>\$ 116,104</u>	<u>\$ 10,145,378</u>
Deferred of Inflows of Resources			
Differences between expected and actual experience	\$ 37,406	\$ 21,168	\$ 58,574
Changes of assumptions	10,185,339	6,524	10,191,863
Changes in proportion and differences between Board contributions and proportionate share of contributions	<u>838,463</u>	<u>7,411</u>	<u>845,874</u>
Total Deferred Inflows of Resources	<u>\$ 11,061,208</u>	<u>\$ 35,103</u>	<u>\$ 11,096,311</u>

Other Employment Benefits

The Board provides group term life insurance to permanent, full-time employees in the amount of \$15,000 through a commercial carrier at no cost to employees. In addition, the Board contributes toward the cost of dental insurance for those employees that choose to purchase dental insurance. For the year ended June 30, 2024, the total cost to the Board for group term life insurance and dental insurance was \$11,165 and \$65,201, respectively.

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Long-Term Obligations

Leases

The Board has entered into agreements to lease certain vehicles. The lease agreements qualify as other than short-term leases under GASB 87 and, therefore, have been recorded at the present value of the future minimum lease payments as of the date of their inception.

Agreements were executed to lease vehicles and require monthly payments ranging from \$298 - \$705. There are no variable payment components of the leases. The lease liability is measured at an imputed discount rate of 4.0%. As a result of the lease, the Board has recorded a right to use asset with a net book value of \$329,754 on June 30, 2024.

The following is a schedule of the future minimum lease payments and the net present value of the minimum lease payments as of June 30, 2024:

Year Ending June 30:	Governmental Activities			Business Type Activities		
	Principal	Interest	Total	Principal	Interest	Total
2025	\$ 97,379	\$ 9,862	\$ 107,241	\$ 17,067	\$ 1,243	\$ 18,310
2026	71,587	6,482	78,069	14,129	747	14,876
2027	58,836	4,056	62,892	7,237	384	7,621
2028	48,198	1,766	49,964	6,211	135	6,346
2029	21,258	365	21,623	-	-	-
Totals	\$ 297,258	\$ 22,531	\$ 319,789	\$ 44,644	\$ 2,509	\$ 47,153

Direct Placement Installment Purchases

The Board is authorized to finance the purchase of school buses under G.S. 115C-528(a). Session law 2003-284, section 7.25 authorized the State Board of Education to allot moneys for the payments on financing contracts entered into pursuant to G.S. 115C-528. The State has accepted the bid to purchase Thomas Built Buses through third party direct placement financing arrangements. As of June 30, 2024, the Board has entered into such contracts for the purchase of school buses. The terms of the financing contracts require annual payments of \$74,847.

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The future minimum payments of the installment purchases as of June 30, 2024 are as follows:

<u>Year Ending June 30,</u>	<u>Governmental Activities Principal</u>
2025	\$ 74,847
2026	74,848
Totals	<u>\$ 149,695</u>

Long-Term Obligation Activity

The following is a summary of changes in the Board's long-term obligations for the fiscal year ended June 30, 2024:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Current Maturities</u>
Governmental activities:					
Direct placement					
installment purchases	\$ 101,043	\$ 299,394	\$ 250,742	\$ 149,695	\$ 74,847
Lease liabilities	232,053	144,713	79,508	297,258	97,379
Net pension liability	21,820,646	4,681,191	-	26,501,837	-
Net OPEB liability	30,334,894	6,908,177	-	37,243,071	-
Compensated absences	2,441,455	2,406,497	2,296,343	2,551,609	1,208,628
Total	<u>\$ 54,930,091</u>	<u>\$ 14,439,972</u>	<u>\$ 2,626,593</u>	<u>\$ 66,743,470</u>	<u>\$ 1,380,854</u>
Business-type activities:					
Lease liabilities	\$ 32,505	\$ 28,810	\$ 16,671	\$ 44,644	\$ 17,067
Net pension liability	585,196	106,638	-	691,834	-
Net OPEB liability	813,534	158,701	-	972,235	-
Compensated absences	52,802	82,064	96,262	38,604	27,554
Total	<u>\$ 1,484,037</u>	<u>\$ 376,213</u>	<u>\$ 112,933</u>	<u>\$ 1,747,317</u>	<u>\$ 44,621</u>

Compensated absences for governmental activities are typically liquidated by the general and other governmental funds.

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Deferred Outflows and Deferred Inflows of Resources

The balance in deferred outflows and deferred inflows of resources at year-end is composed of the following:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in proportion and differences between Board contributions and proportionate share of contributions	\$ 3,647,291	\$ 900,478
Changes in assumptions	5,093,532	10,191,863
Difference between projected and actual earnings on plan investments	7,928,332	-
Board contributions subsequent to the measurement date	6,672,404	-
Difference between expected and actual experience	<u>2,670,826</u>	<u>259,282</u>
Total	<u>\$ 26,012,385</u>	<u>\$ 11,351,623</u>

Interfund Balances and Activities

Transfers to/from other funds at June 30, 2024 consist of the following:

From the Individual Schools Fund to the Other Special Revenue Fund for use of activity buses	<u>\$ 49,206</u>
From the State Public School Fund to the School Nutrition Fund for operating costs	<u>\$ 45,000</u>

Interfund balances at June 30, 2024 consist of the following:

From the General Fund to the Other Special Revenue Fund for health insurance and to the School Food Service Fund for health insurance and reimbursement of operating expenses	<u>\$ 21,513</u>
From the Capital Outlay Fund to the General Fund for reimbursement of operating expenses	<u>\$ 3,932</u>

Contributed capital between funds for the year ended June 30, 2024 consisted of the following:

From the Federal Grants Fund to the School Food Service Fund for equipment	<u>\$ 70,296</u>
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For the Year Ended June 30, 2024

Fund Balance

The Board does not have a formal fund balance policy. In addition, all encumbrances lapse at the end of the year. Therefore, the entire amount of unassigned fund balance in the General Fund is available for appropriation.

The following schedule provides management and citizens with information on the portion of General fund balance that is available for appropriation.

Total fund balance - General Fund	\$ 2,929,532
Less:	
Stabilization by State statute	(8,065)
Appropriated Fund Balance in 2025 budget	<u>(1,276,424)</u>
Remaining fund balance	<u>\$ 1,645,043</u>

Risk Management

The Board is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Board participates in the North Carolina School Boards Trust (the "Trust"), a member funded risk management program administered by the North Carolina School Boards Association. Through the Trust, the Board maintains general liability and errors and omissions coverage of \$1 million per claim. The Trust has an annual aggregate limit for general liability of \$2,550,000 and an annual aggregate limit of \$2,550,000 for errors and omissions claims. The Trust is reinsured through commercial companies for losses in excess of \$150,000 per claim for errors and omissions and general liability. Statutory workers' compensation coverage is purchased through private insurers. Coverage is provided to the extent employees are paid from Federal or local funds. Workers' Compensation coverage is provided by the State of North Carolina through a self-insured fund, to the extent employees are paid from State funds. The Board also participates in the Public School Insurance Fund (the Fund), a voluntary, self-insured risk control and risk financing fund administered by the North Carolina Department of Public Instruction. This insures the tangible property assets of the Board. Coverage is provided on an "all risk" perils contract. Buildings and contents are insured on a replacement cost basis. The Fund purchases excess reinsurance to protect the assets of the Fund in the event of a catastrophic event. The Fund maintains a self-insured retention of \$10 million. Excess reinsurance is purchased through commercial insurers. A limit of \$5 million per occurrence is provided on Flood, Earthquake, Business Interruption and Extra Expense. \$10 million per occurrence is provided on Increased Cost of Construction.

The Board also participates in the Teachers' and State Employees' Comprehensive Major Medical Plan, a self-funded risk financing pool of the State administered by Blue Cross and Blue Shield of North Carolina. The Board pays the full cost of coverage for employees enrolled in the Comprehensive Major Medical Plan.

JACKSON COUNTY BOARD OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2024

In accordance with G.S. 115C-442, the Board's employees who have custody of the Board's monies at any given time of the Board's funds are performance bonded through a commercial surety bond. The finance officer is bonded for \$250,000. The remaining employees that have access to funds are bonded under a blanket bond for \$175,000.

The Board carries commercial coverage for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past three fiscal years.

NOTE 3 – SUMMARY DISCLOSURE OF SIGNIFICANT CONTINGENCIES

Federal and State Assisted Programs

The Board has received proceeds from several federal and State grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant moneys to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant moneys.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
TEACHERS' AND STATE EMPLOYEES' RETIREMENT SYSTEM
*Last Ten Fiscal Years**

	2024	2023	2022	2021	2020
Board's proportion of the net pension liability (asset)	0.163%	0.151%	0.151%	0.152%	0.152%
Board's proportionate share of the net pension liability (asset)	\$ 27,193,671	\$ 22,405,842	\$ 7,068,854	\$ 18,374,301	\$ 15,726,674
Board's covered-employee payroll	\$ 25,075,253	\$ 24,652,586	\$ 22,596,365	\$ 22,404,980	\$ 22,409,830
Board's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	108.45%	90.89%	31.28%	82.01%	70.18%
Plan fiduciary net position as a percentage of the total pension liability	82.97%	84.14%	94.86%	85.98%	87.56%

	2019	2018	2017	2016	2015
Board's proportion of the net pension liability (asset)	0.150%	0.151%	0.156%	0.151%	0.144%
Board's proportionate share of the net pension liability (asset)	\$ 14,881,366	\$ 11,966,724	\$ 14,298,490	\$ 5,551,751	\$ 1,686,293
Board's covered-employee payroll	\$ 21,109,942	\$ 20,610,680	\$ 20,039,115	\$ 19,976,481	\$ 18,550,024
Board's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	70.49%	58.06%	71.35%	27.79%	9.09%
Plan fiduciary net position as a percentage of the total pension liability	87.61%	89.51%	87.32%	94.64%	98.24%

* The amounts presented for each fiscal year were determined as of the prior fiscal year ending June 30.

This schedule is required supplementary information.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF BOARD CONTRIBUTIONS
TEACHERS' AND STATE EMPLOYEES' RETIREMENT SYSTEM
Last Ten Fiscal Years

	2024	2023	2022	2021	2020
Contractually required contribution	\$ 4,728,074	\$ 4,358,079	\$ 4,038,094	\$ 3,339,743	\$ 2,905,926
Contributions in relation to the contractually required contribution	4,728,074	4,358,079	4,038,094	3,339,743	2,905,926
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Board's covered-employee payroll	\$ 26,818,345	\$ 25,075,253	\$ 24,652,586	\$ 22,596,365	\$ 22,404,980
Contributions as a percentage of covered-employee payroll	17.63%	17.38%	16.38%	14.78%	12.97%

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 2,754,168	\$ 2,275,652	\$ 2,056,946	\$ 1,833,579	\$ 1,827,848
Contributions in relation to the contractually required contribution	2,754,168	2,275,652	2,056,946	1,833,579	1,827,848
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Board's covered-employee payroll	\$ 22,409,830	\$ 21,109,942	\$ 20,610,680	\$ 20,039,115	\$ 19,976,481
Contributions as a percentage of covered-employee payroll	12.29%	10.78%	9.98%	9.15%	9.15%

This schedule is required supplementary information.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
RETIREE HEALTH BENEFIT FUND
*Last Eight Fiscal Years**

	2024	2023	2022	2021	2020
Board's proportion of the net OPEB liability (asset)	0.143%	0.131%	0.130%	0.133%	0.134%
Board's proportionate share of the net OPEB liability (asset)	\$ 38,177,088	\$ 31,108,822	\$ 40,155,396	\$ 36,939,788	\$ 42,445,352
Board's covered-employee payroll	\$ 25,075,253	\$ 24,652,586	\$ 22,596,365	\$ 22,404,980	\$ 22,409,830
Board's proportionate share of the net OPEB liability (asset) as a percentage of its covered-employee payroll	152.25%	126.19%	177.71%	164.87%	189.41%
Plan fiduciary net position as a percentage of the total OPEB liability	10.73%	10.58%	7.72%	6.92%	4.40%

	2019	2018	2017
Board's proportion of the net OPEB liability (asset)	0.134%	0.136%	0.124%
Board's proportionate share of the net OPEB liability (asset)	\$ 38,087,756	\$ 44,635,464	\$ 56,612,103
Board's covered-employee payroll	\$ 21,109,942	\$ 20,610,680	\$ 20,039,115
Board's proportionate share of the net OPEB liability (asset) as a percentage of its covered-employee payroll	180.43%	216.56%	282.51%
Plan fiduciary net position as a percentage of the total OPEB liability	4.40%	3.52%	2.41%

* The amounts presented for each fiscal year were determined as of the prior fiscal year ending June 30.

This schedule is required supplementary information.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF BOARD CONTRIBUTIONS
RETIREE HEALTH BENEFIT FUND
Last Ten Fiscal Years

	2024	2023	2022	2021	2020
Contractually required contribution	\$ 1,914,830	\$ 1,727,685	\$ 1,550,648	\$ 1,509,437	\$ 1,449,602
Contributions in relation to the contractually required contribution	1,914,830	1,727,685	1,550,648	1,509,437	1,449,602
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Board's covered-employee payroll	\$ 26,818,345	\$ 25,075,253	\$ 24,652,586	\$ 22,596,365	\$ 22,404,980
Contributions as a percentage of covered-employee payroll	7.14%	6.89%	6.29%	6.68%	6.47%

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 1,405,096	\$ 1,277,151	\$ 1,196,982	\$ 1,122,190	\$ 1,096,709
Contributions in relation to the contractually required contribution	1,405,096	1,277,151	1,196,982	1,122,190	1,096,709
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Board's covered-employee payroll	\$ 22,409,830	\$ 21,109,942	\$ 20,610,680	\$ 20,039,115	\$ 19,976,481
Contributions as a percentage of covered-employee payroll	6.27%	6.05%	5.81%	5.60%	5.49%

This schedule is required supplementary information.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
DISABILITY INCOME PLAN OF NORTH CAROLINA
*Last Eight Fiscal Years**

	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Board's proportion of the net OPEB asset (liability)	0.144%	0.133%	0.134%	0.134%	0.134%
Board's proportionate share of the net OPEB asset (liability)	\$ (38,218)	\$ (39,606)	\$ 21,904	\$ 65,856	\$ 58,018
Board's covered-employee payroll	\$ 25,075,253	\$ 24,652,586	\$ 22,596,365	\$ 22,404,980	\$ 22,409,830
Board's proportionate share of the net OPEB asset (liability) as a percentage of its covered-employee payroll	-0.15%	-0.16%	0.10%	0.29%	0.26%
Plan fiduciary net position as a percentage of the total OPEB asset (liability)	90.61%	90.34%	105.18%	115.57%	113.00%

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Board's proportion of the net OPEB asset (liability)	0.133%	0.134%	0.140%
Board's proportionate share of the net OPEB asset (liability)	\$ 40,430	\$ 81,980	\$ 86,977
Board's covered-employee payroll	\$ 21,109,942	\$ 20,610,680	\$ 20,039,115
Board's proportionate share of the net OPEB asset (liability) as a percentage of its covered-employee payroll	0.19%	0.40%	0.43%
Plan fiduciary net position as a percentage of the total OPEB asset (liability)	108.47%	116.23%	116.06%

* The amounts presented for each fiscal year were determined as of the prior fiscal year ending June 30.

This schedule is required supplementary information.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF BOARD CONTRIBUTIONS
DISABILITY INCOME PLAN OF NORTH CAROLINA
Last Ten Fiscal Years

	2024	2023	2022	2021	2020
Contractually required contribution	\$ 29,500	\$ 25,075	\$ 22,187	\$ 20,337	\$ 22,405
Contributions in relation to the contractually required contribution	29,500	25,075	22,187	20,337	22,405
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Board's covered-employee payroll	\$ 26,818,345	\$ 25,075,253	\$ 24,652,586	\$ 22,596,365	\$ 22,404,980
Contributions as a percentage of covered-employee payroll	0.11%	0.10%	0.09%	0.09%	0.10%

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 31,374	\$ 29,554	\$ 77,896	\$ 81,684	\$ 82,077
Contributions in relation to the contractually required contribution	31,374	29,554	77,896	81,684	82,077
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Board's covered-employee payroll	\$ 22,409,830	\$ 21,109,942	\$ 20,610,680	\$ 20,039,115	\$ 19,976,481
Contributions as a percentage of covered-employee payroll	0.14%	0.14%	0.38%	0.41%	0.41%

This schedule is required supplementary information.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2024

Exhibit A-1

	Budget	Actual	Positive (Negative) Variance
Revenues:			
Jackson County:			
Timber	\$ 147,605	\$ 147,605	\$ -
County appropriations	9,270,008	9,270,008	-
	<u>9,417,613</u>	<u>9,417,613</u>	<u>-</u>
Other:			
Fines and forfeitures	160,000	165,030	5,030
Other	-	2,034	2,034
Interest earned on investments	-	83,975	83,975
Total	<u>160,000</u>	<u>251,039</u>	<u>91,039</u>
Total revenues	<u>9,577,613</u>	<u>9,668,652</u>	<u>91,039</u>
Expenditures:			
Instructional services:			
Regular instructional		1,400,883	
Special populations		135,508	
Alternative programs		160,118	
School leadership		887,038	
Co-curricular services		596,082	
School-based support		989,521	
Total instructional services	<u>4,426,507</u>	<u>4,169,150</u>	<u>257,357</u>
System-wide support services:			
Support and development		178,134	
Special population support and development		402	
Alternative programs and services		81	
Technology support		296,902	
Operational support		2,434,596	
Financial and human resource services		824,130	
Accountability		163,319	
Systemwide pupil support		82,197	
Policy, leadership and public relations		364,785	
Total system-wide support services	<u>4,377,687</u>	<u>4,344,546</u>	<u>33,141</u>
Ancillary services	<u>156,620</u>	<u>152,255</u>	<u>4,365</u>
Non-programmed charges	<u>1,000,000</u>	<u>973,823</u>	<u>26,177</u>
Debt service:			
Principal payments		20,739	
Interest expense		17,602	
	<u>45,000</u>	<u>38,341</u>	<u>6,659</u>
Total expenditures	<u>10,005,814</u>	<u>9,678,115</u>	<u>327,699</u>
Revenues over (under) expenditures	(428,201)	(9,463)	418,738

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2024

Exhibit A-1

	Budget	Actual	Positive (Negative) Variance
Other financing sources:			
Lease liabilities issued	-	70,145	70,145
Appropriated fund balance	428,201	-	(428,201)
Total other financing sources	428,201	70,145	(358,056)
Net change in fund balance	\$ -	60,682	\$ 60,682
Fund balances:			
Beginning of year, July 1		2,868,850	
End of year, June 30		\$ 2,929,532	

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - CAPITAL OUTLAY FUND
For the Year Ended June 30, 2024

Exhibit B-1

	Budget	Actual	Variance Positive (Negative)
Revenues:			
State of North Carolina:			
State appropriations-buses	\$ 575,742	\$ 374,623	\$ (201,119)
Jackson County			
County appropriations	-	819,975	819,975
Restricted portion of sales tax	1,455,700	1,587,800	132,100
Other:			
Interest income	-	31,778	31,778
Other	-	8,008	8,008
	-	39,786	39,786
Total revenues	2,031,442	2,822,184	790,742
Expenditures:			
Instructional services			
School-based support	25,000	24,947	53
System-wide support services			
Technology support		669,415	
Operational support		1,221,006	
Total	1,900,000	1,890,421	9,579
Capital outlay	119,752	819,975	(700,223)
Debt service:			
Principal payments		297,720	
Interest expense		10,586	
Total	48,500	308,306	(259,806)
Total expenditures	2,093,252	3,043,649	(950,397)
Revenues over (under) expenditures	(61,810)	(221,465)	(159,655)
OTHER FINANCING SOURCES			
Proceeds from installment contract	-	299,394	299,394
Lease liabilities issued	-	31,101	31,101
Appropriated fund balance	61,810	-	(61,810)
Total other financing sources	61,810	330,495	268,685
Net change in fund balance	\$ -	109,030	\$ 109,030
Fund balances:			
Beginning of year, July 1		840,343	
End of year, June 30		\$ 949,373	

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL (NON-
GAAP) - SCHOOL NUTRITION FUND
For the Year Ended June 30, 2024

Exhibit C-1

	Budget	Actual	Variance Positive (Negative)
Operating revenues:			
Food sales and other	\$ 475,300	\$ 476,305	\$ 1,005
Operating expenditures:			
Business support services		2,620,006	
Capital outlay		39,546	
Total operating expenditures	4,353,456	2,659,552	1,693,904
Operating loss	(3,878,156)	(2,183,247)	1,694,909
Nonoperating revenues:			
Federal reimbursements	2,869,464	1,923,631	(945,833)
Federal commodities	167,503	152,027	(15,476)
State reimbursements	66,000	5,709	(60,291)
Interest earned	4,000	7,288	3,288
Gain/(loss) on sale of capital assets	1,000	-	(1,000)
Donated capital assets	10,000	70,296	60,296
Other	177,500	-	(177,500)
Total nonoperating revenues	3,295,467	2,158,951	(1,136,516)
Revenues over (under) expenditures before other financing sources	(582,689)	(24,296)	558,393
Transfers from other funds	45,000	45,000	-
Revenues and other sources over (under) expenditures	(537,689)	20,704	558,393
Appropriated fund balance	537,689	-	(537,689)
Revenues, other sources, and appropriated fund balance over (under) expenditures	\$ -	20,704	\$ 20,704

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL (NON-
GAAP) - SCHOOL NUTRITION FUND
For the Year Ended June 30, 2024

Exhibit C-1
(Continued)

Reconciliation of modified accrual to full accrual basis:

Reconciling items:

Depreciation and amortization	(73,514)
Indirect costs	(112,239)
Indirect costs not paid	112,239
Capital outlay	39,546
Increase (decrease) in inventory	(9,218)
(Increase) decrease in accounts payable	(4,501)
(Increase) decrease in unavailable revenues	(6,720)
(Increase) decrease in compensated absences	14,198
Net pension liability	(106,638)
Net OPEB liability	(158,701)
Deferred outflows - pension	168,871
Deferred inflows - pension	(106,638)
Change in net position	<u><u>\$ (222,611)</u></u>

COMPLIANCE SECTION



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

**Report on Internal Control Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards***

INDEPENDENT AUDITORS' REPORT

**To the Jackson County Board of Education
Sylva, North Carolina**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to the financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Jackson County Board of Education, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Jackson County Board of Education's basic financial statements and have issued our report thereon dated October 29, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Jackson County Board of Education's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be a significant deficiency. We consider the deficiency described in the accompanying schedule of findings and questioned costs as item 2024-01 to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Jackson County Board of Education's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Jackson County Board of Education's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Jackson County Board of Education's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The Jackson County Board of Education's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Anderson Smith & Wike PLLC

October 29, 2024

Huntersville, North Carolina



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

Report on Compliance with Requirements Applicable to Each Major Federal Program and Internal Control over Compliance in Accordance with the OMB Uniform Guidance and the State Single Audit Implementation Act

INDEPENDENT AUDITORS' REPORT

**To the Jackson County Board of Education
Sylva, North Carolina**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Jackson County Board of Education's compliance with the types of compliance requirements described in the OMB *Compliance Supplement* and the *Audit Manual for Governmental Auditors in North Carolina*, issued by the Local Government Commission, that could have a direct and material effect on each of Jackson County Board of Education's major federal programs for the year ended June 30, 2024. Jackson County Board of Education's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Jackson County Board of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the State Single Audit Implementation Act. Our responsibilities under those standards, the Uniform Guidance, and the State Single Audit Implementation Act are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Jackson County Board of Education and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provides a reasonable basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Jackson County Board of Education's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Jackson County Board of Education federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Jackson County Board of Education's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Single Audit Implementation Act will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Jackson County Board of Education's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance and the State Single Audit Implementation Act, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Jackson County Board of Education's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Jackson County Board of Education's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, and the State Single Audit Implementation Act, but not for the purpose of expressing an opinion on the effectiveness of Jackson County Board of Education's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in *internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in Auditors' Responsibilities for the Audit of Compliance section and above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies or material weaknesses in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and the State Single Audit Implementation Act. Accordingly, this report is not suitable for any other purpose.

Anderson Smith & Wike PLLC

October 29, 2024

Huntersville, North Carolina



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

**Report on Compliance with Requirements Applicable to Each Major State
Program and Internal Control over Compliance in Accordance with OMB Uniform Guidance and the State
Single Audit Implementation Act**

INDEPENDENT AUDITORS' REPORT

**To the Jackson County Board of Education
Sylva, North Carolina**

Report on Compliance for Each Major State Program

Opinion on Each Major State Program

We have audited the Jackson County Board of Education's compliance with the types of compliance requirements described in the *Audit Manual for Governmental Auditors in North Carolina*, issued by the Local Government Commission that could have a direct and material effect on each of Jackson County Board of Education's major state programs for the year ended June 30, 2024. The Jackson County Board of Education's major state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Jackson County Board of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major State programs for the year ended June 30, 2024.

Basis for Opinion on Each Major State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the State Single Audit Implementation Act. Our responsibilities under those standards, the Uniform Guidance, and the State Single Audit Implementation Act are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Jackson County Board of Education and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provides a reasonable basis for our opinion on compliance for each major State program. Our audit does not provide a legal determination of the Jackson County Board of Education's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Jackson County Board of Education's State programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Jackson County Board of Education's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Single Audit Implementation Act will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Jackson County Board of Education's compliance with the requirements of each major State program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Single Audit Implementation Act, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Jackson County Board of Education's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Jackson County Board of Education's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance and the State Single Audit Implementation Act, but not for the purpose of expressing an opinion on the effectiveness of Jackson County Board of Education's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in *internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a State program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a State program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a State program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in Auditors' Responsibilities for the Audit of Compliance section and above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies or material weaknesses in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and the State Single Audit Implementation Act. Accordingly, this report is not suitable for any other purpose.

Anderson Smith & Wike PLLC

October 29, 2024

Huntersville, North Carolina

**Jackson County Board of Education
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2024**

Section I. Summary of Auditors' Results

Financial Statements

Type of auditors' report issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? yes X no
- Significant deficiency(s) identified that are not considered to be material weaknesses? X yes none reported

Noncompliance material to financial statements noted?

 yes X no

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? yes X no
- Significant deficiency(s) identified that are not considered to be material weaknesses? yes X none reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported
In accordance with 2 CFR 200.516(a)?

 yes X no

Identification of major federal programs:

<u>CFDA Numbers</u>	<u>Names of Federal Program or Cluster</u>
84.010	Title I, Grants to Local Educational Agencies
84.425	COVID-19 - Education Stabilization Fund

**Jackson County Board of Education
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2024**

Section II. Financial Statement Findings

Finding 2024-01

Budgeting - Significant Deficiency

Criteria:	State law requires that expenditures do not exceed amounts appropriated.
Condition:	The District does not have sufficient internal controls in place that appropriately monitor expenditures as compared to the Board approved budget.
Effect:	The District had actual expenditures exceeding the budget within the Capital Outlay Fund which is in violation of North Carolina General Statutes.
Cause:	There was a lack of oversight by management.
Identification of a repeat finding:	This is not a repeat finding from the previous audit.
Recommendation:	We recommend that management closely monitor expenditures as compared to the budget and take any needed budget amendments to the governing Board for approval.
Management Response:	The Board agrees with this finding and recommendation.

Section III. Federal Award Findings and Questioned Costs

None reported

Section IV. State Award Findings and Questioned Costs

None reported



**Jackson County Board of Education
Corrective Action Plan
For the Year Ended June 30, 2024**

Section II. Financial Statement Findings

Finding 2024-01

Name of Contact Person: Kristie Walker, Chief Financial Officer

Corrective Action Plan: Management will implement additional controls and procedures to ensure that there are no expenditures in excess of the budget.

Proposed Completion Date: As soon as possible.

Section III. Federal Award Findings and Questioned Costs

Finding: None reported

Section IV. State Award Findings and Questioned Costs

Finding: None reported

**Jackson County Board of Education
Summary Schedule of Prior Audit Findings
For the Year Ended June 30, 2024**

No findings reported in the prior year.

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
For the Year Ended June 30, 2024

<u>Grantor/Pass-through</u> <u>Grantor/Program Title</u>	<u>Federal</u> <u>CFDA</u> <u>Number</u>	<u>State /</u> <u>Pass-Through</u> <u>Grantor's</u> <u>Number</u>	<u>Expenditures</u>
Federal Grants:			
Cash Assistance:			
<u>U.S. Department of Agriculture</u>			
Food and Nutrition Service			
Child Nutrition Cluster:			
Passed-through the N.C. Department of Public Instruction:			
Noncash Assistance (Commodities):			
National School Lunch Program	10.555	PRC 035	\$ 152,027
Cash Assistance:			
School Breakfast Program	10.553	PRC 035	416,168
National School Lunch Program	10.555	PRC 035	1,329,793
After School Snack Program	10.555	PRC 035	27,132
Summer Food Service Program for Children	10.559	PRC 035	41,668
Supply Chain Assistance	10.559	PRC 035	89,464
Fresh Fruit and Vegetable Grant	10.582	PRC 035	19,406
Child Nutrition Equipment	10.579	PRC 053	70,296
Cash Assistance Subtotal			<u>1,993,927</u>
Total Child Nutrition Cluster			<u>2,145,954</u>
Total U.S. Department of Agriculture			<u>2,145,954</u>
<u>U.S. Department of Education</u>			
Office of Elementary and Secondary Education			
Direct Programs:			
Impact Aid	84.041	N/A	300,517
Indian Education Grants to Local Education Agencies	84.060	N/A	52,023
Passed-through the N.C. Department of Public Instruction:			
Education Consolidation and Improvement Act of 1981			
Improving America School Act of 1994 (IASA)			
Title I, Grants to Local Educational Agencies			
Educationally Deprived Children	84.010A	PRC 050 & 115	1,420,085
Rural Education	84.358	PRC 109	98,471
Student Support and Academic Enrichment Program	84.424	PRC 108	105,987
English Language Acquisition Grants	84.365	PRC 104 & 111	41,744
Supporting Effective Instruction State Grant	84.367	PRC 103	261,799
School Mental Health Support	93.243	PRC 102	419,928
Rethink Education Stipends	84.425	PRC 146	14,594

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
For the Year Ended June 30, 2024

Grantor/Pass-through Grantor/Program Title	Federal CFDA Number	State / Pass-Through Grantor's Number	Expenditures
COVID-19 - Education Stabilization Fund			
CRRSA:			
ESSER II - K-12 Emergency Relief Fund	84.425D	PRC 171	585
ESSER II - Summer Career Accelerator Program	84.425D	PRC 177	1,406
ARP:			
ESSER III - K-12 Emergency Relief Fund	84.425U	PRC 181	2,221,490
ESSER III - Homeless I	84.425W	PRC 183	7,406
ESSER III - Homeless II	84.425W	PRC 184	31,327
ESSER III - Summer Career Acceleratory Programs	84.425U	PRC 188	39,829
ESSER III - Cyberbullying & Suicide Prevention Grants	84.425U	PRC 192	432
ESSER III - NBPTS Certification Reimbursement Program	84.425U	PRC 198	9,235
ESSER III - After-School Robotics Grant	84.425U	PRC 201	22,854
Total Education Stabilization Fund			<u>2,334,564</u>
Office of Special Education and Rehabilitative Services			
Passed-through the N.C. Department of Public Instruction:			
Special Education Cluster:			
Individuals with Disabilities Education Act			
Special Education - Grants to States	84.027	PRC 060	1,203,937
Special Education - Targeted Assistance	84.027	PRC 118	12,896
Special Education - Preschool Grants	84.173	PRC 049	35,784
Total Special Education Cluster			<u>1,252,617</u>
Special Education State Personnel Development	84.323	PRC 082	8,495
Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990			
Basic Grants to States - Program Development	84.048	PRC 017	<u>86,770</u>
Total U.S. Department of Education			<u>6,397,594</u>
U.S. Department of Justice			
Direct Program:			
Public Safety Partnership and Community Policing Grant	16.710	N/A	<u>41,382</u>
Total Federal Assistance			<u>8,584,930</u>

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
For the Year Ended June 30, 2024

<u>Grantor/Pass-through</u> <u>Grantor/Program Title</u>	<u>Federal</u> <u>CFDA</u> <u>Number</u>	<u>State /</u> <u>Pass-Through</u> <u>Grantor's</u> <u>Number</u>	<u>Expenditures</u>
State Grants:			
Cash Assistance:			
<u>N.C. Department of Public Instruction:</u>			
State Public School Fund			29,317,375
Career and Technical Education			
State Months of Employment		PRC 013	1,484,332
Program Support Funds		PRC 014	18,993
Driver Training		PRC 012	66,780
School Technology Fund		PRC 015	27,598
Appropriations for School Buses (non-cash assistance)			374,623
Total N.C. Department of Public Instruction			<u>31,289,701</u>
<u>NC General Assembly</u>			
Passed through Jackson County:			
School Nurse Funding Initiative			<u>50,000</u>
<u>N.C. Department of Agriculture</u>			
State Reduced Breakfast Program			1,397
State Reduced Lunch Program			4,312
			<u>5,709</u>
<u>N.C. Department of Environmental Quality</u>			
North Carolina Wildlife Resources Commission:			
North Carolina Outdoor Heritage Advisory Council			
North Carolina Schools Go Outside (GO) Grant			<u>15,000</u>
Total State Assistance			<u>31,360,410</u>
Total Federal and State Assistance			<u>\$ 39,945,340</u>

JACKSON COUNTY BOARD OF EDUCATION
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
For the Year Ended June 30, 2024

Grantor/Pass-through Grantor/Program Title	Federal	State /	Expenditures
	CFDA Number	Pass-Through Grantor's Number	

Notes to the Schedule of Expenditures of Federal and State Awards:

1. Basis of Presentation

The accompanying schedule of expenditures of federal and State awards (SEFSA) includes the federal and State grant activity of Jackson County Board of Education under the programs of the federal government and the State of North Carolina for the year ended June 30, 2024. The information in this SEFSA is presented in accordance with the requirements of Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the State Single Audit Implementation Act. Because the Schedule presents only a selected portion of the operations of Jackson County Board of Education, it is not intended to and does not present the financial position, changes in net assets or cash flows of Jackson County Board of Education.

Note 2. Summary of Significant Accounting Policies

Expenditures reported in the SEFSA are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 3. Indirect Cost Rate

Jackson County Board of Education has elected not to use the 10-percent de minimis indirect cost rate allowed under Uniform Guidance.

Board of Education of Jackson County Schools

June 30, 2024

Audit Presentation



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

Opinion - Unmodified (Clean)

We have audited accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Jackson County Board of Education, as of and for the year ended June 30, 2024 and the related notes to the financial statements, which collectively comprise of the Jackson County Board of Education's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Jackson County Board of Education as of June 30, 2024, and the respective changes in financial position, and cash flows, where applicable, thereof and the respective budgetary comparison for the General Fund, the State Public School Fund, the Other Special Revenue Fund, and the Federal Grants Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America



Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balance

	Major Funds						Total
	General	State Public School	Individual Schools	Capital Outlay	Other Special Revenue	Federal Grants	Governmental Funds
REVENUES							
Total revenues	9,668,652	30,915,078	1,317,091	2,822,184	3,732,831	6,115,350	54,571,186
EXPENDITURES							
Total expenditures	9,678,115	30,870,078	1,311,909	3,043,649	2,644,054	6,115,350	53,663,155
OTHER FINANCING SOURCES (USES)							
Transfers from other funds	-	-	-	-	49,206	-	49,206
Transfers to other funds	-	(45,000)	(49,206)	-	-	-	(94,206)
Proceeds from installment contract	-	-	-	299,394	-	-	299,394
Lease liabilities issued	70,145	-	-	31,101	43,467	-	144,713
Total other financing sources (uses)	70,145	(45,000)	(49,206)	330,495	92,673	-	399,107
Net change in fund balance	60,682	-	(44,024)	109,030	1,181,450	-	1,307,138
Fund balances-beginning	2,868,850	-	851,636	840,343	6,436,430	-	10,997,259
Fund balances-ending	\$ 2,929,532	\$ -	\$ 807,612	\$ 949,373	\$ 7,617,880	\$ -	\$ 12,304,397

Governmental Funds Balance Sheet

	Major Funds						Total Governmental Funds
	General	State Public School	Individual Schools	Capital Outlay	Other Special Revenue	Federal Grants	
ASSETS							
Cash and cash equivalents	\$ 3,234,389	\$ -	\$ 807,612	\$ 970,749	\$ 7,666,414	\$ -	\$ 12,679,164
Due from other funds	3,932	-	-	-	9,230	-	13,162
Receivables (net)	4,133	-	-	-	1,129	-	5,262
Total assets	<u>\$ 3,242,454</u>	<u>\$ -</u>	<u>\$ 807,612</u>	<u>\$ 970,749</u>	<u>\$ 7,676,773</u>	<u>\$ -</u>	<u>\$ 12,697,588</u>
LIABILITIES AND FUND BALANCES							
Liabilities:							
Accounts payable and accrued liabilities	\$ 291,409	\$ -	\$ -	\$ 17,444	\$ 58,893	\$ -	\$ 367,746
Due to other funds	21,513	-	-	3,932	-	-	25,445
Total liabilities	<u>312,922</u>	<u>-</u>	<u>-</u>	<u>21,376</u>	<u>58,893</u>	<u>-</u>	<u>393,191</u>
Fund balances:							
Restricted:							
Stabilization by State statute	8,065	-	-	-	10,359	-	18,424
Individual schools	-	-	807,612	-	-	-	807,612
School capital outlay	-	-	-	949,373	-	-	949,373
Committed:							
Special revenues	-	-	-	-	7,607,521	-	7,607,521
Assigned:							
Subsequent years expenditures	1,276,424	-	-	-	-	-	1,276,424
Unassigned	1,645,043	-	-	-	-	-	1,645,043
Total fund balances	<u>2,929,532</u>	<u>-</u>	<u>807,612</u>	<u>949,373</u>	<u>7,617,880</u>	<u>-</u>	<u>12,304,397</u>
Total liabilities and fund balances	<u>\$ 3,242,454</u>	<u>\$ -</u>	<u>\$ 807,612</u>	<u>\$ 970,749</u>	<u>\$ 7,676,773</u>	<u>\$ -</u>	<u>\$ 12,697,588</u>

School Food Service

	Enterprise Fund
	Major Fund
	School Nutrition
CASH FLOWS FROM OPERATING ACTIVITIES	
Cash received from customers	\$ 476,305
Cash paid for goods and services	(1,306,728)
Cash paid to employees for services	(1,353,419)
Net cash provided (used) by operating activities	(2,183,842)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
Federal reimbursements	1,975,243
State reimbursements	5,709
Due to other funds	(48)
Net cash provided by noncapital financing activities	1,980,904
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Acquisition of capital assets	(39,546)
Lease payments on right to use assets	(16,671)
Net cash provided (used) by capital and related financing activities	(56,217)
CASH FLOWS FROM INVESTING ACTIVITIES	
Due from other funds	(12,283)
Interest on investments and other	7,288
Net cash provided (used) by noncapital financing activities	(4,995)
Net increase (decrease) in cash and cash equivalents	(264,150)
Balances-beginning of the year	493,586
Balances-end of the year	\$ 229,436

Auditor Reports - Compliance

- Report on Internal Control Over Financial Reporting and Compliance
 - One audit finding for going over budget
- Report on Compliance for Each Major Federal Program
 - Unmodified Opinion
- Report on Compliance for Each Major State Program
 - Unmodified Opinion

Audit Findings & Questioned Costs

Section II. Financial Statement Findings

Finding 2024-01

Budgeting - Significant Deficiency

Criteria:	State law requires that expenditures do not exceed amounts appropriated.
Condition:	The District does not have sufficient internal controls in place that appropriately monitor expenditures as compared to the Board approved budget.
Effect:	The District had actual expenditures exceeding the budget within the Capital Outlay Fund which is in violation of North Carolina General Statutes.
Cause:	There was a lack of oversight by management.
Identification of a repeat finding:	This is not a repeat finding from the previous audit.
Recommendation:	We recommend that management closely monitor expenditures as compared to the budget and take any needed budget amendments to the governing Board for approval.
Management Response:	The Board agrees with this finding and recommendation.

Section III. Federal Award Findings and Questioned Costs

None reported

Section IV. State Award Findings and Questioned Costs

None reported

Corrective Action Plan

Section II. Financial Statement Findings

Finding 2024-01

Name of Contact Person: Kristie Walker, Chief Financial Officer

Corrective Action Plan: Management will implement additional controls and procedures to ensure that there are no expenditures in excess of the budget.

Proposed Completion Date: As soon as possible.

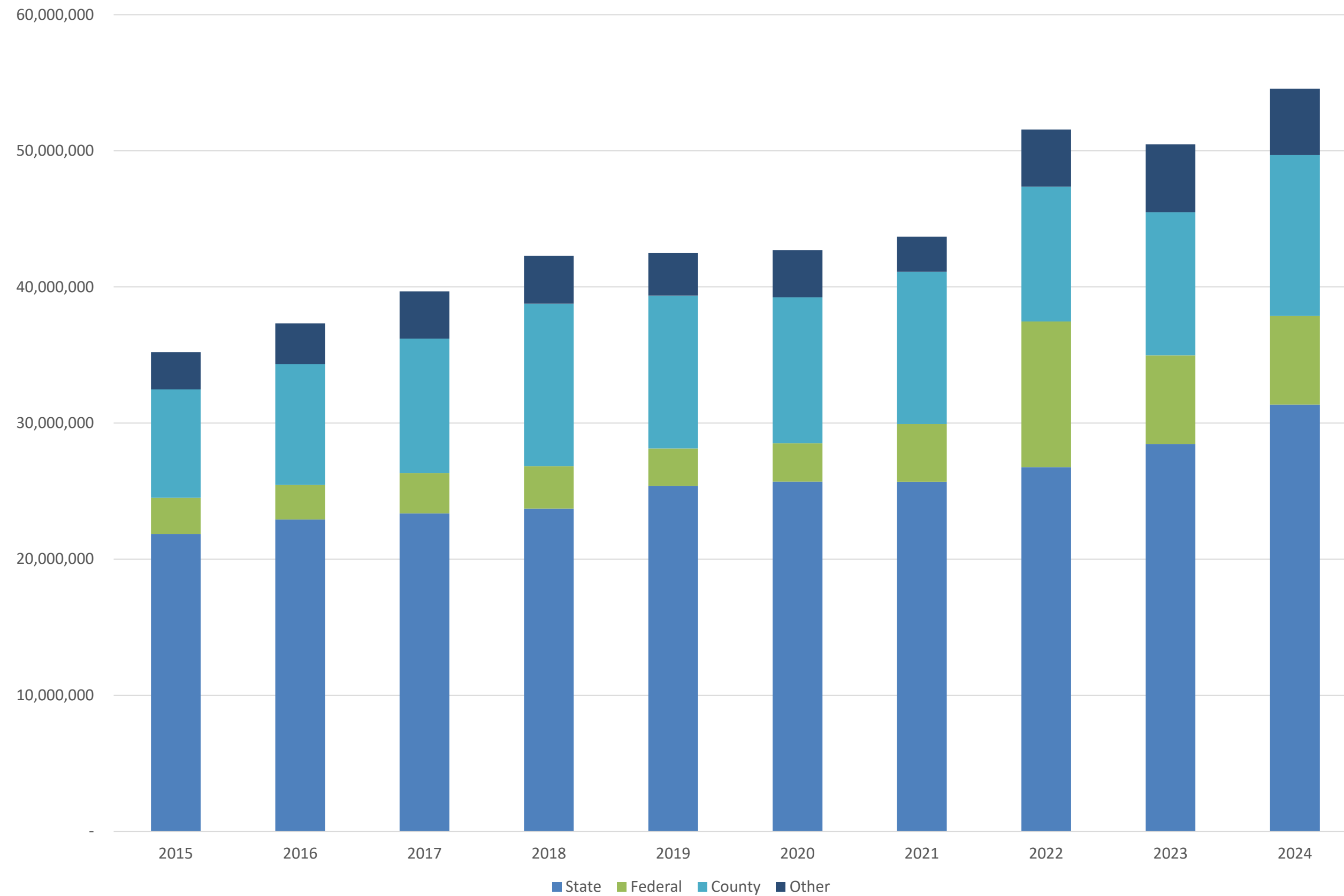
Section III. Federal Award Findings and Questioned Costs

Finding: None reported

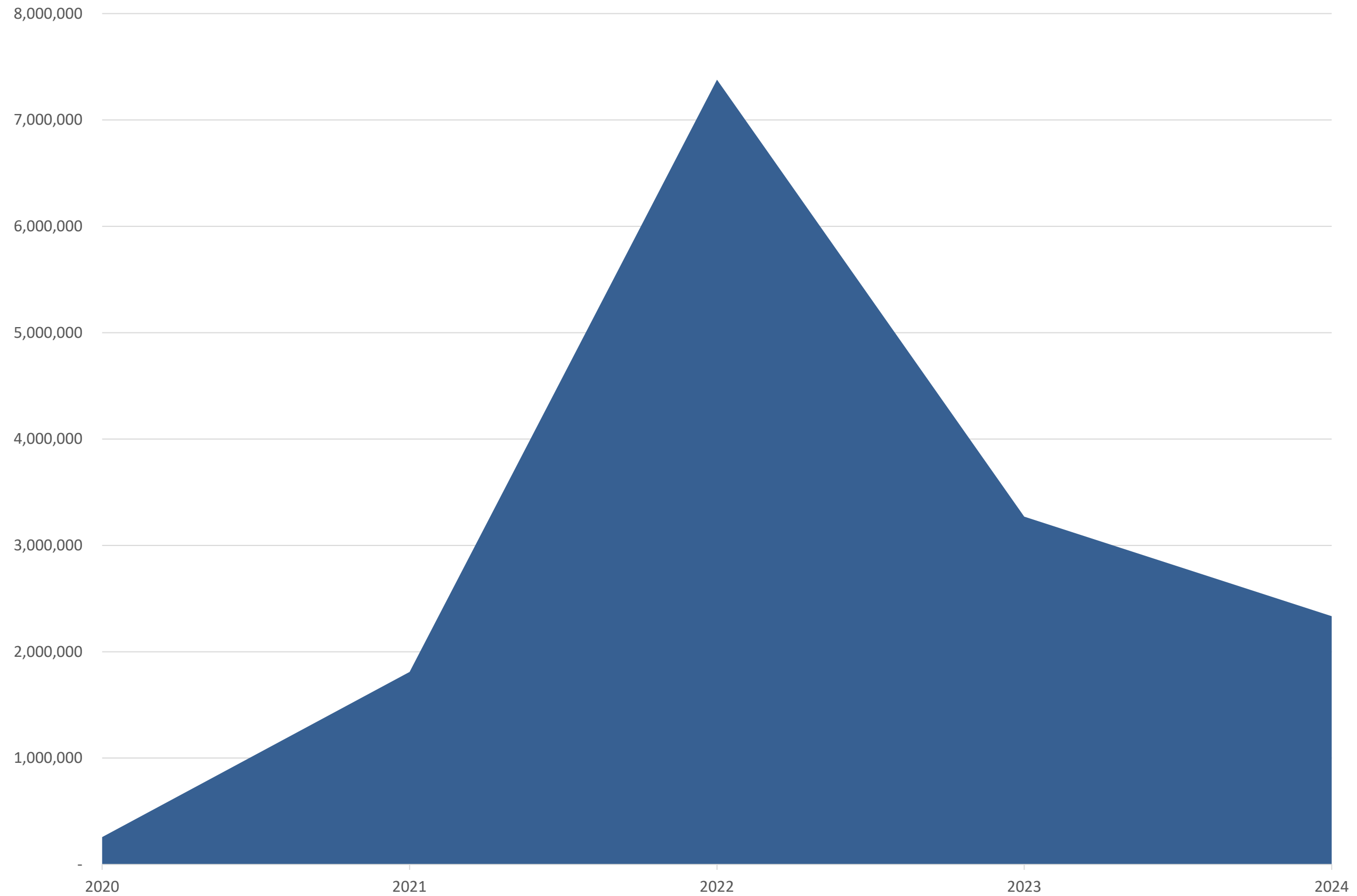
Section IV. State Award Findings and Questioned Costs

Finding: None reported

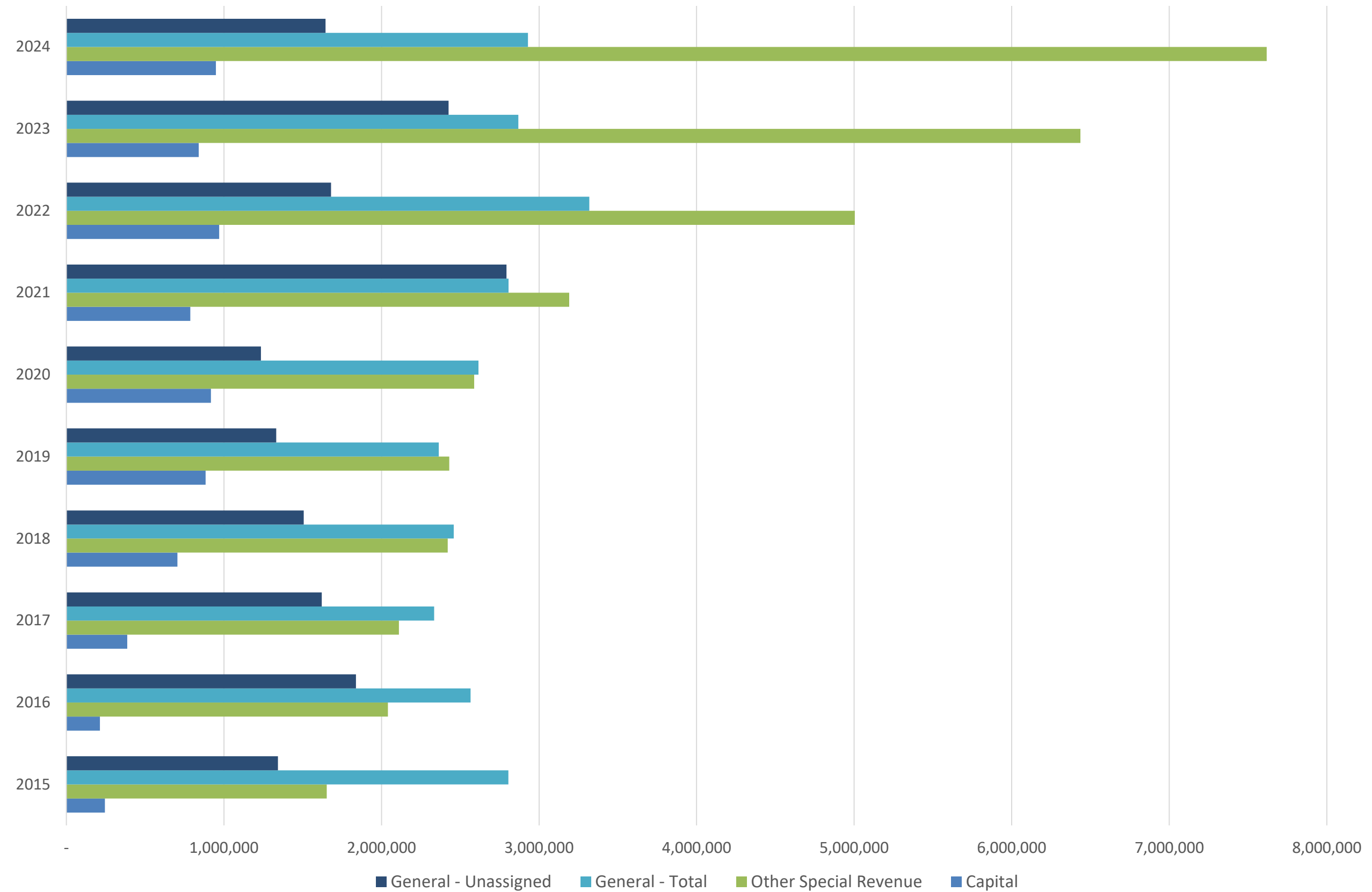
Revenue Over Time



COVID-19 Related Revenue



Fund Balance Over Time



Required Communications to the Board of Education

- Misstatements
 - None
- Disagreements or difficulties with management
 - None



ANDERSON SMITH & WIKE PLLC

Certified Public Accountants

Andy Deal, CPA

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ESSA Memorandum of Understanding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the **Jackson County Department of Social Services (DSS)** and **Jackson County Public Schools (LEA)** in support of our joint commitment to Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA) provides key protections for children in foster care requiring public educational agencies to collaborate with child welfare agencies to address the educational stability of children in foster care. Public education agencies and child welfare agencies need to work together to ensure that children served in foster care placement receive the same educational opportunities as those provided to the general population.

This MOU is a partnership between DSS and JCS for the purpose of meeting the educational needs of children and youth in foster care during the 2024-2025 school year.

LEA POC Responsibilities:

1. Notify DPI including the name, position, and contact information of the designated Point of Contact (POC). Contact information will be posted online at (<https://www.jcpsnc.org/departments/student-support-services>).
2. Inform school and LEA leaders of the POC appointment, thus increasing awareness and including information about the responsibilities of the POC, the importance of school stability, and the statutory requirements to support students in foster care.
3. Participate in training and support sessions provided by DPI and the North Carolina Department of Health and Human Services (DHHS).
4. Collaborate with local child welfare agencies, specifically with the CWA POC, to develop local processes and procedures that will:
 - Identify the documents or records to be shared between agencies.
 - Create specific processes that will be implemented to ensure ongoing communication (i.e., regular meetings).
 - Determine the number of children in foster care in the LEA and track school stability of these children.
 - Establish the POC role in developing and implementing the local transportation procedures.
 - Assist child welfare agencies in making BIDs for children in care.
 - Maintain current and accurate information about children in foster care.
 - Identify key personnel in the LEA and in individual schools who will assist in facilitating support for students in foster care.
 - Ensure the POC and a school representative is invited to attend BID meetings hosted by the local CWA.
 - Ensure the POC is allowed to have input when there is a hearing concerning the student's case.
5. Review policies and practices to identify and remove barriers to immediate enrollment and records transfers (thus streamlining the enrollment protocol to be followed by all school registrars and front office staff).

6. Develop clear written transportation procedures in collaboration with the child welfare agency that has custody of children attending school in the LEA, including the extent to which the LEA agrees to pay or share the costs of transportation with the child welfare agency.
7. Ensure that students in foster care receive school nutrition services without further application.
8. Collect school district information on children in foster care, including academic achievement and graduation rates, and implement student data tracking and monitoring mechanisms that assist in identifying student needs, planning interventions, and monitoring student progress toward graduation. Minimally, data should be reviewed on an annual basis to identify needs and gaps in services for children in foster care.
9. Identify supports within the district (e.g., Title I, IDEA, and EL) and community for students in care and encourage involvement in extracurricular activities that may support district efforts toward dropout prevention and graduation.
10. Provide foster care-related information and training to district and schools, ensuring that relevant instructional and administrative school staff understand their responsibilities and the needs of children in foster care.
11. Provide education-related information and training (e.g., IDEA, academic support services, dropout prevention, etc.) to local CWAs.
12. Participate in local CWA CFT meetings and court hearings, ensuring that the educational needs of the student in foster care are considered.

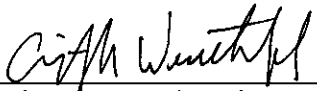
DSS POC Responsibilities:

1. Serve as one of the primary contacts between children in foster care and school staff, LEA personnel, and other educational service providers;
2. Coordinate with the corresponding LEA POC on implementation of the Title I provisions including immediate enrollment;
3. Establish a process within the county child welfare agency to notify the educational agency when a child has been placed in foster care in the LEA or when there has been a foster care placement change;
4. Establish a process for coordinating with the LEA on best interest determinations;
5. Facilitate transfer of records including immunizations, medical records, IEPs and Section 504 Plans;
6. Work with LEAs to ensure that children in foster care are immediately enrolled in school, and to coordinate transportation services;

7. Manage best interest determination and transportation cost agreements between the LEA and the child welfare agency;
8. Provide training to LEA and CWA staff on educational needs of children in foster care including state and local policies;
9. Coordinate with the LEA regarding data sharing for children in foster care, consistent with Federal Educational Records Privacy Act (FERPA) and the confidentiality of information provisions in the IDEA;
10. Coordinate services so that children in foster care can access early educational services for which they are eligible, including Head Start and Early Head Start, home visiting, and preschool programs administered by the SEA or LEA, and screening and referrals to health, mental health, dental, and other appropriate services; and
11. Inform parents or education decision makers of children in foster care of the child's education rights and provide public notice of the educational rights of children in foster care to community stakeholders

The above goals will be accomplished through collaboration and the following activities:


- A DSS Child Educational Status form will be completed and sent to the JCPS Point of Contact and the Principal at the student's school of origin.
- A Foster Child Notification Form will be sent to the JCPS school principal and the LEA Point of Contact with JCPS by the ESSA coordinator with DSS, this will be sent via email within 24 hours of the child being placed into DSS custody. Along with the BID form, the DSS ESSA coordinator will send a list of people and contact information to invite to the meeting (parents, foster parents, DSS caseworker).
- Within 3 days the JCPS Point of Contact will schedule and set up the BID meeting.
- The BID meeting must be held within 7 days of the child coming into the custody of DSS.
- The JCPS Point of Contact will arrange transportation (if appropriate) for the child with JCPS transportation personnel.
- JCPS and DSS will share the cost of transportation 50/50.
- BID meeting must be held every 6 months for each child in placement.


Local Representative of Dept. Social Services
Cris Weatherford, Director Jackson Co. DSS
15 Griffin St. Sylva, NC 28779
8285865546

Date: 9/3/24

Jackson County Public Schools
Dr. Dana Ayers, Superintendent
398 Hospital Rd. Sylva, NC 28779
8285862311

Date: _____


Jackson County Public Schools
Brent Speckhardt, Foster Care POC
398 Hospital Rd. Sylva, NC 28779
8285862311

Date: 10.25.24

Jackson County Public Schools
Kristie Walker, Finance Director

Date: _____

This document has been pre-audited in the manner required by the school budget and fiscal control act



Proposal

HVAC | BUILDING AUTOMATION | SECURITY | FIRE ALARM | LOW VOLTAGE

DATE:	10/30/2024	PROJECT:	JCPS - Installation of Avigilon Security Cameras (Multiple Sites)
TO:	Jackson County Public School 398 Hospital Road Sylva NC 28779	LOCATION:	SME; JCS; SCS; SMHS: FES; CVE; BRS
ATTN:	Greg Stewart	PROPOSAL #:	Jackson County School, NC 2425271

MSS Fire & Security, LLC proposes to provide labor, material, and equipment to perform the work described below for the net price of:

Eighty Five Thousand One Hundred Thirty Eight Dollars And Fifty Five Cents.....
\$85,138.55 USD

For the above price, this proposal includes:

- MSS Scope of work based on email received from JCPS requesting pricing from qualified vendors to install 102 Avigilon security cameras across multiple school locations within Jackson County. The project includes the installation of 1-head, 2-head, and 3-head Avigilon cameras in both indoor and outdoor locations. All necessary cameras, mounts, accessories, and licenses have been purchased and are currently in JCPS inventory.
- SMES - Install Cameras per site walk and drawing provided - JCPS to provide Cameras and Mounting Hardware
- JCS - Install Cameras per site walk and drawing provided - JCPS to provide Cameras and Mounting Hardware
- SCS - Install Cameras per site walk and drawing provided - JCPS to provide Cameras and Mounting Hardware - MSS to provide and install strut and rigid conduit for pole mount on rear parking lot camera
- SMHS - Install Cameras per site walk and drawing provided - JCPS to provide Cameras and Mounting Hardware - MSS to provide and install customer "U" bracket for courtyard Camera between A and B Buildings.
- FEV - Install Cameras per site walk and drawing provided - JCSP to provide Cameras and Mounting Hardware
- CVES - Install Cameras per site walk and drawing provided - JCPS to provide Cameras and Mounting Hardware
- BRS - Install Cameras per site walk and drawing provided - JCSP to provide Cameras and Mounting Hardware - MSS to provide and install conduit on stone wall to roll-up door in courtyard. MSS to install camera on corner of picnic shelter and connect to existing power at shelter; JCPS will provide network connectivity to picnic shelter.
- MSS to run CAT6 network cable to all installed cameras and connecting them to existing switches in Main Distribution Frames (MDFs) and Intermediate Distribution Frames (IDFs).

- Installation, programming, testing - Jackson County Public Schools (JCPS) staff will assist with project implementation by providing institutional knowledge and access to areas, programming switches, and providing guidance.

QUANTITY	DESCRIPTION
25	23/4 SOL NS CAT6 CMP 1000' BOX-BLUE
1	Rigid Conduit - Strut - Parking Lot Camera
1	Mount; Pendant Arm; 20cm Long; 1.5 NPT
1	POLE MOUNT FOR LRGE PENDT WLMT-1001
1	Custom "U" Bracket to mount camera over downspout
1	Conduit, Straps, Etc.. Stone Wall Courtyard Camera

Clarifications:

- All work is to be performed during normal business hours. Overtime is not included.
- Any scope not mentioned above is not included. 120v power, additional conduit, boxes and pathway support straps are not included under this scope.
- Total Job tax is included on this proposal.
- IF APPLICABLE: NC DOR E-589CI Affidavit of Capital Improvement must be received with purchase order or contract.
- Upon receipt of valid E-589CI Affidavit of Capital Improvement, a credit can be issued in the amount of:

\$4,664.29



Proposal

HVAC | BUILDING AUTOMATION | SECURITY | FIRE ALARM | LOW VOLTAGE

Signatures:

IMPORTANT: This proposal is subject to MSS Standard Terms and Conditions of Sale effective on the date of the proposal, which are incorporated in full by this reference. The MSS Standard Terms and Conditions of Sale are available upon request, attached hereto, and/or can be found on www.msssolutions.com/terms. Any conduct by Purchaser which recognizes the existence of a contract pertaining to this proposal shall be considered acceptance of this proposal and all of its terms and conditions.

This proposal is hereby accepted and MSS Fire & Security, LLC. MSS is authorized to proceed with the work; subject, however to credit approval by MSS.

This proposal is valid for thirty (30) days.

Purchaser: _____

Seller: MSS Fire & Security, LLC

Signature: _____

Signature: _____

Name: _____

Name: Zack Skidmore

Title: _____

Title: Account Manager

Date: _____

Date: 10/30/2024

PO: _____

MSS Office: 125 Glenn Bridge Road,
Arden, NC 28704

MSS Licenses: NC # 16306
#729-CSA
SC #EL5-M111768
#FAC-13787
#BAC-13856



E-589CI Affidavit of Capital Improvement

Form E-589CI, Affidavit of Capital Improvement, is generally required to substantiate that a contract, or a portion of work to be performed to fulfill a contract, is to be taxed for sales and use tax purposes as a real property contract with respect to a capital improvement to real property.

- This affidavit may not be used to purchase building materials, other tangible personal property, or digital property to fulfill a real property contract exempt from sales and use tax.
- A person who willfully attempts, or a person who aids or abets a person to attempt in any manner, to evade or defeat a tax imposed by the Sales and Use Tax Laws, or the payment thereof, shall be guilty of a Class H felony. If there is a deficiency or delinquency in payment of any tax due to fraud with intent to evade the tax, there shall be assessed a penalty equal to 50% of the total deficiency.

Section I. Single Use (Complete this section to issue the affidavit for a single capital improvement.)

<p>(A) Owner, Tenant, or Real Property Contractor</p> <p>Address _____</p> <p>City _____ State _____ Zip Code _____</p>	<p>(B) Real Property Contractor (General Contractor or Subcontractor) <small>Hired to perform capital improvement</small></p> <p>Address _____</p> <p>City _____ State _____ Zip Code _____</p>
<p>Describe capital improvement to be performed:</p> <p>Project Name _____</p> <p>Project Address (where the work is to be performed) _____ City _____ State _____ Zip Code _____</p> <p>I certify that, to the best of my knowledge, this affidavit is accurate and complete and that the transaction described to be performed by the Real Property Contractor (General Contractor or Subcontractor identified in box "B") shall be treated as a real property contract with respect to a capital improvement to real property for sales and use tax purposes.</p> <p>Signature of Authorized Person: _____ Title: _____ Date: _____</p>	

Section II. Blanket Use (Complete this section execute a blanket affidavit.)

<p>(C) Real Property Contractor</p> <p>Address _____</p> <p>City _____ State _____ Zip Code _____</p>	<p>(D) Real Property Contractor or Subcontractor <small>Hired to perform capital improvement</small></p> <p>Address _____</p> <p>City _____ State _____ Zip Code _____</p>
<p>To be completed by the Real Property Contractor Identified in Box C.</p> <p>I certify that I am a Real Property Contractor who performs capital improvements to real property and all transactions with the real property contractor (subcontractor) identified in box "D" shall be treated as real property contracts with respect to capital improvements for real property for sales and use tax purposes.</p> <p>Signature of Authorized Person: _____ Title: _____ Date: _____</p>	

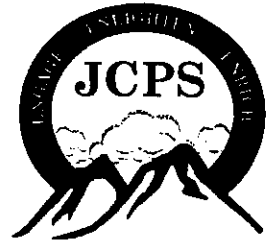


Proposal

HVAC | BUILDING AUTOMATION | SECURITY | FIRE ALARM | LOW VOLTAGE

JACKSON COUNTY PUBLIC SCHOOLS INDIAN POLICIES AND PROCEDURES

(Updated November 2024)



It is the intent of the Jackson County Public Schools (JCPS) system that all American Indian children of school age have equal access to all programs, services, and activities offered in the school district. To this end, Jackson County Public Schools will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually in November-December of each year and revisions will be made within 90 days of the determination that requirements are not being adequately met. The Indian Education Policies and Procedures will be submitted to the local school board for approval on or before the called January meeting.

ATTESTATIONS

The Jackson County Public Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7003 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the fiscal year 2024 Impact Aid application.

The Jackson County Public Schools attests that it has provided a copy of written responses to comments, concerns, and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of the fiscal year 2024 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

In order to fulfill the requirements of Title VIII (Impact Aid Program) and Title VII (Indian Education Formula Grant), the following policies and procedures shall become effective upon school board approval.

PREFERRED METHOD OF COMMUNICATION

The preferred method of communication between school officials, the tribe, and parents of Indian children will be the Indian Education Committee meetings. In accordance with the tribe's preferred method of communication, documentation related to agenda items will be provided and committee members will have allotted time during each meeting to express feedback and offer input both verbally and in writing.

Additionally, the Indian Student Policies and Procedures, Indian Education application and Impact Aid application will be made available for review through one or more of the following: on the district website, at a regular school board meeting, at a regular Indian Education Committee meeting, in the school office, and in the district office.

POLICY 1: Jackson County Public Schools will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations [34CFR222.94(a)(I)]

PROCEDURES

- 1.1 Jackson County Public Schools will disseminate information and seek timely input regarding the following programs (including, but not limited to): Title I, Title II, Title III, Title IV, Title VII, Title VIII. The completed applications, evaluations and program planning for these educational programs will be made available to parents of Indian children, tribal officials, and the Indian Education Committee via the JCPS website and by hard copy upon request. Input meetings for these program areas will be planned each year in April. An agenda will be prepared and disseminated at least 5 business days in advance of public hearings to afford interested parties the opportunity to review the meeting agenda and to have sufficient time to provide thoughtful input at public meetings. These hearings will be publicly advertised by one or more channels (JCPS website, newsletter, Connect-Ed calls, postings of meetings) according to Open Meetings law.
- 1.2 During each Indian Education Committee meeting, parents of Indian children, tribal officials, and the public will be provided time to give input, the opportunity to review and make recommendations as well as time to ask questions on the district's current educational programming. Minutes from the Indian Education Committee meetings will be available in the school and district office for review.

POLICY 2: Jackson County Public Schools will provide an opportunity for the Eastern Band of Cherokee tribe and parents of Indian children to provide their views on the district's educational program and activities, including recommendations on the needs of their children and on how the district may help those children realize the benefits of the educational programs and activities [34CFR222.94(a)]

PROCEDURES

- 2.1 The Indian Education Parent Committee of the Jackson County Public School district will meet at least quarterly for the purpose of addressing comments and concerns of parents of Indian children regarding the district's educational programs and activities. The meeting agendas will be distributed and approved and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration. The Indian Education Committee will hold meetings at mutually agreed upon times between school officials, tribal members, and parents to ensure maximum participation. When possible, these meetings will be aligned with other special school events so that parents may attend those events and be involved in his/her child's educational programming.
- 2.2 At each monthly school board meeting, a section of time is set aside for communications/comments from the public. This is a time to offer comments and suggestions regarding programming for Indian students.
- 2.3 Once per year, a public hearing is scheduled in April to specifically address questions regarding all federal programs. Tribal officials and Indian parents will be invited.

- 2.4 In Jackson County Public Schools **policy**, Selection of Instructional Materials, the board established a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials. To involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

POLICY 3: The Jackson County Public School district will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the district's educational program and activities. [34CFR222.94(a)(3)]

The JCPS district will seek input, when necessary, in order to modify educational programs and services to ensure that Indian children participate on an equal basis with non-Indian children served by the district

PROCEDURES

- 3.1 When assessment data indicate that Indian students do not participate on an equal basis with non-Indian students, or make adequate progress, JCPS administrators and teachers will work with the Indian Education Committee to modify educational programs and services in order to attain equal participation or adequate progress.
- 3.2 Jackson County Public Schools will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the district's education program and activities.
- A. The district will monitor Indian student participation in all academic and co-curricular activities.
 - B. School district officials will review school data to assess the extent of Indian children's participation in the district's educational programs on an equal basis.
 - C. The district will share an assessment of district funding, Indian student participation, related academic achievements and other related data with the parents of Indian children and tribal officials during Indian Education Parent Committee meetings.
 - D. Information garnered during the evaluation will be available 10 days prior to the Indian Education Committee so that committee members may have time to review data and provide meaningful feedback for the school district.
 - E. Parents of Indian children, tribal officials, and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Indian Education Committee.
 - F. Annual performance of schools where Indian children are enrolled will be made available via the district website in October of each year when state report card data is finalized. This data will be reviewed during the Indian Education Parent Committee meeting following the finalization of data. This meeting will occur at least two weeks after the data is finalized.

POLICY 4: The Jackson County Public School District will modify the Indian Policies and Procedures (IPPs) if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

PROCEDURES

- 4.1 During the organization meeting of the Indian Education Committee, the Indian Policies and Procedures will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the Jackson County Public Schools

School Board as well as tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials with four weeks of adoption by the School Board.

- 4.2 The Indian Education Committee will annually review the components of the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements and meet the needs of the district. The Indian Education Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian Education Committee shall make recommendations to modify its policies and procedures. If modification is necessary the school district will facilitate the revisions to be on the action agenda in the next month's regularly scheduled board meeting.
- 4.3 The Jackson County Public Schools district will notify parents of Indian children, tribal officials, and the general public of any changes to the Indian Policies and Procedures by newsletter and/or web posting.

POLICY 5: The Jackson County Public School district will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222.94(a)(S)]

PROCEDURES


- 5.1 The Jackson County Public Schools district will at least annually respond in writing to comments and recommendations made by the Indian Education Committee, tribal officials, or parents of Indian children, and disseminate the responses to all parties by direct mail, email, or newsletter prior to the submission of the IPPs by the district.

POLICY 6: Jackson County Public Schools will provide a copy of the IPPs annually to the affected tribe or tribes. [34CRF222.94(a)(6)]

PROCEDURES

- 6.1 The Jackson County Public School district will provide a copy of the current Indian Policies and Procedures to the Eastern Band Tribe by posting on the JCPS webpage and by making hard copies available upon request.

APPROVED BY:

 10-24-24

IPP Committee Chair/ Representative Dated

Superintendent, JCPS

Dated

Board Chair, JCPS

Dated

Comprehensive Progress Report

Mission: Our mission is to engage, enlighten, and enrich our students.


Vision: Learning for All

Goals:

During the 2024-25 School Year, our Blue Ridge Early College 7th and 8th grade Mathematics students will increase the level of growth scores on the state EOG Mathematics assessment by 10%. This will increase our scores from 33.3% to 43.3%

During the 2024-25 School Year, our Blue Ridge Early College 7th and 8th grade Reading students will increase the level of achievement scores on the state EOG Reading assessment by 10%. This will increase our scores from 33.3% to 43.3%.

During the 2024-25 School Year, our Blue Ridge Early College High School students overall growth scores on EOCs will increase by 10%. This will increase our scores from 36% to 46%.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our School Improvement will recommend and support three school improvement goals. We will meet quarterly and share results with our entire school team. PLCs meet twice a month, and Dr. Frizzell makes an effort to attend at least one PLC each week.	Limited Development 09/23/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			The team will excute a system of stakeholder feedback and data analysis to determine school instructional plans.	Objective Met 10/15/24	Nathan Frizzell	06/15/2024
Actions						
	9/27/16	There will be data implementation meetings/reviews. There will also be a SIT focus on the PLC process and how it impacts student academic performance.		Complete 12/18/2020	Tracie Metz	05/29/2020
Notes: PLC/Data meeting - 3 times a year for entire team PLC's will meet weekly for Core Content Areas PLC's will meet monthly for CTE and Activity Classes						
	9/23/16	Minutes will be uploaded to the shared BREC folder.		Complete 05/13/2019	Tracie Metz	10/30/2020
Notes:						
	12/4/20	Meeting notes will be uploaded to shared folder.		Complete 06/30/2022	Brandon Pendergast	05/01/2021
Notes:						
Implementation:				10/15/2024		
Evidence			10/15/2024 SIT and PLCs meet monthly and will continue to do so			
Experience			10/15/2024 SIT meets at least once each month and PLCs meet at least once each month			
Sustainability			10/15/2024 SIT and PLCs will continue to meet and report information among groups			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Both our LEA and our school regularly look at data through DART meetings, during PLC's, and at faculty meetings. The LEA designs PD from data indicated needs. We have a need for vertical unpacking of standards, K-12.	Limited Development 09/23/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Through a comprehensive approach to data review, the team will evaluate student progress. This will include monthly data meetings with the district Data and Accountability Director and through the PLC Process. Teachers may use Loom (or other technology) to pre-record test for student read aloud and use NetRef to block all tabs except the one used for read aloud. Classroom teachers will collaborate with EC teacher and EC teacher assistant to discuss goals and progress made regularly. Based on observations and snap shots, differentiation is occurring in each classroom regularly.	Objective Met 10/19/21	Nathan Frizzell	06/01/2024
Actions						
10/12/19			A student support team, consisting of Administration, School Counselor, School Social Worker, and nurse will meet weekly to discuss student needs - attendance, academics, and behavior.	Complete 05/12/2020	Tracie Metz	05/29/2020
Notes:						
10/12/19			BREC staff will be training in Resiliency practices to the BREC staff.	Complete 05/12/2020	Amy Fahey	05/29/2020

Notes: Phase I will occur in Semester 1.
Phase II will occur in Semester 2.

Implementation:		10/19/2021		
Evidence	10/12/2019 Notes in Shared Folder.			
Experience	10/12/2019 One teacher asked to join. Other teachers were invited.			
Sustainability	10/12/2019 Once our entire team is trained on Module 2, the MTSS will enter into an annual cycle of leadership. The leadership team will be a partnership among teachers, support staff, and administration.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Each teacher collects data and makes decisions within the context of his/her classroom. There is no schoolwide policy regarding data collection and usage. Middle School team utilizes iReady and check-in scores. High School team utilizes benchmark scores.	Limited Development 10/05/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			In the classroom, teachers will use common formative assessments and use best practices for influencing curriculum and teaching. Teachers will use formative assessments daily, and they will be included in their lesson plans (made available to administration on request). In appropriate classes, teachers will use NC Check-in data and Benchmark data to help drive instruction and review. Teachers will also utilize data from summative assessments to help guide instruction and review, in preparation for EOCs, EOGs, and local final exams.	Objective Met 06/10/24	Nathan Frizzell	08/01/2024
Actions						
10/13/21		Administrative team will gather data collection methods from each teacher to create a library of common forms of assessment (formative and summative) and how teachers utilize that data to drive instruction and curriculum decisions.		Complete 05/31/2024	Nathan Frizzell	08/15/2023
Notes:						
Implementation:				06/10/2024		
Evidence		6/10/2024				
Experience		6/10/2024 This was fully implemented through walk-throughs and follow-ups; observations and conferences; and data meetings and monitoring with feedback.				

Sustainability			6/10/2024 We will expand and move deeper in the walk-throughs and follow-ups; observations and conferences; and data meetings and monitoring with feedback.			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As a school, we are rebuilding our MTSS Leadership Team to incorporate new faculty and initiatives.	Limited Development 10/19/2021		
How it will look when fully met:			We have an MTSS Leadership Team and MTSS plan, and we are in the implementing district guidance on the process. Our school priority this year is implementing a strong core because we have a number of new faculty. Students will be served through the tier process. SEL team will meet monthly to serve students and train staff.	Objective Met 10/15/24	Brittany Schiele	07/29/2025
Actions						
	10/19/21	Develop a MTSS Leadership Team.		Complete 10/09/2024	Nathan Frizzell	07/30/2023
	Notes:					
	10/19/21	District will provide professional development on MTSS.		Complete 08/20/2024	Nathan Frizzell	09/30/2023
	Notes:					
	10/19/21	MTSS Leadership Team will train BREC staff on MTSS implementation.		Complete 08/01/2025	Nathan Frizzell	12/15/2023
	Notes:					

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We designed our master schedule around the need to provide middle school core teachers common Professional Learning Community during the spring semester.</p> <p>We will follow our PLC template to ensure we are addressing academic needs throughout the year.</p> <p>Tutoring will be offered after school to assist students.</p> <p>District-level content area PLCs will meet four times during the 2023-2024 school year.</p>	Limited Development 09/23/2016		
			<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
How it will look when fully met:			<p>This objective will be met by our core teachers being able to implement to PLC Process. 1. Select Priority Standard • Unpack Standard • DOK • Create Learning Target 2. Create Rubric • Create Pre Common Assessment • Administer Pre Assessment 3. Score Pre Common Assessment and rank based on rubric • Chart data • Create Smart Goal 4. Select Instructional Teaching Strategies • Teach • Administer Post Common Assessment 5. Score Post Common Assessment and rank based on rubric • Chart data • Revisit Smart Goal • Design Enrichment / Remediation Groups Evidence of objective being met will be: 1. Team Norm 2. PLC Meeting Templates 3. Documentation through PLC Templates of at least two completed cycles.</p>	Objective Met 04/30/21	Kristina McCall	08/01/2025
Actions						
	10/12/19	The team will assess our progress through the PLC process.		Complete 04/21/2022	Kristina McCall	04/15/2023
	<i>Notes:</i>					
	10/6/17	A PLC Template based on team needs will facilitate the PLC meetings.		Complete 08/01/2025	Kristina McCall	09/30/2023
	<i>Notes:</i> PLC template has been created and is implemented. Minutes are shared and reported.					

10/12/19	<p>Because we only have one teacher per content area, we will select goals that can be measured in each content area. The team has determined to focus on these core areas:</p> <p>Vocabulary - teaching content vocabulary with fidelity and integrating with other content standards as appropriate.</p> <p>Analyzing data - deliberately selecting one activity a week in which students must analyze a piece a data, which can include graphs or info-schematics.</p> <p>Creating intervention groups based upon two main areas: students with high motivation/low comprehension and those with low motivation/high comprehension.</p>	Complete 12/15/2021	Kristina McCall	12/15/2023
Notes: Our team meets monthly.				
Implementation:		04/30/2021		
Evidence	<p>10/12/2019</p> <p>Weekly notes; shared with team members in the schools "shared folder".</p>			
Experience	<p>10/12/2019</p> <p>This was a work of collaboration among team members.</p>			
Sustainability	<p>10/12/2019</p> <p>Format will be adjusted per need and recommendation from the team members.</p>			

Comprehensive Progress Report


Mission: Our mission is to engage, enlighten, and enrich the students of Jackson County.

Vision: Learning for All

Goals:

The 3rd-6th grade ELA EOG scores will increase proficiency by 5% annually with implementation of Wit & Wisdom as core reading instruction along with Foundations in K-3rd grade.

Math Scores will show increased proficiency by 5% annually on EOG's (3-6) supported by implementation of effective math instruction, using HMH as core curriculum.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator						
Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2B: Target professional learning opportunities				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School, along with LEA, works to address data on a regular basis through our school planning, scheduling, teaching, and classroom groupings. We have several Professional Development trainings that address programming and curriculum needs that are evident from data analysis.	Full Implementation 10/01/2023		
Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<ul style="list-style-type: none"> • Screeners are in place for math, reading and social/emotional and behavioral needs. • Administration is providing teachers with data, and faculty are using data to inform practices in the classroom and school-wide. • PBIS has been implemented campus-wide, and behavioral expectations are clearly communicated and taught. • Faculty are using <i>Wit and Wisdom (K-6)</i>, <i>Foundations (K-3)</i>, <i>Geodes (K-2)</i>, <i>Heggerty's (PK-2)</i>, <i>HMH - Into Math (K-6)</i> with built-in intervention and scaffolding for Tier 2 students. • Tier 3 students are working with specialists to meet individual needs. • There is a process for identifying, tracking, and progress monitoring students in Tier 2 and Tier 3 using standard protocols. • Teams meet regularly to analyze data and align needs of students with classroom resources. 	<p>Limited Development 09/15/2016</p>		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>BRS will have an implemented tiered instructional system for all students that will allow teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p> <p>We will have standard protocols for Academic, Behavioral, and Attendance pertaining to MTSS Areas.</p> <p>Teachers will be able to scaffold Tier 2 supports within the classroom. Tier 3 supports will be available from specialists.</p> <p>23/24 We are making progress. Student Support Team meets most weeks to discuss concerns and areas of change. We are setting goals to complete our standard protocols with the support of the district. Tier 2 Interventions are using a county-wide Standard Protocol Approach for Reading. By the end of 2024, we expect to have the same type of protocols in place for Tier 3 in Reading. Math Tier 2 SPA's are being drafted. We have added two more members to MTSS team at BRS - a school psychologist visiting weekly and a teacher who is willing to help coordinate and train other teachers in classroom processes.</p> <p>24/25 Monthly MTSS meeting with team, teachers, psychologist, speech/language teacher, EC teacher. As a school, we are expanding the number of kids who are entering the MTSS process (Tier 2 and Tier 3) as discussions become deeper with more input from data and other sources.</p>			Stacy McNabb	06/01/2025
Actions			23 of 25 (92%)		
9/24/17	A professional development session aligned with the state and county goals of introducing the framework of the Multi Tiered System of Supports will be delivered to BRS/BREC faculty and staff. Topics to be covered: MTSS provides multiple levels of support for all learners (struggling through advanced).		Complete 08/09/2017	Teri Walawender	08/09/2017
Notes: The initial MTSS leadership team will develop this professional development session to introduce the MTSS framework to BRS/BREC faculty and staff.					
9/17/17	The MTSS Leadership team will attend a meeting in September to start work on Module 1 of the MTSS framework.		Complete 09/18/2017	Holly Whisnant	09/18/2017
Notes:					

9/17/17	The MTSS Leadership team will attend a meeting in October to continue to work on Module 1 of the MTSS framework.	Complete 10/26/2017	Holly Whisnant	10/26/2017
<i>Notes:</i>				
10/6/17	Faculty will participate in ongoing collaboration and reviewing of assessment data to guide instructional planning. Kimberli McWhirter, the regional K-3 Literacy Coach, will help facilitate grade level discussions and lesson planning to meet student needs.	Complete 11/13/2017	Holly Whisnant	11/13/2017
<i>Notes:</i> More meetings may occur as need arises, but we will have a minimum of three sessions with faculty.				
9/17/17	The MTSS Leadership team will attend a meeting in November to continue to work on Module 1 of the MTSS framework.	Complete 11/14/2017	Holly Whisnant	11/14/2017
<i>Notes:</i>				
2/15/18	The MTSS Leadership Team will present information from module 1 to the faculty.	Complete 01/19/2018	Teri Walawender	01/19/2018
<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in February to continue to work on Module 1 of the MTSS framework.	Complete 02/15/2018	Holly Whisnant	02/15/2018
<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in March to continue to work on Module 1 of the MTSS framework.	Complete 04/03/2018	Holly Whisnant	03/22/2018
<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in April to continue to work on Module 1 of the MTSS framework.	Complete 04/19/2018	Holly Whisnant	04/19/2018
<i>Notes:</i>				
6/12/18	Create a campus-wide calendar for MTSS team meetings to continue working on tiered instructional supports. We will work with our district MTSS Implementation Team to develop next steps for implementation.	Complete 09/10/2018	Teri Walawender	09/15/2018
<i>Notes:</i> MTSS meetings have been scheduled for 5 times during the year. Meetings will focus on continued development of core instruction, as we don't yet have 80% of students demonstrating grade level mastery in any grade, except 6th grade ELA, based upon available data, including mClass, benchmarks and EOGs.				
9/10/18	The school MTSS team will meet to discuss strategies being used to improve core instruction. Decisions will be made to modify instructional strategies in order to achieve 80% proficiency at all grade levels, in all subjects.	Complete 06/01/2020	Teri Walawender	06/01/2020

	<i>Notes:</i> The team will meet at least 4 times a year. Evidence will be provided through our calendar and meeting agendas and minutes when completed.			
6/2/20	Establish Standard Protocols for Tier 1 for reading math.	Complete 10/15/2020	Stacy McNabb	10/31/2020
	<i>Notes:</i> McNabb will work with administration and grade level teachers to finalize Tier 1 protocols.			
6/2/20	Clearly define Tier 1, Tier 2, and Tier 3 for math and reading and share with all faculty to inform planning and implementation.	Complete 10/23/2020	Stacy McNabb	11/01/2020
	<i>Notes:</i> McNabb will work with administration and grade level teams to finalize documents and share with staff to inform programming and instruction.			
8/26/21	Teachers are provided a link to on-line Intervention Protocol Document.	Complete 01/29/2021	Stacy McNabb	02/14/2021
	<i>Notes:</i> https://docs.google.com/document/d/1q9sWSKx3PrbU7izwbly0GgSv9vijJiLgK-EbJbi5Dmo/edit?usp=sharing			
3/17/21	Establish Tier 2 Data Entry Rules and Protocols for reading and math	Complete 06/10/2021	Stacy McNabb	06/10/2021
	<i>Notes:</i> McNabb will work with administration and teachers to create a guiding document to support Tier 2 interventions.			
5/1/23	NCDPI has added a tool for teams to consider in school improvement planning for MTSS. The FAM-S/NCStar Crosswalk is intended to assist schools that are working on school improvement efforts by using NCStar within a Multi-Tiered System of Support framework. In creating this document, the team analyzed the Facilitated Assessment of MTSS - School Level (FAM-S) and made connections with the 125 indicators found in NCStar. In April, the team will complete the survey.	Complete 04/10/2023	Kheri Cowan	04/28/2023
	<i>Notes:</i>			
8/26/21	Teachers (K-6) will review iReady diagnostics to inform class instructional groupings.	Complete 05/01/2023	Debbie Houtzer	04/29/2023
	<i>Notes:</i>			
8/26/21	Teachers in K-3 will review reports from mClass concerning class instructional grouping.	Complete 05/24/2023	Susan Watkins	05/20/2023
	<i>Notes:</i> Teachers have reviewed BOY and MOY reports, along with PM graphs and instructional groupings after each testing session.			
9/16/19	Grades 3-6 will participate in iReady Reading diagnostic assessments three times a year to assess skill levels and areas of need.	Complete 05/01/2023	Kheri Cowan	06/01/2023

	<i>Notes:</i> Students will use online instructional feedback and progress monitoring checks to help determine instructional needs between formal assessment windows.			
9/16/19	Students in grades K-6 will participate in iReady Math diagnostic assessments three times a year to assess skill levels and instructional needs.	Complete 05/01/2023	Kheri Cowan	06/08/2023
	<i>Notes:</i> Students will use online instructional feedback and progress monitoring checks to help determine instructional needs between formal assessment windows.			
10/12/23	Staff will receive updates on procedures for initiating referrals and processing children through structured support system.	Complete 10/05/2023	Ashlee Steen	10/20/2023
	<i>Notes:</i> This will occur once this year, and only for new staff in the upcoming years.			
9/18/23	Tier 3 standard protocols will be implemented when they are recognized as SOP at the district level in reading comprehension skills.	Complete 05/15/2024	Laura Dills	05/15/2024
	<i>Notes:</i> Jackson County will be creating Tier 3 Interventions district-wide, similar to the Tier 2 interventions created last year (22-23).			
10/7/24	IRP development training - include updates	Complete 09/16/2024	Alisha Kilpatrick	09/16/2024
	<i>Notes:</i>			
9/18/23	Training for more staff members in creating Tier 2/Tier 3 Interventions inside classrooms.		Stacy McNabb	05/15/2025
	<i>Notes:</i> Ms. Steen will oversee the creation and completion of Tier 2/3 Strategies for Interventions planning sheet with each teacher as teachers complete referrals and progress monitoring of students.			
10/7/24	Teachers are utilizing Individual Reading Plans based on performance on mClass reading diagnostic. This is individualized based on the needs of each child and progressed monitored according to the needs of the child, bi-weekly or monthly.		Stacy McNabb	06/01/2025
	<i>Notes:</i>			
Implementation:		05/31/2024		
Evidence	6/11/2021 Guiding Documents have been created and are linked to this objective.			
Experience	6/11/2021 McNabb worked with faculty and administration to create/modify data entry rules and protocols for reading and math and created reference documents.			

Sustainability			6/11/2021 We will continue to revise documents as we adjust to new data sources, including the return of mClass as an assessment tool.			
Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> • "Move-up Day" for PreK through 6th grade • Teachers schedule a time to meet with upcoming teachers each spring to share information. • Open house and Meet the Teacher nights • 6th Grade Move Up Day with Middle School Students/Staff 	Limited Development 09/22/2021		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	

How it will look when fully met:	<p>As our students transition to Elementary school, as well as between grade levels K-6), faculty collaborates to reduce obstacles in adjusting to workloads and curriculum progressions, as well as in sharing educational, medical, and relevant social history. PK-3 teachers contribute to and pass along a portfolio of work to share showing progress, notes and concerns, and general items of interest. Upper-grade teachers meet each spring to share similar information with teaching teams.</p> <p>As a team, PK-6 teachers create schoolwide procedures that ease transitions each year into different grades. Students grow more independent and self-directed as they progress through grade levels.</p> <p>As a reminder of the changes coming, but that some things will be the same, our students participate in "Move-Up Day". They spend some time in the next grade level (low pressure/fun activity) beginning to build relationships with new friends and see some procedures will stay the same.</p> <p>For 6th graders, a visit to our Middle school is in order to tour rooms, look at schedules, talk with teachers and students, and get an overall feel for the upcoming year. Sixth-grade teachers meet with Middle school faculty to share documents and family information to ease the transition into middle school prior to the start of school.</p>	Objective Met 05/31/24	Debbie Houtzer	05/29/2024
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use a locker (Niesen & Wise, 2004). Students must also make social transitions as they try to build new friendships with peers, encounter older students whose needs and interests may be very different, and develop new relationships with teachers (Cauley & Jovanovich, 2006). These procedural and social transitions impact students' academic performance, and incoming middle school students must often multitask and meet the demands of multiple teachers when adjusting academically (Gilewski & Nunn, 2016). Students entering middle school are also concerned with the thought of having a tough teacher, harder schoolwork, too much homework, and knowing how to get extra help from teachers (Cauley & Jovanovic, 2006). Effective transition programs can alleviate many student concerns and provide supports for academic success.

Gilewski and Nunn (2016) suggest that to have an effective transition program, "schools must address the expectations that middle school students need to meet, bridge the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school, and consider the procedural, social, and academic changes that young adolescents face when transitioning" (p. 3). Transition programs should include students, parents, and teachers, and should provide comprehensive and targeted transition activities for these stakeholders (Cauley & Jovanovich, 2006). Examples of transition activities include tours of the middle school, fifth-graders "shadowing" a sixth-grader for a day, parent-to-parent meetings to discuss middle school concerns, and holding orientations where incoming students

	<p>get information, practice routines, and meet teachers and peers (Wormeli, 2011). Transition programs should be ongoing</p> <p>and sustained, by continuing to assess and address student concerns, and continuing activities to enhance parent-school</p> <p>communication and build rapport between all stakeholders (Gilewski & Nunn, 2016). Research shows that in order for</p> <p>transition programs to be successful they must 1) foster communication; 2) respond to all stakeholder needs; 3) develop a sense of community; and, 4) include an evaluation of the transition program and evolve and adapt it as needed</p>			
Actions				
10/3/22	Create a "Move up to Middle School day" to address transition to the early college.	Complete 05/30/2023	Zach Eden	06/08/2023
<i>Notes:</i>				
5/25/23	Create "Move-up Day" for Pre-K through 6th Grade	Complete 05/17/2024	Kheri Cowan	05/31/2024
<i>Notes:</i>				
Implementation:		05/31/2024		
Evidence	5/31/2023 https://docs.google.com/spreadsheets/d/1EYaDgbsYQbf6-A2F-lpAjytP9wB1kFBmf7wbBQCAwPY/edit?usp=share_link			
Experience	5/31/2023 As we work on finding the best way to transition our children, we will continue to reflect on best practices. Students enjoyed the day and went home excited about the next teacher. Anxiety was lessened as children understand lots of things will stay the same, as things ultimately increase in rigor and independence. Meetings with teachers have increased how well teachers know their students.			
Sustainability	5/31/2023 Teachers will meet to plan for more personalized experiences for their upcoming students during the coming years. Planning time will be scheduled and used for vertical conversations concerning children.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We have implemented several plans to communicate and collaborate with parents/families. Most teachers communicate on a regular basis through daily/weekly letters/newsletters, email, Remind, Parent Portal, Class Dojo, ConnectEd, etc.</p> <p>Administration has started making positive phone calls to improve communication efforts. We are also using Facebook on a regular basis to communicate events/activities each week and to highlight academic, athletic and enrichment activities/achievements.</p> <p>We have bilingual interpreters at school meetings to support our Spanish-speaking families, as over 30% of our students are Hispanic. We also translate school documents.</p> <p>We have curriculum nights and other activities throughout the year to partner with parents and help with academic support at home.</p> <p>We are learning about more ways to create positive communication with all stakeholders.</p>	Limited Development 09/15/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			<p>Parents will understand academic expectations through regular communication about standards.</p> <p>Students and parents will understand students' level of mastery on standards and have a better understanding of state expectations.</p>		Stacy McNabb	11/01/2024
<i>Actions</i>				12 of 13 (92%)		
	9/21/16	Teachers will give parents an overview of standards for each core area of the grade, in the home language.		Complete 10/13/2016	Stacy McNabb	10/31/2016

Notes: Give teachers a page from the NC Standards Website.
Give the one page standards from DPI.
Teachers will distribute by the end of October (first grading period)

9/21/16	Teachers will make an effort to meet with every parent in person.	Complete 11/02/2016	All Teachers	10/31/2016
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Notes: All teachers were present at August Open House.
K - Home Visits, Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.
1 - Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.
2 - Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.
3 - 1st Quarter Parent Conferences, Parent Meeting (Nov)
4 - 1st Quarter Parent Conferences
5 - 1st Quarter Parent Conferences
6 - 1st Quarter Parent Conferences, Parent Meeting (Nov)

1/2 held Parent Training Meeting to teach parents how to work with children on homework that addresses comprehension questions. It was held on Jan. 18th at 5:15.

10/28/16	Third Grade stakeholders (teachers, parents, admin.) will participate in a meeting to inform them of classroom expectations, curriculum, and end of year expectations for Third Grade. This will specifically cover the Third Grade Read to Achieve State Mandate, BOG's, and EOG's.	Complete 11/03/2016	Sarah Cline	11/03/2016
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Notes: Meeting was held November 3. Several parents attended, others were contacted through personal appointments with Cline.

12/8/16	Teachers will create a document that reviews topics already covered this semester. It will also include what the kids will be learning for the next semester.	Complete 01/27/2017	Kristal Hunter	01/27/2017
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Notes: Also, special area teachers can work on a document to add to the classroom.

Summarize the curricular goals.

K teacher met with each parent for Spring Conferences
1/2 Language Arts teachers sent end of year mClass expectations, along with scores up this point.

12/8/16	School will create a newsletter with important dates for the spring, emphasis on the good things that have happened over the year in our school. This will include that we have results from mid-year testing.	Complete 03/02/2017	Teri Walawender	01/31/2017
<i>Notes:</i> Newsletter was created and sent out to all students K-6. This included items for Title 1, upcoming events, and other important topics in our school.				
9/14/17	Teachers will hold classroom parent meetings within the first month of school.	Complete 09/01/2017	Stacy McNabb	09/08/2017
<i>Notes:</i> Every teacher will schedule a meeting to be held in the evening to go over classroom expectations, classroom procedures, etc... Parents who do not attend will be given written materials. Efforts will be made to contact parents who do not attend.				
11/20/18	Title 1 Parent Engagement funds will be utilized to buy food and purchase one book per family for the Family Literacy Night to be held in the spring.	Complete 03/05/2019	Teri Walawender	06/30/2019
<i>Notes:</i>				
10/14/19	Teachers and students will host a Health Fair to engage parents and students in academic and good health discoveries.	Complete 02/14/2020	Teri Walawender	03/01/2020
<i>Notes:</i> Teachers will work with students to prepare activities to engage both students and their families in good health habits and academic discoveries. Students will help lead the activities. Healthy snakes will be provided. As well as health door prizes. Title I funds will be used to purchase resources and supplies for the take-home activities				
10/14/19	Teachers will communicate with parents the standards focus for units and pacing at the beginning of each quarter and send progress notes with each grading period.	Complete 10/30/2020	Principal/Asst. Principal	11/01/2020
<i>Notes:</i> Teachers will send home parent letters at least quarterly indicating the academic focus for that period of time. Teachers will also communicate to parents the level of mastery achieved by students following instruction. Administration will monitor quarterly. Teachers have created a document that shows evidence of standards mastery to send with report cards for the 1st nine weeks.				
3/22/21	Teachers will communicate student progress and strategies they will be implementing to support student growth for the fourth quarter to all parents/guardians.	Complete 04/05/2021	Teri Walawender	04/05/2021

	Notes: Teachers will conduct face-to-face, online or phone conferences with parents to discuss student progress. Teachers will also discuss options for after school tutoring, Summer Academy and parental engagement at home.			
4/29/21	Teachers will provide families with sight word packs and games for summer support. Videos and directions in English and Spanish will be provided to families to support meaningful engagement.	Complete 05/14/2021	PK-2 Team	05/15/2021
	Notes: Teachers will select a person to model games in English and Spanish and create short videos to be posted on FB and the BRS website. Teachers will select which sight word packets each student will receive and prepare envelopes with materials for each child. Directions will be in English and Spanish on the same piece of paper in clear, concise language. Administration will send a Connect Call when packets go home.			
10/18/20	Teachers will engage families through various online platforms to support remote learning.	Complete 03/15/2021	All teachers	06/01/2021
	Notes: Teachers will communicate with parents several times a quarter with formal communications at the end of each grading period. Teachers will provide families with multiple means of communication to support student growth and learning.			
10/28/23	Teachers will meet with each family at the end of the first nine weeks. At that time, grade level expectations, current student performance, and ways parents can support their students will be discussed.		Susan Watkins	11/01/2024
	Notes:			
Implementation:		10/04/2022		
Evidence	4/29/2021 Teacher contact logs, meeting sign-up sheets, email notes and Remind communications are available.			
Experience	4/29/2021 Teachers used a variety of communication tools to reach out to families to encourage meetings to discuss progress. We had a large positive response by families who attended meetings and followed-up with requests for summer camp and/or other supports. Packets were sent to PK-2 parents, and some grade 3 parents, with instructions on how to use high frequency word sets to support greater fluency. Videos were made in English and Spanish, and links were provided to all families.			


<i>Sustainability</i>	4/29/2021 Faculty will need to continue to make personal contact with families a priority through whatever means works best for families.			
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Comprehensive Progress Report

Mission: We at Cullowhee Valley believe that every child has unique qualities that make him or her an important part of a bigger story. Therefore, our mission is to provide a learning environment that celebrates and supports the individual, grows an awareness of connections between self and others, and provides skills that open and expand visions of future opportunities.

Vision: Our students are prepared to achieve their personal best as contributing members of their communities.

- Goals:**
- Each grade level K-3 will achieve 70% proficiency or higher as evidence by EOY M-Class Composite Scores at the end of the 2025 school year.
 - 55% of our students will demonstrate proficiency (level 3, 4. or 5) on the End-of-Grade Reading tests for year 2025
 - 55% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade Mathematics test by the year 2025.
 - 65% of students will demonstrate proficiency (levels 3, 4, or 5) on the End-of-Grade Science test by the end of year 2025

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Monthly committee meetings.	Limited Development 10/27/2021		
How it will look when fully met:			When this objective is fully met, we will have the whole school working together toward common goals aimed at providing for the safety, security, social emotional well being, and academic needs of the students. Test scores will increase and we will move from "not Met" growth status to "Met" growth by the end of the 24-25 school year.		Melanie Jacobs	06/06/2025
Actions				2 of 6 (33%)		
	10/10/24	Safety Committee will meet to review and update the School Safety Plan.		Complete 09/17/2024	Eileen Richards	09/17/2024
Notes:						
	10/10/24	MTSS Committee will meet to determine which students are now ready for moving forward with evaluations based on a review of Tier 2 and 3 interventions and a review of the data collected for each student in the process.		Complete 09/24/2024	Jennifer Patten	09/24/2024
Notes:						
	10/10/24	PBIS Committee will create a revised schedule for students to spend Wolf Bucks and share the schedule with staff. PTA will be invited to volunteer to man the school Wolf Bucks store for students to shop.			Laura Brown	10/31/2024
Notes:						
	10/10/24	The CVS Resiliency team will determine staff resiliency needs and plan for staff events to promote staff wellness.			Heather Bullock	11/18/2024
Notes:						
	10/10/24	CVS Curriculum Committee will share ways to use AI to generate choice boards to engage early finishers to extend the the curriculum. This information will be shared by the Curriculum Committee grade level representatives with each grade level team. Curriculum Committee members will bring information to share at the next Curriculum Committee meeting to provide feedback on choice board use in the classrooms.			Bekah Mulligan and Jennifer Patten	11/18/2024

Notes:

10/10/24 Curriculum Committee will meet to determine school wide themes to support academic vocabulary, school wide community engagement, and classroom practices that engage all learners. The main school wide event will be Whee Shine which will be a culmination of this year's theme "Appalachian Hearts, Global Minds."

Bekah Mulligan and
Jennifer Patten

03/15/2025

Notes:

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have allotted funding to support incentive trips for middle school students for PBIS incentives, funds for clubs, and increased PD days for coverage of subs within our 061 allotment.	Limited Development 09/12/2023		
How it will look when fully met:			Priority will be given to allocating funding to teacher professional development at all grade levels and the implementation of Portrait of a Graduate competencies in middle school.		Melanie Jacobs	05/31/2025
Actions				7 of 8 (88%)		
10/15/23			Create a schedule where specials teachers are helping support student interventions.	Complete 07/14/2023	Josh Watson	07/15/2023
Notes:						
10/15/23			Hire instructional support assistants.	Complete 08/10/2023	Holly Whisnant	08/10/2023
Notes:						
10/15/23			Create a schedule for instructional support assistants to support classroom intervention needs.	Complete 08/16/2023	Holly Whisnant	08/16/2023
Notes:						
10/15/23			Review data to insure instructional support assistants are being effective.	Complete 05/24/2024	Jennifer Patten	05/10/2024
Notes:						
10/15/23			Create appropriate lesson plans for instructional support assistants to deliver to intervention groups.	Complete 05/24/2024	Jennifer Patten	05/20/2024
Notes:						

10/15/23	Continually train instructional support assistants to deliver appropriate lessons and interventions to student groups.	Complete 05/24/2024	Jennifer Patten	05/20/2024
<i>Notes:</i>				
10/15/24	Create processes and funding for teachers to utilize NCCAT to meet for vertical alignment prep and planning and to allow teachers to visit other schools in the district for co-planning.	Complete 08/01/2024	Melanie Jacobs	08/01/2024
<i>Notes:</i> 061 funding allocations for contracted subs to cover classes for PD release days.				
10/15/24	Team of teachers will meet monthly in their chosen committees to provide input into school structures processes and procedures.		All Staff	05/31/2025
<i>Notes:</i> Curriculum Committee PBIS Committee SIT Committee Sunshine/Climate Committee School Safety Equity Committee PTA Committee Resiliency Team MTSS Committee				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Administrators meet quarterly with the system-level testing and accountability director to analyze data. Administrators and teachers look at data available by grade level. Data is used to address student needs.	Limited Development 10/06/2021		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The school administrative team, SIT leadership team, each grade level, and individual teachers review classroom assessment and benchmark data at throughout the year. Professional development needs are assessed based on data analysis. Teachers are involved with grade level planning, professional development sessions, and release time to visit others school with a high rate of student academic success in their subject area.		Melanie Jacobs	06/15/2026
Actions				13 of 14 (93%)		
	3/14/23	Adam Holt meets with administrative leadership team to review BOY, MOY, EOY data points.		Complete 02/22/2023	Holly Whisnant	06/10/2023
Notes:						
	10/15/23	Administration will complete instructional snapshots each week to inform us of coaching professional development needs.		Complete 10/31/2023	Holly Whisnant	10/31/2023
Notes:						
	4/11/23	Administration will meet with grade level teams post NC Check-In's to analyze data to drive instructional review.		Complete 11/17/2023	Holly Whisnant	11/17/2023
Notes:						
	12/18/23	Administration will complete instructional snapshots each week to inform us of coaching professional development needs.		Complete 11/30/2023	Holly Whisnant	11/30/2023
Notes:						
	12/18/23	CHECK IN B : Administration will meet with grade level teams post NC Check-In's to analyze data to drive instructional review.		Complete 02/16/2024	Holly Whisnant	02/16/2024
Notes:						

12/18/23	Administration will complete instructional snapshots each week to inform us of coaching professional development needs.	Complete 05/24/2024	Holly Whisnant	02/27/2024
<i>Notes:</i>				
2/13/24	CHECK IN C : Administration will meet with grade level teams post NC Check-In's to analyze data to drive instructional review.	Complete 05/24/2024	Holly Whisnant	04/26/2024
<i>Notes:</i>				
12/18/23	Administration will complete instructional snapshots each week to inform us of coaching professional development needs.	Complete 05/24/2024	Holly Whisnant	04/30/2024
<i>Notes:</i>				
10/15/23	Administration will conduct PLCs with grade level teams to discuss data and instruction based on the analysis of that data.	Complete 05/24/2024	Holly Whisnant	05/24/2024
<i>Notes:</i>				
10/15/23	Adam Holt will meet with Administration throughout the year to present administrators with EOG, EVAAS, and NC-Check-In data.	Complete 05/24/2024	Josh Watson	05/24/2024
<i>Notes:</i>				
10/10/24	The middle school ELA team will meet for a full day planning day at NCCAT to align their curriculum, determine appropriate pacing, and share supplemental materials to aid in the success of all students with the ELA Curriculum. This meeting includes ELA teachers in grades 5, 6, 7, 8, and AIG.	Complete 09/18/2024	Carly Borchelt	09/18/2024
<i>Notes:</i> Subs paid for out of 061 funds line item contracted substitutes.				
10/10/24	The 2nd and 3rd grade teams at Cullowhee Valley will take 1/2 day PD to plan for increased rigor, academic support for students, and curriculum alignment.	Complete 09/19/2024	Eryn Tallent and Natalie Sutton	09/19/2024
<i>Notes:</i> NCCAT will be used as the planning locations. Subs are being provided out of our school level 061 funds in the contracted substitutes line.				
10/10/24	Meet with Adam Holt to review EVAAS data and student projections with CVS admin team to determine best steps for intervention moving forward.	Complete 10/07/2024	Melanie Jacobs	10/07/2024
<i>Notes:</i>				
10/10/24	Teachers will participate in staff development to target objectives for their grade level using Interactive Anchor Charts.		Bekah Mulligan	11/12/2024
<i>Notes:</i>				
Implementation:		03/14/2023		
Evidence	3/14/2023 Adam met with the administrative leadership team to review MOY data in early February.			

Experience	3/14/2023 Adam Holt meets with administrative leadership team to review BOY, MOY, EOY data points.			
Sustainability	3/14/2023 Continue meeting about yearly data throughout the academic years.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			District Testing Coordinator of meets with the administration team 4x per year. Administration and Instructional Coach meet with grade-level groups. The student support team analyzes data from 6-8 Thumbs meetings to determine social/emotional needs of students. Grade-level teacher teams meet weekly with administration to develop plans of action based on data. Instructional Coach meets with grade level teacher teams to develop lesson plans that are standard based, address what students should know, and rigorous. The Instructional Coach and grade level teams K-3 analyze data to develop appropriate interventions for students.	Limited Development 01/26/2022		
How it will look when fully met:			Grade level teams will teach, assess, analyze and plan instruction to improve student achievement. 80% of students will be proficient in math and reading.	Objective Met 05/24/24	Holly Whisnant	05/24/2024
Actions						
10/15/23		Meet with Adam Holt to review data from 22/23 year.		Complete 07/19/2023	Holly Whisnant	07/19/2023
Notes:						
10/15/23		Adam Holt meets with teachers to discuss previous years data.		Complete 08/14/2023	Holly Whisnant	08/14/2023
Notes:						
10/15/23		Administration meets with Adam Holt to discuss data and release of school report card score.		Complete 09/11/2023	Holly Whisnant	09/11/2023
Notes:						

10/15/23			Administration meets with Adam Holt to discuss EVAAS data.	Complete 09/29/2023	Holly Whisnant	09/29/2023
Notes:						
10/15/23			Administration meets with Adam Holt to discuss SchoolNet.	Complete 09/29/2023	Josh Watson	09/29/2023
Notes:						
10/15/23			Adam Holt will come and meet with faculty to discuss SchoolNet how-to.	Complete 05/24/2024	Josh Watson	05/24/2024
Notes:						
10/15/23			Administration will meet with teachers to discuss data and actions for that data that was analyzed.	Complete 05/24/2024	Holly Whisnant	05/24/2024
Notes:						
10/15/23			Instructional Coach will meet weekly to plan lessons that are standard based, address what students should know and are rigorous.	Complete 05/24/2024	Jennifer Patten	05/24/2024
Notes:						
10/15/23			THUMBS meetings will be held with middles school to stay abreast of attendance, academic, behavior, and counseling concerns of students.	Complete 05/24/2024	Julie Lambert	05/24/2024
Notes:						
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Cullowhee Valley is continuing to implement MTSS. JCPS has created universal forms to document intervention and track progress. ESSERS III funds are being utilized to provide instructional support staff to help implement interventions for grades 1-4. An MTSS team consults with teachers to develop interventions and monitor progress. Assessment data is reviewed and shared with teachers for planning purposes.	Limited Development 09/27/2016		
How it will look when fully met:			The MTSS team meets regularly with teachers to plan and monitor interventions targeted to support students' academic and emotional needs.		Holly Whisnant	05/31/2025
Actions				69 of 70 (99%)		
9/15/17			June MTSS Implementation	Complete 06/16/2017	Rebecca Middleton	06/15/2017
Notes:						
9/13/17			Restructured 3rd grade's schedule	Complete 08/21/2017	Kathryn Kantz	08/21/2017
Notes:						
9/13/17			Extend every ELA block to double the time	Complete 08/22/2017	Kathryn Kantz	08/22/2017
Notes:						

9/15/17	MTSS Module 1 Training	Complete 09/18/2017	Rebecca Middleton	09/18/2017
	Notes:			
10/11/17	Present to faculty about the CORE focus for MTSS-the shift	Complete 10/06/2017	MTSS Committee	10/06/2017
	Notes:			
10/11/17	Prepare MTSS Core powerpoint	Complete 10/03/2017	Amanda Barkiewicz	10/13/2017
	Notes:			
9/15/17	MTSS Module 1 October Training	Complete 10/26/2017	Rebecca Middleton	10/26/2017
	Notes:			
9/15/17	MTSS Module 1 November Meeting	Complete 11/14/2017	Rebecca Middleton	11/14/2017
	Notes:			
9/15/17	MTSS Module 1 February Training	Complete 02/15/2018	Rebecca Middleton	02/15/2018
	Notes:			
9/13/17	After school math tutoring	Complete 02/01/2018	Melanie Smathers	02/28/2018
	Notes:			
9/15/17	MTSS Module 1 March Training	Complete 03/22/2018	Rebecca Middleton	03/22/2018
	Notes:			
9/15/17	MTSS Module 1 April Training	Complete 04/19/2018	Rebecca Middleton	04/19/2018
	Notes:			
4/24/18	Assess 2nd grade basic math skills	Complete 02/23/2018	Kathryn Kantz	04/20/2018
	Notes:			
9/10/18	August Fire Drill	Complete 08/24/2018	Kathryn Kantz	08/31/2018
	Notes:			
9/10/18	Update safety plan	Complete 08/28/2018	Kathryn Kantz	09/10/2018
	Notes:			
9/10/18	Present safety plan to all staff	Complete 08/28/2018	Day and safety committee	09/10/2018
	Notes: Present more details as needed			
9/10/18	September Fire Drill	Complete 09/28/2018	Kathryn Kantz	09/28/2018
	Notes:			
9/10/18	October Fire Drill	Complete 10/29/2018	Kathryn Kantz	10/31/2018
	Notes:			
4/11/18	Standard way to assess and document different interventions	Complete 10/23/2018	Rebecca Middleton	11/25/2018

Notes:				
4/24/18	Assess needs for tutors in K-2	Complete 12/07/2018	Rebecca Middleton	12/10/2018
Notes:				
9/10/18	Fall Lock down drill	Complete 12/12/2018	Rebecca Middleton	12/30/2018
Notes:				
9/29/16	MTSS leader reviews data on struggling students and meets with grade level groups to design strategies to address student needs.	Complete 01/18/2019	Rebecca Middleton	01/26/2019
Notes: MTSS Committee Leader should continue to meet with grade level teachers to design interventions and monitor success.				
2/21/17	Address MClass and intervention strategies-use faculty meetings, PLC's, or grade level meetings to teach intervention strategies	Complete 02/08/2019	Kathryn Kantz	02/09/2019
Notes:				
2/1/18	New form to gather information for tier paperwork	Complete 12/05/2018	Rebecca Middleton	03/25/2019
Notes:				
11/5/18	Establish theme for Whee Shine/Whee Steam.	Complete 10/12/2018	Curriculum committee	03/25/2019
Notes:				
9/10/18	Tornado Drill	Complete 03/15/2019	Kathryn Kantz	03/30/2019
Notes:				
9/16/19	CPI Training	Complete 08/16/2019	Select teachers	08/17/2019
Notes:				
9/16/19	Kindergarten county PLC	Complete 08/26/2019	Kindergarten teachers	08/26/2019
Notes:				
9/16/19	1st grade county PLC	Complete 08/29/2019	1st grade teachers	08/29/2019
Notes:				
2/1/18	Intervention information more available for teachers	Complete 08/16/2019	Rebecca Middleton	09/01/2019
Notes:				
9/16/19	Nurses county PLC	Complete 09/12/2019	T. Sutton	09/12/2019
Notes:				
9/16/19	Counselors county PLC	Complete 09/16/2019	Walawender and Bullock	09/16/2019
Notes:				
9/16/19	Social Workers County PLC	Complete 09/26/2019	L. Jicha	09/26/2019

	Notes:			
9/16/19	iReady beginning of the year math diagnostic 3-8	Complete 09/13/2019	Melanie Smathers	09/30/2019
	Notes:			
9/16/19	EC county PLC	Complete 10/07/2019	EC teachers	10/07/2019
	Notes:			
1/27/20	Create new standardized sheets for MTSS	Complete 10/01/2019	Jennifer Patten	10/10/2019
	Notes:			
9/16/19	CAST county PLC	Complete 10/14/2019	CAST members	10/14/2019
	Notes:			
9/16/19	iReady assessment data monitoring	Complete 10/11/2019	Melanie Smathers	10/15/2019
	Notes:			
9/30/19	BESS-behavior screener	Complete 10/11/2019	Walawender	10/15/2019
	Notes:			
1/27/20	Present new sheets to staff through PLC	Complete 10/08/2019	Jennifer Patten	10/16/2019
	Notes:			
9/16/19	Social workers county PLC	Complete 11/04/2019	L. Jicha	11/04/2019
	Notes:			
9/16/19	Nurses county PLC	Complete 11/07/2019	T. Sutton	11/07/2019
	Notes:			
9/30/19	Grade level team meetings/planning days	Complete 11/11/2019	Grade level teachers	11/11/2019
	Notes:			
9/16/19	Counselors county PLC	Complete 11/18/2019	Walawender and Bullock	11/18/2019
	Notes:			
10/28/16	Enrichment math curriculum for higher performing/AIG math students	Complete 12/05/2019	Melanie Smathers	11/30/2019
	Notes: A list of resources to use for higher level math students to challenge them and grow on their level.			
9/16/19	CAST county PLC	Complete 12/05/2019	CAST members	12/05/2019
	Notes:			
9/16/19	EC county PLC	Complete 12/12/2019	EC teachers	12/12/2019
	Notes:			
9/30/19	MTSS will be the focus at 4th week of each month at grade level team meetings	Complete 12/12/2019	Jennifer Patten	12/12/2019

<i>Notes:</i>				
9/30/19	Create a focus on growth mindset and the power of not yet	Complete 12/13/2019	Jennifer Patten	12/15/2019
<i>Notes:</i>				
10/17/18	Evacuation Drill	Complete 11/14/2019	Rebecca Middleton	12/30/2019
<i>Notes:</i>				
9/16/19	Counselors county PLC	Complete 01/09/2020	Walawender and Bullock	01/09/2020
<i>Notes:</i>				
1/27/20	MTSS planning time/paperwork time through PLC	Complete 01/14/2020	Jennifer Patten	01/14/2020
<i>Notes:</i>				
9/16/19	Nurses county PLC	Complete 01/23/2020	T. Sutton	01/23/2020
<i>Notes:</i>				
1/27/20	Make standard MTSS sheet digital	Complete 01/10/2020	Jennifer Patten	01/25/2020
<i>Notes:</i>				
1/27/20	Present digital sheet to staff through PLC	Complete 01/14/2020	Jennifer Patten	01/25/2020
<i>Notes:</i>				
9/16/19	Social workers county PLC	Complete 01/27/2020	L. Jicha	01/27/2020
<i>Notes:</i>				
9/16/19	EC county PLC	Complete 02/06/2020	EC teachers	02/06/2020
<i>Notes:</i>				
9/16/19	CAST county PLC	Complete 02/24/2020	CAST members	02/24/2020
<i>Notes:</i>				
2/3/21	MTSS Advisory Team will be establish. It will meet weekly to review the needs and success of individual students. Teachers, EC staff, administrators, and support staff collaborate to determine next steps and interventions.	Complete 12/02/2020	Jennifer Patten	01/07/2021
<i>Notes:</i>				
10/16/20	Online Matrices	Complete 09/09/2020	Jennifer Patten	01/08/2021
<i>Notes:</i> Online matrices for reading, math, writing, behavior and speech have been created. Interventions will continue to be added. This will be ongoing for continual improvements.				
10/16/20	IXL Videos	Complete 09/15/2020	Jennifer Patten	01/08/2021
<i>Notes:</i> Library of instructional videos for IXL lessons in reading, focused on K-1. Videos will continue to be created and ongoing.				

10/16/20	IXL Diagnostic - Intervention Purpose	Complete 09/15/2020	Jennifer Patten	01/08/2021
	<i>Notes:</i> IXL diagnostic assessment has been implemented to benefit teacher-student interaction with a focus on interventions. Individual teachers are responsible for using the iReady Next-Steps to determine IXL interventions.			
10/28/16	Honors math club	Complete 11/16/2016	Melanie Smathers	10/13/2021
	<i>Notes:</i>			
9/13/17	Communication between EC support and regular ed teachers during PLC time	Complete 06/15/2022	Jennifer Patten	01/08/2022
	<i>Notes:</i> EC and regular ed teachers continue to have separate PLCs. However, they collaborate during MTSS advisory team meetings.			
10/28/16	Math morning clubs	Complete 11/22/2016	Melanie Smathers	09/22/2022
	<i>Notes:</i>			
10/8/23	Develop a schedule to use the instructional support assistants to help provide interventions to students.	Complete 08/16/2023	Holly Whisnant	08/16/2023
	<i>Notes:</i>			
10/8/23	Train Instructional Support Assistants so that they deliver inventions correctly to students.	Complete 09/15/2023	Jennifer Patten	09/15/2023
	<i>Notes:</i>			
10/8/23	Develop a progress monitoring calendar so that teachers are reminded when to complete progress monitoring.	Complete 09/15/2023	Jennifer Patten	09/15/2023
	<i>Notes:</i>			
10/8/23	Create lesson plans for student support assistants in order to keep interventions focused and developmentally appropriate.	Complete 05/23/2024	Jennifer Patten	05/23/2024
	<i>Notes:</i>			
9/13/22	Train teachers to use District universal forms.		Holly Whisnant	05/31/2025
	<i>Notes:</i>			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			PBIS (4 Respects) - expectations throughout the school are taught, rehearsed, and recognized in every classroom. The SIT team has reviewed and updated schoolwide expectations matrix. New posters will be printed and posted throughout the school as reminders for expectations. Expectations are shared with parents through a beginning of the year PBIS contract that parents and students sign.	Limited Development 10/27/2021		
<i>How it will look when fully met:</i>			Students will know and understand the 4 respects that show "Wolf Pride". Wolf Pride posters with expectations will be posted around the school to remind students of expectations in the different areas of the school. The new Matrix will be printed and given to ever teacher as well as displayed in the school in common areas. Students will earn "wolf bucks" for positive behavior. The school store "The Wolf Den" (school store) will be up and running.		Melanie Jacobs	05/31/2025
Actions				6 of 7 (86%)		
	10/15/23		SIT reviews matrix changes and takes back to grade level teams.	Complete 08/14/2023	Holly Whisnant	08/14/2023
<i>Notes:</i>						
	10/15/23		PBIS contract sent home for signatures.	Complete 08/25/2023	Holly Whisnant	08/25/2023
<i>Notes:</i>						
	10/15/23		SIT members revise matrix with suggestions and finalize	Complete 09/12/2023	Holly Whisnant	09/12/2023
<i>Notes:</i>						
	10/15/23		The "Wolf Den" (school store) will be up and running.	Complete 05/24/2024	Julie Lambert	02/14/2024
<i>Notes:</i>						
	10/15/23		Random Acts of Kindness Challenge will be held weekly	Complete 05/24/2024	Holly Whisnant	05/24/2024
<i>Notes:</i>						
	10/15/23		Print expectation posters and display throughout the school.	Complete 08/01/2024	Melanie Jacobs	08/01/2024
<i>Notes:</i>						
	10/15/24		PBIS Committee will meet monthly to determine schedules and processes for PBIS including shopping at Wolf Bucks Store.		Laura Brown	05/31/2025
<i>Notes:</i>						

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade levels meet on weekly basis. Instructional Coach meets with grade levels on a weekly/bi-weekly basis about pacing and data to drive instruction. Instruction is partially aligned at this point.	Limited Development 09/27/2016		
How it will look when fully met:			<p>All core subject areas (ELA, Math, Science, and Social Studies) have pacing guides that are common to each grade level. Pacing guides are developed during Professional Learning Communities by the grade level teams through a thorough review of the NC Standard Course of Study, Unpacked Standards, vertical grade-level standards, state assessments, and state-released tests. Representatives from each grade level participate in system-wide planning. Instruction is aligned with NCSCOS Standards and objectives. Grade levels will meet weekly, planning instructional strategies aligned with the pacing guides. Assessments are given and the resulting data is analyzed. Formal and informal classroom observations confirm that pacing guides are being followed.</p> <p>This year (2023 - 2024) progress is evaluated to determine areas of focus. Our Instructional Coach works with K-4 teachers on Foundations, Heggerty, and Wit & Wisdom as they implement to fidelity. K-8 teachers work with the Instructional Coach to develop standard based, rigorous lessons.</p> <p>PLCs are held with grade level teams on a bi-weekly basis. Focus is on standards, assessment, and acting on the analysis of assessment data.</p>	Objective Met 05/24/24	Holly Whisnant	05/23/2024
Actions						
	11/22/16	September ELA PLC		Complete 09/12/2016	Melanie Jacobs	09/12/2016
	<i>Notes:</i>					
	11/22/16	September Math PLC		Complete 09/26/2016	Melanie Smathers	09/26/2016
	<i>Notes:</i>					
	10/28/16	Middle School Math PLC's District Meeting for implementation/Common Pacing		Complete 10/04/2016	Melanie Smathers	10/04/2016
	<i>Notes:</i>					
	11/22/16	October ELA PLC		Complete 10/10/2016	Melanie Jacobs	10/10/2016
	<i>Notes:</i>					

10/28/16	Middle School SS Release Team Planning Days	Complete 09/13/2016	Danielle Willett	10/12/2016
<i>Notes:</i>				
10/28/16	County wide Math PLC-Math Curriculum development	Complete 10/04/2016	Kathryn Kantz	10/14/2016
<i>Notes:</i>				
11/22/16	October Math PLC	Complete 10/24/2016	Melanie Smathers	10/24/2016
<i>Notes:</i>				
11/22/16	K-1 County Wide PLC	Complete 11/08/2016	Debbi Madill	11/08/2016
<i>Notes:</i>				
11/8/16	1st grade county wide PLC at the county office	Complete 11/08/2016	Trish Mincey	11/08/2016
<i>Notes:</i>				
10/28/16	District Resource Alignment for middle School math teachers	Complete 11/09/2016	Stephanie Ammons	11/09/2016
<i>Notes:</i>				
11/8/16	IXL Renewal for K-2 and 3-8	Complete 11/07/2016	Kathryn Kantz	11/10/2016
<i>Notes:</i>				
11/8/16	November ELA PLC	Complete 11/14/2016	Melanie Jacobs	11/14/2016
<i>Notes:</i>				
11/28/16	2nd grade county PLC	Complete 11/22/2016	Eileen Richards	11/22/2016
<i>Notes:</i>				
11/8/16	November Math PLC	Complete 11/28/2016	Melanie Smathers	11/28/2016

Notes: AGENDA

Math PLC Meeting: Grades 4-8

Monday, November 28, 2016

I. Pacing Guides: Compare our guides to see how we are aligned with our teaching.

II. County-Wide PLC focused on Investigations/Connected Math.

a. Feedback

b. Suggestions

Next meeting: January 23rd

Topics: 1. AIG Math: Danielle Willett

2.

3.

11/8/16 Moby Max Resources for 3-8

Complete 11/16/2016

Kathryn Kantz

11/30/2016

Notes: School License was purchased for teachers to use as a supplemental resource.

11/8/16 December ELA PLC

Complete 12/12/2016

Melanie Jacobs

12/12/2016

Notes:

12/20/16 K-5 County office math PLC

Complete 12/16/2016

Melanie Smathers

12/16/2016

Notes:

11/8/16 January Math PLC

Complete 01/23/2017

Melanie Smathers

01/23/2017

Notes: Data development and planning for success

10/28/16 District resource alignment for middle school math teachers

Complete 01/27/2017

Stephanie Ammons

01/27/2017

Notes: Common pacing was made to use for the 2017-18 school year. Benchmarks will be based off of this pacing next year.

2/21/17 Grade level planning days for CASE data implementation plans

Complete 02/14/2017

Kathryn Kantz

02/14/2017

Notes:

3/21/17 3-5 Math county meeting at NCCAT

Complete 03/17/2017

Melanie Smathers

03/17/2017

Notes:

4/11/17 Reading with Malcolm and Mountain Faith

Complete 04/10/2017

Kathryn Kantz

04/10/2017

Notes:

10/28/16 Grade level release planning days at NCCAT

Complete 05/16/2017

Kathryn Kantz

05/31/2017

<i>Notes:</i>				
10/28/16	County-wide PLC's	Complete 05/16/2017	Kathryn Kantz	05/31/2017
<i>Notes:</i>				
9/29/16	At k-3 Math PLC pacing guides will be developed during Professional Learning Communities by the grade level teams through a thorough review of the NC Standard Course of Study, Unpacked Standards, vertical grade level standards, state assessments, and state released tests. Grade level meetings will meet weekly, planning instructional strategies aligned with the pacing guides. Assessments will be developed and the resulting data analyzed.	Complete 05/16/2017	Kathryn Kantz	05/31/2017
<i>Notes:</i> Pacing guide development is primary focus of PLC at this time.				
10/4/16	K-3 Reading PLC will meet on a monthly basis to examine and align with reading, writing, and word work goals.	Complete 05/16/2017	Rebecca Middleton	05/31/2017
<i>Notes:</i> Begin with training in Guided Reading Instruction and alignment of Word Work for each grade level.				
10/4/16	4-8 Math PLC will meet monthly to ensure continued alignment of instruction to NCSCOS.	Complete 05/16/2017	Melanie Smathers	05/31/2017
<i>Notes:</i> Focus on Differentiation initially.				
9/29/16	4-8 ELA Professional Learning Community meets to learn about and plan for a balanced literacy program.	Complete 05/16/2017	Melanie Jacobs	05/31/2017
<i>Notes:</i> PLC will focus on components of a balanced literacy program and research-based instructional methods.				
10/18/16	3-8 Benchmarks will be given Mid-year and end of the year to gather math/ELA/Science data.	Complete 05/16/2017	Melanie Jacobs	06/14/2017
<i>Notes:</i> Benchmarks will be given for students and data will be analyzed for student achievement.				
9/15/17	TERK Investigation Math Training	Complete 08/25/2017	Crystal Johnson	07/28/2017
<i>Notes:</i>				
9/13/17	Math team-create binders with resources and unpacking for each teacher	Complete 08/14/2017	Melanie Smathers	08/21/2017
<i>Notes:</i>				
9/13/17	Create ELA binders with essential resources for every teacher	Complete 08/14/2017	Melanie Jacobs	08/21/2017
<i>Notes:</i>				
9/15/17	presented "Tapping into Their Talent" at the Fostering Creativity Conference at WCU	Complete 09/09/2017	PaulaFox	09/09/2017
<i>Notes:</i>				

9/28/17	Bi-monthly PLC-September 1	Complete 09/12/2017	Melanie Jacobs	09/12/2017
	Notes:			
9/15/17	Provide staff with grid to investigate the unpacking curriculum documents.	Complete 08/25/2017	Kathryn Kantz	09/15/2017
	Notes:			
9/15/17	Entrepreneurship for elementary workshop	Complete 09/15/2017	Carly Borchelt	09/15/2017
	Notes:			
9/28/17	Bi-monthly PLC September 2	Complete 09/26/2017	Kathryn Kantz	09/26/2017
	Notes:			
9/28/17	4th grade math planning day	Complete 09/27/2017	Taylor Medford	09/27/2017
	Notes:			
9/28/17	3rd grade planning day	Complete 09/28/2017	Erin McDaniel	09/28/2017
	Notes:			
9/28/17	Bi-monthly PLC	Complete 10/10/2017	Kathryn Kantz	10/10/2017
	Notes:			
10/19/17	K/1 county PLC	Complete 10/12/2017	K-1 teachers	10/12/2017
	Notes:			
10/19/17	3/4 county PLC	Complete 10/19/2017	3rd and 4th grade teachers	10/19/2017
	Notes:			
11/2/17	2/3 county PLC	Complete 11/02/2017	2 and 3 grade teachers	11/02/2017
	Notes:			
11/14/17	Fall Benchmark	Complete 10/27/2017	Melanie Jacobs	11/09/2017
	Notes:			
11/14/17	1st grade planning time	Complete 11/13/2017	1st grade teachers	11/13/2017
	Notes:			
1/23/18	4th and 5th grade CO PLC	Complete 12/07/2017	4th and 5th grade teachers	12/07/2017
	Notes:			
1/23/18	7th grade ASSISTments preview	Complete 01/11/2018	Stephanie Ammons	01/11/2018
	Notes:			
2/15/18	STEM Fair	Complete 01/19/2018	Lora Cox	01/15/2018

Notes:				
1/23/18	Middle School Math Training-Connected Math	Complete 01/19/2018	Melanie Smathers	01/17/2018
Notes:				
1/23/18	2nd and 3rd grade CO PLC	Complete 01/25/2018	2nd and 3rd grade teachers	01/25/2018
Notes:				
2/15/18	2nd/3rd grade county PLC	Complete 01/25/2018	2nd and 3rd grade teachers	01/25/2018
Notes:				
2/15/18	K/1st county PLC	Complete 02/01/2018	Kindergarten and 1st grade teachers	02/01/2018
Notes:				
2/15/18	Half day math planning day for individualized learning plans for students based on benchmark data	Complete 02/14/2018	Melanie Smathers	02/14/2018
Notes:				
2/15/18	4th/5th grade county wide PLC	Complete 02/15/2018	4th and 5th grade teachers	02/15/2018
Notes:				
2/5/18	Vocabulary shared in morning bulletin for all areas to see.	Complete 02/09/2018	Pamela Wood	02/15/2018
Notes:				
2/5/18	Vocabulary involved in the special area classes regularly for individual grade levels.	Complete 02/15/2018	Melanie Jacobs	02/15/2018
Notes:				
2/15/18	Regional STEM Fair	Complete 02/08/2018	Melanie Smathers	02/15/2018
Notes:				
2/15/18	Reading Fair	Complete 03/01/2018	Tammy Cabe	03/01/2018
Notes:				
4/11/18	Literacy in the mountains presentation by the Ammons' sisters	Complete 03/01/2018	Cabe	03/01/2018
Notes:				
4/11/18	Title 1 books provided at WHEE Shine	Complete 03/01/2018	Rebecca Middleton	03/01/2018
Notes:				
4/11/18	Go through STAR Math data and the features of the program	Complete 04/10/2018	Saghy	04/10/2018
Notes:				

4/11/18	Start cursive in 2nd grade after Christmas and followed through in higher grades.	Complete 04/06/2018	2nd grade teachers	04/15/2018
<i>Notes:</i>				
9/13/17	Weekly grade level meetings	Complete 04/06/2018	Kathryn Kantz	05/25/2018
<i>Notes:</i>				
9/13/17	bi-monthly PLC meetings	Complete 04/13/2018	Kathryn Kantz	05/29/2018
<i>Notes:</i>				
2/15/18	Align writing samples and the rubric grading	Complete 03/27/2018	Melanie Jacobs	06/16/2018
<i>Notes:</i>				
9/28/17	Vocabulary on the morning bulletin	Complete 10/18/2017	Pamela Wood	08/10/2018
<i>Notes:</i>				
9/10/18	STAR Math assessment training	Complete 08/15/2018	Melanie Smathers	08/20/2018
<i>Notes:</i>				
11/5/18	2nd grade county PLC	Complete 09/10/2018	2nd grade teachers	09/10/2018
<i>Notes:</i>				
11/5/18	3rd grade county PLC	Complete 09/13/2018	3rd grade teachers	09/13/2018
<i>Notes:</i>				
11/5/18	4th grade county PLC	Complete 09/17/2018	4th grade teachers	09/17/2018
<i>Notes:</i>				
11/5/18	5th grade county PLC	Complete 09/20/2018	5th grade teachers	09/20/2018
<i>Notes:</i>				
11/5/18	Kindergarten County PLC	Complete 09/24/2018	Kindergarten Teachers	09/24/2018
<i>Notes:</i>				
11/5/18	6-8 math county PLC	Complete 10/01/2018	middle school math teachers	10/01/2018
<i>Notes:</i>				
11/5/18	1st grade county PLC	Complete 10/11/2018	1st grade teachers	10/11/2018
<i>Notes:</i>				
11/5/18	6-8 middle school ELA county PLC	Complete 10/11/2018	middle school ELA teachers	10/11/2018
<i>Notes:</i>				
9/10/18	Star Math assessments in 2-8	Complete 10/12/2018	Math Teachers	10/20/2018

Notes:				
10/18/16	Grades 3-5 county-wide PLC	Complete 10/04/2016	Melanie Smathers	10/24/2018
Notes: Teachers from the county will gather together to talk and revamp the pacing guides and resources using our new materials.				
11/5/18	5 and 8 science county PLC	Complete 10/25/2018	Cox and Crisp	10/25/2018
Notes:				
9/28/17	Vocabulary Development weekly across grade levels	Complete 12/08/2017	Melanie Jacobs	10/26/2018
Notes:				
11/5/18	2nd grade county PLC	Complete 11/01/2018	2nd grade teachers	11/01/2018
Notes:				
11/5/18	Kindergarten county PLC	Complete 11/05/2018	Kindergarten Teachers	11/05/2018
Notes:				
11/5/18	1st grade county PLC	Complete 11/08/2018	1st grade teacher	11/08/2018
Notes:				
11/5/18	PLC instruction on how to hold a valuable and meaningful PLC by Brent Speckhart	Complete 10/30/2018	Kathryn Kantz	11/11/2018
Notes:				
11/5/18	4th grade county PLC	Complete 11/26/2018	4th grade teachers	11/26/2018
Notes:				
11/5/18	5 and 8 science county PLC	Complete 11/26/2018	Cox and Crisp	11/26/2018
Notes:				
4/24/18	Teachers commit to teach writing and writing samples	Complete 11/13/2018	Melanie Jacobs	11/28/2018
Notes:				
11/5/18	5th grade county PLC	Complete 11/29/2018	5th grade teachers	11/29/2018
Notes:				
11/5/18	3rd grade county PLC	Complete 12/06/2018	3rd grade teachers	12/06/2018
Notes:				
11/5/18	6-8 middle school ELA county PLC	Complete 12/06/2018	middle school ELA teachers	12/06/2018
Notes:				
4/24/18	Implement cursive school wide-starting in 2nd grade	Complete 10/09/2018	Melanie Jacobs	12/15/2018
Notes:				

11/5/18	Third grade county PLC	Complete 01/14/2019	Third grade teachers	01/14/2019
	Notes:			
11/5/18	6-8 middle school math county PLC	Complete 01/17/2019	middle school math teachers	01/17/2019
	Notes:			
11/5/18	Kindergarten county plc	Complete 01/24/2019	Kindergarten teachers	01/24/2019
	Notes:			
11/5/18	First grade county PLC	Complete 01/28/2019	First grade teachers	01/28/2019
	Notes:			
11/5/18	Second grade county PLC	Complete 01/31/2019	Second grade teachers	01/31/2019
	Notes:			
11/5/18	5th and 8th science county PLC	Complete 01/31/2019	Cox and Crisp	01/31/2019
	Notes:			
11/5/18	6-8 grade ela county PLC	Complete 02/07/2019	Middle school ela teachers	02/07/2019
	Notes:			
11/5/18	6-8 grade math county PLC	Complete 02/25/2019	Middle school math teachers	02/25/2019
	Notes:			
11/5/18	Fifth grade county PLC	Complete 03/04/2019	Fifth grade teachers	03/04/2019
	Notes:			
9/10/18	Spring STAR Math assessment	Complete 03/08/2019	Math teachers	03/08/2019
	Notes:			
11/5/18	Curriculum Reps will gather materials for Whee Steam	Complete 03/14/2019	Grade level Reps	03/14/2019
	Notes:			
11/5/18	Fourth grade county PLC	Complete 03/25/2019	Fourth grade teachers	03/25/2019
	Notes:			
10/28/16	Curriculum Committee meetings	Complete 05/16/2017	Melanie Jacobs	03/27/2019
	Notes:			
11/5/18	5th and 8th grade county PLC	Complete 03/28/2019	Cox and Crisp	03/28/2019
	Notes:			

11/5/18	6-8 grade county PLC	Complete 04/04/2019	Middle school math teachers	04/04/2019
Notes:				
11/5/18	6-8 grade ela county PLC	Complete 04/11/2019	Middle school ela teachers	04/11/2019
Notes:				
11/5/18	First grade county PLC	Complete 04/11/2019	First grade teachers	04/11/2019
Notes:				
4/11/18	Whee STEAM	Complete 03/14/2019	Tammy Cabe	04/15/2019
Notes:				
11/5/18	Fifth grade county PLC	Complete 04/25/2019	Fifth grade teachers	04/25/2019
Notes:				
11/5/18	Fourth grade county PLC	Complete 04/29/2019	Fourth grade teachers	04/29/2019
Notes:				
11/5/18	Third grade county PLC	Complete 05/02/2019	Third grade teachers	05/02/2019
Notes:				
11/5/18	Kindergarten county PLC	Complete 05/06/2019	Kindergarten teachers	05/06/2019
Notes:				
11/5/18	Second grade county PLC	Complete 05/09/2019	Second grade teachers	05/09/2019
Notes:				
9/16/19	iReady training	Complete 08/14/2019	K-8 math teachers	08/15/2019
Notes:				
9/16/19	iStation Training	Complete 08/16/2019	Jennifer Patten	08/16/2019
Notes:				
9/16/19	2nd grade county PLC	Complete 09/05/2019	2nd grade teachers	09/05/2019
Notes:				
9/16/19	3rd grade county PLC	Complete 09/09/2019	3rd grade teachers	09/09/2019
Notes:				
9/16/19	4th and 5th grade county PLC	Complete 09/12/2019	4th and 5th grade teachers	09/12/2019
Notes:				

9/16/19	Lead teacher county PLC	Complete 09/19/2019	Jennifer Patten	09/19/2019
	Notes:			
9/16/19	AIG county PLC	Complete 09/23/2019	P. Fox	09/23/2019
	Notes:			
9/16/19	Social Workers county PLC	Complete 09/26/2019	social workers	09/26/2019
	Notes:			
9/16/19	iStation beginning of school diagnositc	Complete 09/27/2019	Jennifer Patten	10/01/2019
	Notes:			
9/16/19	EC county PLC	Complete 10/07/2019	EC teachers	10/07/2019
	Notes:			
9/16/19	Lead teacher county PLC	Complete 11/14/2019	Jennifer Patten	11/14/2019
	Notes:			
9/16/19	Kindergarten county PLC	Complete 01/09/2020	kindergarten teachers	01/09/2020
	Notes:			
9/16/19	1st grade county PLC	Complete 01/13/2020	1st grade teachers	01/13/2020
	Notes:			
9/16/19	2nd grade county PLC	Complete 01/16/2020	2nd grade teachers	01/16/2020
	Notes:			
9/16/19	Lead teacher county PLC	Complete 01/16/2020	Jennifer Patten	01/16/2020
	Notes:			
9/16/19	3rd Grade county PLC	Complete 01/23/2020	3rd grade teachers	01/23/2020
	Notes:			
9/16/19	4th and 5th grade county PLC	Complete 01/30/2020	4th and 5th grade teachers	01/30/2020
	Notes:			
9/16/19	EC County PLC	Complete 02/06/2020	EC Teachers	02/06/2020
	Notes:			
9/16/19	EL County PLC	Complete 02/10/2020	L. Dean	02/10/2020
	Notes:			
9/16/19	Lead teacher county PLC	Complete 02/13/2020	Jennifer Patten	02/13/2020
	Notes:			
9/16/19	AIG County PLC	Complete 02/20/2020	P. Fox	02/20/2020

<i>Notes:</i>				
11/5/18	Communicate and recruit community representatives to present at Whee Steam	Complete 03/25/2020	Kathryn Kantz	03/25/2020
<i>Notes:</i> Community members represented the school for Whee Steam. Duke Energy and Nadine James and Susan Rockwell represented the county with memoirs.				
4/11/18	Gather technology resources to use in classrooms.	Complete 08/03/2020	Kathryn Kantz	08/01/2020
<i>Notes:</i> County office supplied resources and training for Remote Learning.				
4/11/18	Create a basic math assessment for basic algorithms.	Complete 11/16/2020	Kathryn Kantz	11/15/2020
<i>Notes:</i>				
4/24/18	In house technology PD	Complete 09/01/2020	Kathryn Kantz	03/16/2021
<i>Notes:</i> Due to Remote Learning, County Office has provided technology PD's for all schools.				
10/27/21	Wit & Wisdom Administration Training September 8, 2021	Complete 09/08/2021	Jennifer Patten	09/08/2021
<i>Notes:</i>				
2/15/18	Use benchmark data to establish individualized ELA goals	Complete 06/03/2022	Jennifer Patten	01/08/2022
<i>Notes:</i> Use iReady and NC Check-Ins will be used to determine student progress and teacher instructional focus.				
10/27/21	Teachers are completing Lesson Plan Skeletons weekly in order to support continued team planning and pacing	Complete 06/03/2023	Jennifer Patten	06/15/2023
<i>Notes:</i>				
10/8/23	PLC meetings will be held on a biweekly basis to address standards, assess standards and act on the analysis of the assessment to drive further instruction.	Complete 05/24/2024	Holly Whisnant	05/24/2024
<i>Notes:</i>				
10/10/23	Grade level and content area teachers meet weekly with the instructional coach to plan, develop, and implement standard based, rigorous lessons.	Complete 05/24/2024	Holly Whisnant	05/24/2024
<i>Notes:</i>				
10/16/20	Purchase touch screen active boards with technology funds.	Complete 03/01/2024	Holly Whisnant	06/15/2024
<i>Notes:</i> Waiting on funding				

		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Planning meetings and PLCs will take place to establish the standard for teaching standards based lessons, assessing learning, analyzing data, and acting on that data analysis to improve teaching and student learning.	Limited Development 10/27/2021		
		How it will look when fully met:	Students are engaged in rigorous learning activities daily. Students develop familiarity with the structure, vocabulary, and other essential components of curriculum programs. 80% of students scoring at grade level or above. Teachers are fully trained and are implementing curriculum programs to fidelity. Administration and the instructional coach monitor instruction to ensure curriculum is being taught to fidelity.	Objective Met 05/24/24	Holly Whisnant	06/01/2026
Actions						
	10/15/23		Instructional coach team teaches with teachers during Heggerty, Foundations, and Wit Wisdom to reinforce curriculum aspects of each program to ensure they are being taught to fidelity.	Complete 05/24/2024	Jennifer Patten	05/24/2024
		<i>Notes:</i>				
	10/15/23		Grade level teams attend district PLCs throughout the year.	Complete 05/24/2024	Laura Dills/Angie Dills	05/24/2024
		<i>Notes:</i>				
	10/15/23		Administration conduct NCEES observations providing teachers with specific feedback.	Complete 05/24/2024	Josh Watson	05/24/2024
		<i>Notes:</i>				
	10/15/23		Administration and Instructional Coach will develop a PLC/ planning meeting structure to maintain the teach, access, analyze, and act process.	Complete 05/24/2024	Holly Whisnant	05/24/2024
		<i>Notes:</i>				

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:			90 minute block training for ELA. Commitment to Foundations, LETRS, Heggerty, and Wit & Wisdom in elementary classrooms. Middle school teachers will commit to Wit & Wisdom as their main curriculum as well as building students content knowledge. Vocabulary will be taught in each grade level to improve student communication (listening, speaking, reading writing) and achievement.	Limited Development 09/12/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			90 minute Literacy blocks are dedicated in the master schedule. Teachers understand the need to build student's literacy skills in all subject areas as well as the need to build student content knowledge.	Objective Met 10/27/21	Holly Whisnant	05/24/2024
Actions						
	11/5/18	Implement cursive starting in 2nd grade		Complete 10/05/2018	Teachers	10/10/2018
Notes:						
	11/5/18	Turn over writing portfolio responsibilities to Middleton		Complete 12/20/2018	Rebecca Middleton	12/15/2018
Notes:						
	11/5/18	Teachers embrace the use and implementation of cursive writing		Complete 02/01/2019	Teachers	02/02/2019
Notes:						
	5/1/19	4th grade writing kick off at SMHS		Complete 04/04/2019	S. McMahan	04/05/2019
Notes:						
	5/1/19	4th grade writing initiative		Complete 05/01/2019	4th grade teachers	05/01/2019
Notes:						
	11/5/18	CVS will continue to require writing portfolios for each student to showcase this commitment to writing.		Complete 08/13/2019	Rebecca Middleton	06/25/2019
Notes:						
	8/27/19	Bands of complexity training		Complete 08/13/2019	Patten	08/13/2019
Notes:						
	8/27/19	Bands of complexity student training		Complete 09/13/2019	Patten	09/15/2019

<i>Notes:</i>				
8/27/19	Implement writer's workshop K-2	Complete 09/13/2019	McMahan	10/10/2019
<i>Notes:</i>				
10/16/20	Priority Standards and their Learning Targets - Reading	Complete 06/01/2020	All Staff	01/08/2021
<i>Notes:</i> Pay attention to verbiage of the standards per grade level. Tie reading and writing together to work towards transference skills. Use academic vocabulary in the classroom.				
10/15/23	Master schedule allows for 90 literacy blocks.	Complete 07/14/2023	Josh Watson	07/15/2023
<i>Notes:</i>				
10/15/23	Wit & Wisdom Modules are taught.	Complete 05/24/2024	Jennifer Patten	05/24/2024
<i>Notes:</i>				
10/15/23	Content areas are being taught in order to build background knowledge and vocabulary.	Complete 05/24/2024	Josh Watson	05/24/2024
<i>Notes:</i>				
Implementation:		10/27/2021		
Evidence	10/27/2021 Lesson plans are submitted weekly and pacing guides have been developed.			
Experience	10/27/2021 All teachers refer to the Standard Course of Study when planning instruction.			
Sustainability	10/27/2021 Teachers will be learning to use new programs and ensuring alignment with the SCS.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Preschool transitions are held in the Spring each year. High school visitation and registration are held for 8th-grade students each Spring. The Early College does a presentation about 8th grade students applying and pursuing enrollment. The North Carolina School of Math and Science visits 8th grade and shares information about their school.	Limited Development 10/27/2021		
How it will look when fully met:			The school will work to provide transition opportunities for all students to relieve anxiety and worries about what is to come in the next grade level or phase of their educational career.	Objective Met 05/24/24	Julie Lambert	05/31/2025
Actions						
10/15/23		Early College presentation		Complete 11/29/2023	Julie Lambert	11/29/2023
Notes:						
10/15/23		School of Math and Science Presentation		Complete 11/29/2023	Julie Lambert	11/29/2023
Notes:						
10/15/23		High School/Early College Tour		Complete 05/24/2024	Julie Lambert	04/28/2024
Notes:						
10/15/23		High School Counselors come to talk to 8th grade about registration for 9th grade classes.		Complete 05/24/2024	Julie Lambert	04/29/2024
Notes:						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Cullowhee Valley is a PBIS school. COVID restrictions have created an increase in social and emotional needs. There is a delay in social-emotional development. SEL training, based on the CASEL Framework will be held - team members will lead faculty in a realization of social-emotional needs. The student support team meets weekly to review data and design interventions for needs of students. THUMBS meetings are being implemented in the middle school grade levels to stay abreast of student concerns. Middle school is teaching Character Strong (an SEL curriculum). Create a process for contacting parents when a student has several absences in a row. Create a process for informing parents about failing grades.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			All school faculty and staff take responsibility for teaching students "The 4 Respects." One faculty meeting each month will include SEL training for teachers. School Counseling team is implementing evidence based curriculum in social emotional learning, as well as providing services for individuals and groups according to their needs. Students and families are provided multiple options for mental health providers including school based therapist through Project AWARE, Meridian, HIGHTS, etc. 6-8 teachers deliver Character Strong, a SEL curriculum, to students each week.		Holly Whisnant	05/31/2025
Actions				113 of 115 (98%)		
	10/18/16	PBIS committee will attend a PBIS training provided by Jackson County.		Complete 09/22/2016	Anita Coggins	10/06/2016
		<i>Notes:</i> PBIS committee will gain knowledge over the philosophy and thinking behind PBIS. Teachers will gain more buy in from staff and reestablish procedures throughout the school for students to prevent behaviors.				
	10/18/16	PBIS presents an overview for faculty/staff.		Complete 10/03/2016	Anita Coggins	10/12/2016
		<i>Notes:</i> Introduce and buy-in for teachers for PBIS.				
	11/22/16	Bully Prevention Play at the Bardo Center at WCU		Complete 10/14/2016	Kathryn Kantz	10/14/2016
		<i>Notes:</i>				
	11/8/16	Monthly progress update to faculty-faculty meeting		Complete 11/07/2016	Anita Coggins	11/07/2016

<i>Notes:</i>				
11/22/16	6-8 Bystander Training through Guidance	Complete 11/11/2016	Karen Clarke	11/18/2016
<i>Notes:</i>				
11/22/16	Bus monitors assigned to help address bus behaviors.	Complete 11/07/2016	Kathryn Kantz	11/22/2016
<i>Notes:</i>				
11/8/16	Monthly update to faculty	Complete 02/06/2017	Anita Coggins	12/05/2016
<i>Notes:</i>				
11/8/16	Monthly update for faculty	Complete 02/06/2017	Anita Coggins	02/06/2017
<i>Notes:</i> Respect "brag" wall complete and ready to go.				
2/21/17	Behavior recognition wall to recognize great character	Complete 02/06/2017	Anita Coggins	02/06/2017
<i>Notes:</i>				
11/8/16	Monthly update to faculty	Complete 03/13/2017	Anita Coggins	03/06/2017
<i>Notes:</i> Update on the Behavior recognition wall.				
11/8/16	Monthly update to faculty	Complete 04/03/2017	Anita Coggins	04/03/2017
<i>Notes:</i>				
11/8/16	Monthly update to faculty	Complete 05/01/2017	Anita Coggins	05/01/2017
<i>Notes:</i>				
10/4/16	PBIS Team will present data analysis and tips for improving student behavior or dealing with students' emotional needs at each faculty meeting.	Complete 09/05/2017	Anita Coggins	05/31/2017
<i>Notes:</i>				
11/8/16	Final update for faculty for 2016-2017	Complete 06/06/2017	Anita Coggins	06/05/2017
<i>Notes:</i>				
10/28/16	Behavior recognition wall	Complete 02/06/2017	Anita Coggins	06/09/2017
<i>Notes:</i>				
9/13/17	Back to school presentation-Dana Tucker	Complete 08/14/2017	Anita Coggins	08/14/2017
<i>Notes:</i>				
9/13/17	Back to school PBIS Blast off	Complete 08/18/2017	Anita Coggins	08/18/2017
<i>Notes:</i>				
9/13/17	Pass out and post the behavior matrix to each teacher	Complete 08/18/2017	Anita Coggins	08/21/2017
<i>Notes:</i>				
9/13/17	Increase classroom guidance to weekly meetings	Complete 08/22/2017	Kathryn Kantz	08/22/2017

Notes:				
9/13/17	PBIS September update at faculty meeting	Complete 09/05/2017	Anita Coggins	09/05/2017
Notes:				
9/13/17	Recognize teachers for meeting cafeteria expectations	Complete 09/05/2017	Anita Coggins	09/05/2017
Notes:				
9/13/17	re-establish cafeteria expectations	Complete 09/01/2017	Anita Coggins	09/22/2017
Notes:				
9/13/17	Monitor and re-evaluate cafeteria expectations	Complete 09/01/2017	Anita Coggins	09/22/2017
Notes:				
9/13/17	PBIS team 2 day training	Complete 09/22/2017	Anita Coggins	09/29/2017
Notes:				
9/13/17	Implement students of the week	Complete 09/07/2017	Anita Coggins	09/29/2017
Notes:				
9/29/17	October Faculty Update	Complete 10/03/2017	Anita Coggins	10/03/2017
Notes:				
10/19/17	Update safety plans	Complete 10/18/2017	Stephanie Ammons	10/18/2017
Notes:				
10/11/17	PBIS tip of the month-October	Complete 10/11/2017	Anita Coggins	10/20/2017
Notes:				
10/19/17	Present drill information to teachers thoroughly	Complete 10/24/2017	Stephanie Ammons	10/27/2017
Notes:				
10/19/17	Train stakeholders for drills	Complete 10/24/2017	Safety Committee	10/31/2017
Notes:				
10/19/17	Box Top Contest	Complete 11/01/2017	Megan Brown	10/31/2017
Notes:				
10/19/17	Evacuation Drill	Complete 11/01/2017	Becca Day	11/03/2017
Notes:				
9/29/17	November Faculty Update	Complete 11/03/2017	Mary Allison	11/07/2017
Notes:				
10/19/17	Teacher incentives in place for using respect board	Complete 01/09/2018	Anita Coggins	11/30/2017
Notes:				
9/29/17	December Faculty Update	Complete 12/04/2017	Anita Coggins	12/05/2017

<i>Notes:</i>				
1/23/18	January Update for faculty	Complete 01/10/2018	Anita Coggins	01/12/2018
<i>Notes:</i>				
1/23/18	February Monthly Update	Complete 02/13/2018	Anita Coggins	02/06/2018
<i>Notes:</i>				
2/1/18	Positive books provided at WHEE Shine booth	Complete 03/01/2018	Megan Brown	03/01/2018
<i>Notes:</i>				
2/1/18	Gather books for parents dealing with positive behaviors, emotions, and handling diversity	Complete 03/01/2018	PBIS	03/01/2018
<i>Notes:</i>				
2/1/18	Prepare staff for lock down drill during a faculty meeting	Complete 03/06/2018	safety committee	03/10/2018
<i>Notes:</i>				
2/15/18	March Monthly Update	Complete 03/16/2018	Anita Coggins	03/15/2018
<i>Notes:</i>				
4/11/18	Provide magnets to each teacher for door to remained locked but easily removed in the case of a lockdown.	Complete 03/13/2018	Pamela Wood	03/15/2018
<i>Notes:</i>				
9/13/17	EC social skills lunch groups	Complete 03/23/2018	Renee Stillwell	03/22/2018
<i>Notes:</i>				
2/1/18	Plan lock down drill	Complete 03/13/2018	Safety committee	03/25/2018
<i>Notes:</i>				
2/1/18	Lock down drill	Complete 03/13/2018	safety committee	03/25/2018
<i>Notes:</i>				
4/11/18	Contact parents with information about safety precautions	Complete 03/23/2018	Kathryn Kantz	04/01/2018
<i>Notes:</i>				
4/11/18	Add signs around the walking trail for trail closings during the school day.	Complete 04/04/2018	Taylor Medford	04/05/2018
<i>Notes:</i>				
2/15/18	April Monthly Update	Complete 04/13/2018	Anita Coggins	04/15/2018
<i>Notes:</i>				
2/15/18	May Monthly update	Complete 05/11/2018	Anita Coggins	05/15/2018
<i>Notes:</i>				
4/24/18	Design t-shirt logo	Complete 05/18/2018	Tony Gibson	05/18/2018

Notes:				
4/24/18	Organize box top trip	Complete 05/25/2018	Megan Brown	05/25/2018
Notes:				
4/24/18	Order PBIS t-shirts	Complete 06/01/2018	Mary Allison	06/06/2018
Notes:				
2/15/18	Boxtop contest	Complete 06/01/2018	Megan Brown	06/06/2018
Notes:				
4/24/18	Order the tree for respect to display	Complete 06/07/2018	Anita Coggins	06/15/2018
Notes:				
9/10/18	Back to school expectations presented to teachers.	Complete 08/13/2018	Kathryn Kantz	08/18/2018
Notes:				
4/24/18	Display Trees of respect throughout the building.	Complete 08/17/2018	Mary Allison	08/19/2018
Notes:				
9/10/18	PBIS information at Meet the teacher	Complete 08/16/2018	Anita Coggins	08/20/2018
Notes:				
9/12/18	Middle school guidance meets weekly	Complete 08/28/2018	Walawender	09/10/2018
Notes:				
9/12/18	Create a middle school guidance schedule	Complete 08/17/2018	Kathryn Kantz	09/10/2018
Notes:				
9/10/18	October tip for faculty	Complete 10/05/2018	Anita Coggins	10/10/2018
Notes:				
9/20/18	Review cafeteria expectations with staff	Complete 10/05/2018	Anita Coggins	10/19/2018
Notes:				
10/28/16	Monthly presentation at faculty meetings	Complete 05/16/2017	Anita Coggins	10/23/2018
Notes:				
9/20/18	Email staff about PBIS update	Complete 09/21/2018	Anita Coggins	10/25/2018
Notes:				
9/20/18	Remind staff to nominate for rooted in respect wall	Complete 09/21/2018	Anita Coggins	11/11/2018
Notes:				
10/28/16	Behavior grid posted throughout the school	Complete 08/18/2017	Anita Coggins	11/28/2018
Notes:				
12/5/18	Lockdown Drill	Complete 12/03/2018	R. Day	12/08/2018

Notes:				
11/5/18	Create and meet with small groups focusing on certain behaviors.	Complete 12/04/2018	C. Walawender	12/10/2018
Notes:				
11/5/18	Box tops contest	Complete 12/07/2018	M. Brown	12/10/2018
Notes:				
5/1/19	Add inspirational boards to the bathrooms	Complete 01/09/2019	Allison	03/05/2019
Notes:				
5/1/19	Spring Box Top Contest	Complete 04/18/2019	M. Brown	05/01/2019
Notes:				
4/11/18	School Campus Clean Up	Complete 04/27/2019	Megan Brown	06/11/2019
Notes:				
5/1/19	Add messages to the bathroom boards-gender specific	Complete 09/06/2019	Allison	09/05/2019
Notes:				
10/7/19	Evacuation Drill	Complete 10/09/2019	Becca Carter	10/11/2019
Notes:				
10/7/19	Lockdown Drill	Complete 10/15/2019	Carter	10/17/2019
Notes:				
11/5/18	SAND is restarting to engage middle school students	Complete 10/19/2018	Heather Bullock	10/20/2019
Notes:				
10/7/19	Landscape Clean up-ask Bridge Church to help with project	Complete 11/11/2019	A. Joyner	11/11/2019
Notes:				
11/21/19	Disperse duty assignments to all staff	Complete 11/08/2019	Sandra McMahan	11/14/2019
Notes:				
11/21/19	Discuss costs and coverage for crisis bags with PTA	Complete 11/07/2019	Carter	11/15/2019
Notes:				
11/21/19	T shirt design contest	Complete 11/14/2019	Walawender	11/15/2019
Notes:				
10/10/19	Collect and create new rewards for Rooted in Respect	Complete 11/15/2019	Kathryn Kantz	11/15/2019
Notes:				
4/11/18	Request donations for campus beautification	Complete 11/14/2019	Megan Brown	11/16/2019
Notes:				
11/21/19	Vote for t shirt design winner	Complete 11/19/2019	PBIS	11/20/2019

<i>Notes:</i>				
10/10/19	New T-shirt design yearly for Rooted in Respect	Complete 12/13/2019	PBIS	12/15/2019
<i>Notes:</i>				
1/27/20	New t-shirts distributed	Complete 01/08/2020	M. Allison	01/11/2020
<i>Notes:</i>				
1/27/20	"Say Something" app goes live	Complete 01/17/2020	CO	01/15/2020
<i>Notes:</i>				
1/27/20	Promote and add to "rooted in respect" board through email	Complete 01/16/2020	M. Allison	01/16/2020
<i>Notes:</i>				
11/21/19	Contact and order t shirts	Complete 01/09/2020	Kathryn Kantz	01/30/2020
<i>Notes:</i>				
1/27/20	Present "Say something" to students	Complete 01/31/2020	Kathryn Kantz	01/31/2020
<i>Notes:</i>				
10/10/19	Evidence based practices being implemented through guidance to reinforce how to deal with expectations and bullying	Complete 02/13/2020	Kathryn Kantz	02/16/2020
<i>Notes:</i>				
10/7/19	Create evacuation bags with standardized items as well as grade level items	Complete 04/23/2020	Kathryn Kantz	06/12/2020
<i>Notes:</i>				
10/7/19	Share car pick up expectations with faculty at faculty meeting	Complete 08/18/2020	Kathryn Kantz	08/18/2020
<i>Notes:</i>				
10/7/19	Car pick-up expectations written out	Complete 08/18/2020	Safety committee	08/30/2020
<i>Notes:</i>				
11/21/19	Gather materials for Crisis Bags	Complete 03/06/2020	Kathryn Kantz	09/01/2020
<i>Notes:</i>				
4/11/18	Respect Trees throughout the school	Complete 12/22/2020	PBIS	11/15/2020
<i>Notes:</i>				
10/16/20	Second Step	Complete 10/05/2020	Heather Bullock	01/08/2021
<i>Notes:</i> Use of Second Step to teach social and emotional skills.				
10/16/20	PBIS acknowledgments and resources	Complete 01/15/2021	PBIS	01/08/2021

	Notes: Generate and implement ways to acknowledge students for positive behavior and be a resource for the school, providing problem-solving for high needs area and situations.			
	Ongoing...			
10/10/19	Plan new service projects to build sense of community	Complete 12/22/2020	PBIS	03/15/2021
	Notes: Ongoing...implemented on the date submitted.			
4/11/18	Lobby Facelift	Complete 08/07/2020	Kathryn Kantz	06/11/2021
	Notes:			
2/1/21	Cullowhee Valley School to change "Rebels" name and mascot.	Complete 05/28/2021	Kathryn Kantz	08/01/2021
	Notes: School Board has voted for Cullowhee Valley to change "Rebels" and the mascot. Students will select the mascot for representation starting in fall of 2021.			
	The school went through the process of taking suggestions from the students. After several rounds of voting, the new school mascot has been chosen: Wolves.			
2/1/18	PBIS new faculty orientation	Complete 08/04/2021	Kathryn Kantz	09/30/2021
	Notes:			
10/7/19	Fences around the perimeter of the school are coming up-to be fixed	Complete 08/09/2021	Kathryn Kantz	09/30/2021
	Notes:			
11/8/22	Student Council will be formed for 6th, 7th and 8th grade students.	Complete 10/14/2022	Julie Lambert	10/03/2022
	Notes:			
11/8/22	Teachers and students will complete the Fall BASC	Complete 10/14/2022	Julie Lambert	10/14/2022
	Notes:			
11/8/22	Student support team will meet to review BASC data.	Complete 10/18/2022	Julie Lambert	10/18/2022
	Notes:			
11/8/22	Student support team will gather data to determine appropriate interventions for students who were categorized as highly elevated on the BASC	Complete 03/08/2023	Julie Lambert	11/22/2022
	Notes:			
11/8/22	Implement interventions for students categorized as highly elevated on the BASC and determine the effectiveness of interventions	Complete 03/30/2023	Julie Lambert	03/30/2023
	Notes:			

11/8/22	Student leadership council will meet twice a month in order to form committees and select projects to benefit their class, the school and the community	Complete 06/12/2023	Julie Lambert	06/01/2023
<i>Notes:</i>				
2/17/21	ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary using the BESS assessment data.	Complete 06/12/2023	Julie Lambert	06/15/2023
<i>Notes:</i>				
9/13/22	Staff will complete CASEL training modules.	Complete 06/12/2023	Julie Lambert	06/15/2023
<i>Notes:</i> Training will take place during monthly staff meetings.				
10/8/23	6-8 teachers will be trained in Character Strong	Complete 08/11/2023	Character Strong Coach	08/11/2023
<i>Notes:</i>				
6/12/23	Complete and Review the SHAPE assessment	Complete 08/10/2023	Julie Lambert	08/31/2023
<i>Notes:</i>				
10/8/23	6-8 teachers will deliver Character Strong lessons to students throughout the year.	Complete 05/24/2024	Julie Lambert	05/23/2024
<i>Notes:</i>				
10/15/23	THUMBS meetings will take place monthly with 6-8 teachers.	Complete 05/24/2024	Julie Lambert	05/24/2024
<i>Notes:</i>				
10/15/23	Student Support team and SIT will come up with a process for informing parents about failing grade concern.		Julie Lambert	05/31/2025
<i>Notes:</i>				
10/15/23	Student support and SIT will come up with a process for contacting parents about absences for several absences.		Julie Lambert	05/31/2025
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Cullowhee Valley has these communication systems in place:</p> <ul style="list-style-type: none"> • Remind • Class DoJo • Blackboard Connect Ed • Monthly School-wide newsletter • Website • Classroom newsletters • CVS Instagram • CVS Facebook • Direct parent contact as needed. 	Limited Development 10/27/2021		
<i>How it will look when fully met:</i>			Parents will be involved in the school, be informed weekly of content covered in class, and be invited to attend informational sessions. Attendance will be improved.		Holly Whisnant	05/31/2025
Actions				5 of 6 (83%)		
10/15/23			Parent contracts for PBIS, Bus Expectations, attendance policies, and Home/School Compact will be sent home one week after school starts (separately from beginning of year papers) so that parents will read these and not just sign.	Complete 08/23/2023	Sandy Halford	08/23/2023
<i>Notes:</i>						
10/15/23			On a weekly basis, teachers will send home information about content being learned in class.	Complete 05/24/2024	Holly Whisnant	05/24/2024
<i>Notes:</i>						
10/15/23			The Student Support Team will plan and coordinate information sessions for parents.	Complete 05/24/2024	Julie Lambert	05/24/2024
<i>Notes:</i>						
10/15/23			Create an attendance incentive program with qualifications for how students earn these incentives.	Complete 05/24/2024	Laura Brown	05/24/2024
<i>Notes:</i>						

10/15/23	In All Call include a message about the importance of attendance and weekly attendance statistics.	Complete 05/24/2024	Holly Whisnant	05/24/2024
Notes:				
10/15/23	Nine weeks attendance incentives will be developed for those students who have good attendance.		Laura Brown	05/31/2025
Notes:				

Comprehensive Progress Report

Mission: Every child, every day, do your best the eagle way.

Vision: Preparing students to be a positive part of their communities by doing their best.


Goals:

Our EC subgroup will grow from 17% to 30% proficiency on the Reading and from 24% to 40% on the Mathematics End-of-Grade Tests by the year 2025.

65% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade reading test by the year 2025.

75% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade mathematics test by the year 2025.

Our EL subgroup will grow from 14.3% to 25% proficiency on the Reading and 22.4% to 35% on the Mathematics End-of-Grade Tests by the year 2025.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our school working within the budget that we are allocated at the district level. We are currently using our instructional support TAs to provide enrichment during small group reading time. This allows teachers to provide consistent, highly effective reading intervention during this time. We have been creative in how we use these funds to best meet the needs of our students. This includes changing an AP position to a math coach position. This allows teachers and students access to high quality instructional support. We turned a classroom position into two, part time interventionists. We have moved from a pullout model to more of a push in model. We have created a C3 team to align with our equity work. We use Title I funds for instructional materials and outreach.	Limited Development 08/15/2023		
How it will look when fully met:			All staff members will be part of a C3 team providing rigorous instruction to all students. 80% of all students will be proficient on EOG testing. Funds will be allocated in a way that best meets the needs of all students.	Objective Met 04/22/24	Eleanor Macaulay	06/01/2029
Actions						
8/15/23		The SIT will meet in September to discuss the Title I budget.		Complete 11/10/2023	Eleanor Macaulay	11/10/2023
Notes:						
4/22/24		We used Title 1 funds to order classroom supplies - agendas, take home folders, sheet protectors, post-its, headphones, notebook paper, colored pencils, pencil boxes and binders.		Complete 04/22/2024	Eleanor Macaulay	04/22/2024
Notes:						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Our school currently has data meetings with grade level teams. Adam Holt presents data to the administrative team and to the teachers at Fairview School yearly. Team leaders attended ECATS training during the spring 2021.</p> <p>We are implementing the ECATS system this school year to help track student interventions and use the data decision rules that were created during the 2019-2020 school year. Adam Holt will meet with the administration team three times a year to review school data. He will also attend staff meetings to share this information as well. Teachers have created a pdp goal related to MTSS, core and supplemental support.</p>	Limited Development 08/13/2021		
<i>How it will look when fully met:</i>			Grade level teams will meet to discuss data from classroom/grade level assessments. Content area teachers would meet as well to discuss data from content assessments. Teachers will use ECATS and data decisions rules to help strengthen core and provide supplemental and intensive support to students. Teachers will progress monitor student performance that aligns to the interventions put in place.		Eleanor Macaulay	06/01/2025
Actions				79 of 82 (96%)		
	11/6/23	Grades 3-8 will take the Math NC Check In A assessment.		Complete 11/07/2023	Rayna Crisp	11/07/2023
	<i>Notes:</i>					
	3/1/24	The Admin team met with Adam Holt to look at school-wide data.		Complete 11/07/2023	Eleanor Macaulay	11/07/2023
	<i>Notes:</i>					
	11/6/23	Grades 3-8 will take the Reading NC Check In A assessment.		Complete 11/08/2023	Rayna Crisp	11/08/2023
	<i>Notes:</i>					
	11/6/23	Grades 5 and 8 will take the Science NC Check In A assessment.		Complete 11/09/2023	Rayna Crisp	11/09/2023
	<i>Notes:</i>					
	11/6/23	Grades 1-3 will meet with Brittany to update IRPs.		Complete 11/09/2023	Brittany Payne	11/09/2023
	<i>Notes:</i>					

11/6/23	Grades 3-8 will meet with the admin team to review check in data.	Complete 11/30/2023	Eleanor Macaulay	11/22/2023
	Notes:			
12/4/23	Students in grades k-8 will complete the i-Ready MOY math screener.	Complete 12/22/2023	Rayna Crisp	12/22/2023
	Notes:			
12/5/23	Students in grades 4-8 will complete the i-Ready MOY reading screener.	Complete 12/22/2023	Eleanor Macaulay	12/22/2023
	Notes:			
3/1/24	Teachers in grades K-3 will administer the MOY mClass screener.	Complete 01/29/2024	Brittany Payne	01/29/2024
	Notes:			
3/1/24	Grades K-3 will meet with Brittany to update IRPs.	Complete 02/05/2024	Brittany Payne	02/05/2024
	Notes:			
3/1/24	Students in grades 3-8 will take the math and reading Check In B assessment.	Complete 02/15/2024	Rayna Crisp	02/15/2024
	Notes:			
3/1/24	Students in 5th and 8th Grade Science will take the Check in B assessment.	Complete 02/15/2024	Rayna Crisp	02/15/2024
	Notes:			
3/1/24	Grades 3-8 will meet with the admin team to review check in B data.	Complete 02/16/2024	Eleanor Macaulay	02/16/2024
	Notes:			
4/1/24	Grades 3-8 will complete the Reading Check In C.	Complete 04/09/2024	Rayna Crisp	04/09/2024
	Notes:			
4/1/24	Grades 3-8 will complete the Math Check In C.	Complete 04/10/2024	Rayna Crisp	04/10/2024
	Notes:			
4/1/24	5th and 8th Grades will complete the Science Check Ins C.	Complete 04/12/2024	Rayna Crisp	04/12/2024
	Notes:			
4/1/24	Grades K-2 will complete the EOY iReady Math assessment.	Complete 04/19/2024	Rayna Crisp	04/19/2024
	Notes:			
4/1/24	Grades 3-8 will meet with the admin team to review check in C data.	Complete 04/19/2024	Eleanor Macaulay	04/19/2024
	Notes:			
4/1/24	Grades K-3 will complete the EOY mClass assessment.	Complete 05/10/2024	Rayna Crisp	05/10/2024
	Notes:			
4/1/24	Grades 3-8 will complete the Reading EOG.	Complete 05/14/2024	Rayna Crisp	05/14/2024

<i>Notes:</i>				
4/1/24	Grades 3-8 will complete the Mathematics EOG.	Complete 05/16/2024	Rayna Crisp	05/16/2024
<i>Notes:</i>				
4/1/24	5th and 8th Grade will complete the Science EOG	Complete 05/17/2024	Rayna Crisp	05/17/2024
<i>Notes:</i>				
4/1/24	Kindergarten teachers will complete screenings for upcoming Kindergarten students.	Complete 05/24/2024	Eleanor Macaulay	05/24/2024
<i>Notes:</i>				
10/15/24	Third Grade students completed the Beginning of Grade Test	Complete 08/27/2024	Brittany Payne	08/27/2024
<i>Notes:</i>				
10/15/24	Teachers will complete the BOY mClass Benchmark.	Complete 09/12/2024	Rayna Crisp	09/12/2024
<i>Notes:</i>				
10/15/24	Kindergarten teachers completed the ELI assessment to evaluate early literacy skills and inform instructional strategies.	Complete 09/25/2024	Eleanor Macaulay	10/01/2024
<i>Notes:</i>				
10/15/24	Instructional coaches will hold weekly planning sessions focused on analyzing formative assessments to guide instruction and support student learning.		Eleanor Macaulay	06/01/2025
<i>Notes:</i>				
10/15/24	K-2 teachers will complete the Forefront math screener three times a year to replace the i-Ready assessment.		Stacey Collins	06/01/2025
<i>Notes:</i>				

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2021) Fairview has created a master schedule that provides students in K-4 with defined core instructional and intervention blocks. We have increased core instruction to 70 minutes in grades 5-8. ELA, Science, and Social Studies teachers in the middle school are planning together to increase and improve the use of reading strategies in content areas. All instructional blocks use research-based programs/research. For the intervention blocks in K-4, we have trained support staff to push-in and teach small group lessons using research-based programs. Teachers will attend monthly professional development on using the ECATS system to look at data and document student intervention. Fairview will continue to make adjustments to the master schedule and exam core instruction to make sure 80% of our students are performing to mastery.	Limited Development 09/26/2016		
How it will look when fully met:			When this objective is fully met we will see a reduction in in the disproportionality of special education referrals. Grade level teams will meet regularly to discuss interventions and the use of research-based strategies that intensify and tailor instruction in a way that meets individual student needs. Students in the tier process will receive intervention in addition to core instruction. Special Education teachers and General Education teachers will collaborate to coordinate instruction occurring within the tiers to maximize effectiveness of interventions. Our MTSS leadership team also will meet regularly to ensure that classroom teachers are implementing effective teaching practices and alignment and provide support in the tier process. Evidences of full implementation include: MTSS team minutes, self-assessment data, research-based intervention samples, intervention schedules, and benchmark/ assessment data.		Eleanor Macaulay	06/01/2025
Actions				60 of 63 (95%)		
	2/15/18	Academic Incentives – grade level representatives will go back and talk with teams. An academic recognition system will be created to be implemented during the upcoming school year.		Complete 05/01/2018	Eleanor Macaulay	05/01/2018
Notes:						
	10/8/17	The MTSS Leadership Team will attend all monthly trainings.		Complete 04/19/2018	Eleanor Macaulay	06/01/2018
Notes:						
	9/20/18	A licensed therapist will be hired to assist with Tier III behavior.		Complete 08/20/2018	Eleanor Macaulay	08/20/2018
Notes:						

9/20/18	The EC schedule will be updated to ensure that EC students are not missing core instruction.	Complete 08/24/2018	Eleanor Macaulay	08/24/2018
<i>Notes:</i>				
3/21/19	Problem solving and progress monitoring documents were distributed to teachers electronically.	Complete 02/04/2019	Eleanor Macaulay	02/04/2019
<i>Notes:</i>				
11/12/18	K-3 teachers will work with the MTSS team to complete the CORE instruction inventory for Literacy. The MTSS team will review these at our next scheduled meeting.	Complete 03/08/2019	Eleanor Macaulay	03/06/2019
<i>Notes:</i>				
4/1/19	MTSS Leadership Team will meet with Adam Holt and Kelly Doppke to complete the FAM-S.	Complete 04/01/2019	Eleanor Macaulay	04/01/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend Module 2 training provided by the county office on 9/09/2019.	Complete 09/09/2019	Eleanor Macaulay	09/09/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend module 2 training on 09/17/2019.	Complete 09/17/2019	Eleanor Macaulay	09/17/2019
<i>Notes:</i>				
9/16/19	ELA MTSS team will attend module 2 training at the county office on 10/28/2019.	Complete 10/28/2019	Eleanor Macaulay	10/28/2019
<i>Notes:</i>				
2/27/20	The MTSS team will complete the Facilitated Assessment of MTSS – School Level (FAM-S) during the month of April.	Complete 04/23/2020	Eleanor Macaulay	05/01/2020
<i>Notes:</i>				
10/8/17	The PBIS Leadership Team will establish a referral process for students in the tier process for behavior.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
3/21/19	CORE inventory will be completed in grade level teams for Mathematics.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
9/16/19	Math MTSS team will attend module 2 training at the county office on 10/21/2019.	Complete 10/21/2019	Eleanor Macaulay	10/21/2020
<i>Notes:</i>				
4/16/21	Admin team meets with grade level teams to look at data and discuss supplemental and intensive interventions for students.	Complete 05/21/2021	Eleanor Macaulay	06/04/2021

<i>Notes:</i>				
4/16/21	Admin team and EC teachers are completing assessments using San Diego word list, Core Maze, and Core Phonics to determine students who need Xtreme Reading or Wilson Language intervention next year.	Complete 06/04/2021	Eleanor Macaulay	06/04/2021
<i>Notes:</i>				
4/16/21	Admin team completed the curriculum alignment review and met with district directors for input.	Complete 06/04/2021	Eleanor Macaulay	06/04/2021
<i>Notes:</i>				
7/29/21	New teachers and new teachers to a grade level will attend a one day Foundations training based on the level they teach.	Complete 08/13/2021	Kelli Rhoads	08/09/2021
<i>Notes:</i>				
7/29/21	Teachers K-8 will attend Wit and Wisdom training prior to August 10th.	Complete 08/13/2021	Angie Dills	08/10/2021
<i>Notes:</i>				
9/30/21	Grade level teams will meet to discuss beginning of year testing data and adjusted intervention groups and students that need to receive Tier II and Tier III interventions. Progress monitoring will be planned within these groups and documented.	Complete 10/01/2021	Eleanor Macaulay	10/01/2021
<i>Notes:</i>				
9/30/21	Interventionalists will receive training in the Bridges intervention program for grades K-2.	Complete 10/11/2021	Stacey Collins	10/11/2021
<i>Notes:</i>				
1/25/22	The MTSS committee will administer a survey to staff for feedback on the master schedule.	Complete 01/03/2022	Brittany Payne	12/20/2021
<i>Notes:</i>				
2/22/22	Teachers met with Adam Holt to discuss using ECATS for documenting interventions.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022
<i>Notes:</i>				
2/22/22	K-2 teachers, EC teachers, and administrators attended Geodes training.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022
<i>Notes:</i>				
3/29/22	The MTSS committee will review the 2021 FAM-S results and make suggestions for the 2022 FAM-S.	Complete 03/29/2022	Brittany Payne	03/29/2022
<i>Notes:</i>				
3/29/22	The administration team will complete the FAM-S with Adam Holt.	Complete 04/01/2022	Eleanor Macaulay	04/01/2022
<i>Notes:</i>				

2/22/22	Adam Holt will meet with individual teams for ECATS work sessions.	Complete 04/05/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
1/25/22	K-4 grade level teams will meet to plan Wit and Wisdom modules to use for planning. Subs will be provided through Title I funds.	Complete 03/29/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
7/29/21	Teachers will attend monthly trainings on the ECATS system.	Complete 04/05/2022	Kelly Doppke	06/01/2022
<i>Notes:</i>				
8/18/22	Title I funds were used to purchase iXL for 6th- 8th grade, Raz-kids, and Pebble Go.	Complete 08/18/2022	Eleanor Macaulay	08/18/2022
<i>Notes:</i>				
10/18/22	Stacey Collins purchased the Maneuvering the Middle resource to support core instruction in middle school.	Complete 08/29/2022	Stacey Collins	08/29/2022
<i>Notes:</i>				
8/25/22	The administration team will meet to update MTSS folders using the new county guidelines for new students entering problem solving and existing students that will be tested this school year.	Complete 10/17/2022	Stacey Collins	10/01/2022
<i>Notes:</i>				
10/17/22	The MTSS committee will review current student folders and make a decision on next best steps.	Complete 10/18/2022	Heather Ellenburg	10/18/2022
<i>Notes:</i>				
10/18/22	Brittany ordered and created Science of Reading toolkit to support LETRS training and encourage use of practices during core instruction and intervention.	Complete 10/19/2022	Brittany Payne	10/19/2022
<i>Notes:</i>				
10/17/22	Stacey and Brittany will organize/ update current problem solving folders and create/ distribute Tier II and Tier III interventions to teachers.	Complete 10/22/2022	Brittany Payne	10/31/2022
<i>Notes:</i>				
11/15/22	Stacey will meet with the MTSS committee to establish a set protocol for reviewing student core and intervention data.	Complete 11/15/2022	Stacey Collins	11/15/2022
<i>Notes:</i>				
11/15/22	Stacey and Brittany will meet with 3rd-8th grade teachers to discuss Check-In data.	Complete 11/23/2022	Stacey Collins	11/23/2022
<i>Notes:</i>				

1/17/23	Laura Dills and Alicia Kilpatrick met with K-3 teachers to discuss Individual Reading Plan goals and timelines.	Complete 01/10/2023	Brittany Payne	01/10/2023
<i>Notes:</i>				
1/17/23	Teachers will meet with the literacy team to create Individual Reading Plans together according to mCLASS data. Subs will be provided for this work to occur.	Complete 02/02/2023	Eleanor Macaulay	02/02/2023
<i>Notes:</i>				
2/21/23	Eleanor and Brittany met with k-3 teachers to discuss mCLASS data and set goals.	Complete 02/17/2023	Brittany Payne	02/17/2023
<i>Notes:</i>				
2/21/23	Grades 3-8 will complete reading and math check ins.	Complete 02/22/2023	Rayna Crisp	02/22/2023
<i>Notes:</i>				
2/21/23	8th grade will take the science check in.	Complete 02/23/2023	Rayna Crisp	02/23/2023
<i>Notes:</i>				
12/20/22	Brittany and Stacey will meet with K-8 teachers to discuss MOY benchmark data.	Complete 03/24/2023	Eleanor Macaulay	02/24/2023
<i>Notes:</i>				
3/21/23	Grades 3-8 will take the reading check in	Complete 05/02/2023	Rayna Crisp	05/02/2023
<i>Notes:</i>				
3/21/23	Grades 3-8 will take the math check in	Complete 05/02/2023	Rayna Crisp	05/03/2023
<i>Notes:</i>				
5/16/23	Teachers will wrap up interventions for the 2022-2023 school year and return folders to Stacey and Brittany.	Complete 05/12/2023	Stacey Collins	05/12/2023
<i>Notes:</i>				
10/3/23	Stacey and Brittany have updated and reviewed the current problem solving spreadsheet.	Complete 09/08/2023	Brittany Payne	09/08/2023
<i>Notes:</i>				
5/16/23	Stacey and Brittany will organize/update MTSS paperwork and plan for MTSS in the 2023-2024 school year.	Complete 09/16/2023	Stacey Collins	09/22/2023
<i>Notes:</i>				
10/3/23	Stacey and Brittany will update and disperse updated and new Tier II interventions.	Complete 10/02/2023	Brittany Payne	10/01/2023
<i>Notes:</i>				

10/3/23	Stacey and Brittany will update and disperse updated and new Tier III interventions.	Complete 10/17/2023	Brittany Payne	10/27/2023
<i>Notes:</i>				
11/6/23	Admin team met with Dr. Gibbs to discuss core instruction at Fairview and to problem solve how to best meet the needs of all students at Fairview.	Complete 11/01/2023	Eleanor Macaulay	11/01/2023
<i>Notes:</i>				
11/3/23	Fairview will work to implement Specially Designed Instruction. The FV school team will be reviewing EC subgroup data this month with school and district leaders, the team will complete an opportunity gap analysis, identify root causes, and set targets for EC students in 3-8 or specific targeted grade levels.	Complete 11/27/2023	Eleanor Macaulay	11/27/2023
<i>Notes:</i>				
3/1/24	Bridges groups were updated based on results from the MOY iReady screener.	Complete 01/23/2024	Stacey Collins	01/23/2024
<i>Notes:</i>				
3/1/24	Admin met with county leaders to discuss testing, attendance, and behavior data. They also discussed a plan for next school year to address these concerns.	Complete 02/01/2024	Eleanor Macaulay	02/01/2024
<i>Notes:</i>				
3/1/24	Teachers in grades K-3 met with Brittany to review mClass data and create heterogeneous and data driven skill-based groups.	Complete 02/02/2024	Brittany Payne	02/02/2024
<i>Notes:</i>				
3/1/24	Teachers in grades K-3 will create and/or update IRPs according to MOY mClass data.	Complete 02/02/2024	Brittany Payne	02/04/2024
<i>Notes:</i>				
4/22/24	EC has completed, with support from county leadership, a root cause analysis and has created a plan for addressing opportunity gaps at Fairview School. We will continue to look closely at subgroup data by including EC at our regularly scheduled data talks and set ambitious goals for this group of students. This is a priority at Fairview.	Complete 04/22/2024	Eleanor Macaulay	04/22/2024
<i>Notes:</i>				
10/15/24	Teachers met with Brittany at the end of the mCLASS window to create Individualized Reading Plans (IRPs) and set specific goals for student progress.	Complete 09/18/2024	Brittany Payne	09/27/2024
<i>Notes:</i>				

10/15/24	Adam Holt met with teachers to discuss EVAAS data and its implications for instructional planning and student growth.	Complete 10/14/2024	Eleanor Macaulay	10/14/2024
<i>Notes:</i>				
10/15/24	Cassie and Lisa will begin working with students in the problem solving process.	Complete 10/14/2024	Stacey Collins	10/14/2024
<i>Notes:</i>				
10/15/24	Stacey and Brittany are updating the problem-solving process for the current school year to enhance its effectiveness and ensure it meets the needs of our students.		Brittany Payne	10/31/2024
<i>Notes:</i>				
12/4/23	Fairview will work to implement Specially Designed Instruction. The FV school team will be will continue this work with district leaders.		Eleanor Macaulay	05/01/2025
<i>Notes:</i>				
10/15/24	Cassie and Lisa will be providing Tier II math and Tier III reading interventions to support students who need additional academic assistance.		Brittany Payne	06/01/2025
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2016) Our school is implementing the PBIS model to create a nurturing environment and build rapport with all students. This model provides core behavior support to all students. Fairview has added a morning meeting to the start of each school day. This is a time for teachers and students to build positive relationships outside of instruction. Our school support team in conjunction with administration problem solve to meet tier 2 and tier 3 behavior concerns. We are continuing to learn the behavior aspects of MTSS and how to meet students' emotional needs at all levels.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			<p>Student Support Team will use the results of the BESS screener to plan and implement interventions for students. We will use the results of the BESS screener, teacher observation, discipline referrals, and student/family interview.</p> <p>School counselors will implement research based SEL (social emotional learning) into the core classroom curriculum at each grade level. We will use observation, counselors' lesson plans, student surveys, teacher surveys and discipline referrals to determine full implementation.</p>		Eleanor Macaulay	06/01/2025
Actions				49 of 55 (89%)		
	5/20/20	Create a script and letter to use when reporting results to families.		Complete 12/02/2019	Erika Geary	01/10/2020
<i>Notes:</i>						
	5/20/20	Teachers and other staff will reach out to parents to share the results of the BESS screener.		Complete 05/20/2020	Erika Geary	06/01/2020
<i>Notes:</i>						
	11/30/20	Student support will meet weekly to discuss individual students and make plans of support.		Complete 06/04/2021	Ashley Miller	06/01/2021
<i>Notes:</i>						
	4/16/21	We administered the BASC to all students this spring. Erika Geary created a timeline to follow. Student support is meeting with each student to get more information, sharing results with parents, and planning interventions with teachers.		Complete 05/17/2021	Ashley Miller	06/04/2021
<i>Notes:</i>						

4/16/21	Student support meets weekly to discuss individual students and plan for supports.	Complete 06/04/2021	Holly Whisnant	06/04/2021
<i>Notes:</i>				
8/13/21	All teachers attended student mental health training.	Complete 08/12/2021	Eleanor Macaulay	08/12/2021
<i>Notes:</i>				
10/26/21	Teachers administered the BESS Screener	Complete 10/15/2021	Eleanor Macaulay	10/11/2021
<i>Notes:</i>				
10/26/21	Student support team will use the results of the BESS screener at mid-year to determine what students need intervention. The team will discuss the level of support needed.	Complete 12/01/2021	Ashley Miller	12/01/2021
<i>Notes:</i>				
2/22/22	Teachers completed the middle of year BESS screening.	Complete 02/22/2022	Erika Geary	02/22/2022
<i>Notes:</i>				
4/26/22	Student support team will meet to discuss SHAPE results.	Complete 05/12/2022	Ashley Miller	04/29/2022
<i>Notes:</i>				
4/26/22	Students will participate in a mental health awareness "Book Walk" for children's mental health acceptance week.	Complete 05/13/2022	Ashley Miller	05/07/2022
<i>Notes:</i>				
10/26/21	EC Teachers will create FBAs and BIPs for students and meet regularly to review them	Complete 06/01/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
10/26/21	Counselors are providing Tier II and Tier III supports for students.	Complete 06/01/2022	Ashley Miller	06/01/2022
<i>Notes:</i>				
5/20/20	Student support team will use the results of the BESS screener at the end of the year to determine what students need intervention. The team will discuss the level of support needed.	Complete 05/17/2022	Ashley Miller	06/01/2022
<i>Notes:</i>				
11/30/20	Counselors will document mental health services provided to students at supplemental and intensive levels through SMHI.	Complete 06/01/2022	Ashley Miller	06/01/2022
<i>Notes:</i>				
8/25/22	The student support team will focus on the Social Emotional Learning theme of – Determination Staying focused and reaching your personal goals. "I Can do this if I keep trying and practicing." for the month of September.	Complete 10/01/2022	Ashley Miller	09/30/2022

<i>Notes:</i>				
10/18/22	K-8 teachers completed the BESS screener	Complete 10/10/2022	Eleanor Macaulay	10/10/2022
<i>Notes:</i>				
10/18/22	The student support team will focus on the Social Emotional Learning theme of – Compassion. "Showing care and concern for others. I Can care about others thoughts, feelings and situations." for the month of October.	Complete 11/26/2022	Ashley Miller	10/31/2022
<i>Notes:</i>				
11/15/22	The student support team will focus on the Social Emotional Learning theme of – Community. "Being a part of a unified group. I Can be a part of my school community." for the month of November.	Complete 11/30/2022	Ashley Miller	11/30/2022
<i>Notes:</i>				
12/20/22	The student support team will focus on the Social Emotional Learning theme of Generosity. "Making someone's day by giving something. I Can give to others." for the month of December.	Complete 12/20/2022	Ashley Miller	12/20/2022
<i>Notes:</i>				
12/20/22	The student support team will focus on the Social Emotional Learning theme of Resilience. "The capacity to recover quickly from difficulties. I Can be strong and get through this situation that is hard." for the month of January.	Complete 02/01/2023	Ashley Miller	01/30/2023
<i>Notes:</i>				
2/21/23	The student support team will focus on the Social Emotional Learning theme of Good Judgement. "Making decisions based on what is best for you and others. I Can make healthy choices." for the month of February.	Complete 02/28/2023	Ashley Miller	02/28/2023
<i>Notes:</i>				
2/21/23	K-8 teachers will complete the BASC- 3 BESS.	Complete 02/28/2023	Madison Caldwell	02/28/2023
<i>Notes:</i>				
4/18/23	Student support services will reach out to parents of students with elevated results on their BASC-3 BESS screening by Spring Break.	Complete 03/31/2023	Ashley Miller	03/31/2023
<i>Notes:</i>				
4/18/23	The student support team will focus on the Social Emotional Learning theme of Patience. "Waiting until later for what you want now. I can wait." for the month of March.	Complete 03/31/2023	Ashley Miller	03/31/2023
<i>Notes:</i>				

4/18/23	The student support team will focus on the Social Emotional Learning theme of Peace. "Proving you care more about each other than winning an argument. I can share." for the month of April.	Complete 04/21/2023	Ashley Miller	04/28/2023
<i>Notes:</i>				
5/16/23	Student support team will complete the SHAPE assessment	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
5/16/23	Student support team will meet with Kelly Doppke to discuss SHAPE assessment and set school goals	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
5/16/23	The district behavior specialists will be joining one student support meeting per month.	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
5/16/23	The student support team will focus on the Social Emotional Learning theme of Honesty. "Choosing to be truthful in whatever you say and do. I can tell the truth.." for the month of May.	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
10/3/23	The ICS team will attend ICS district level training this summer.	Complete 08/02/2023	Eleanor Macaulay	08/02/2023
<i>Notes:</i>				
10/3/23	Staff will complete a training with Megan Crews on listening circles.	Complete 08/29/2023	Eleanor Macaulay	08/29/2023
<i>Notes:</i>				
10/3/23	During the month of September, staff and students will participate in various activities relating to suicide prevention month.	Complete 09/29/2023	Eleanor Macaulay	09/29/2023
<i>Notes:</i>				
12/4/23	Social Emotional Theme for October – Compassion Showing care and concern for others. I Can care about others thoughts, feelings and situations.	Complete 10/31/2023	Eleanor Macaulay	10/31/2023
<i>Notes:</i>				
12/4/23	Social Emotional Theme November – Community: Being a part of a unified group. I Can be a part of my school community.	Complete 11/30/2023	Eleanor Macaulay	11/30/2023
<i>Notes:</i>				

12/4/23	Social Emotional Theme December – Generosity: Making someone’s day by giving something. I Can give to others.	Complete 12/31/2023	Eleanor Macaulay	12/31/2023
<i>Notes:</i>				
3/1/24	Staff and students worked on an excel sheet to track student/staff connections. This will help us know which students need more support from staff to build connections.	Complete 01/25/2024	Eleanor Macaulay	01/23/2024
<i>Notes:</i>				
3/1/24	Social Emotional Theme January – Resilience: The capacity to recover quickly from difficulties. I Can be strong and get through this situation that is hard.	Complete 01/31/2024	Ashley Miller	01/31/2024
<i>Notes:</i>				
3/1/24	Social Emotional Theme February – Good Judgement: Making decisions based on what is best for you and others. I Can make healthy choices.	Complete 02/28/2024	Ashley Miller	02/28/2024
<i>Notes:</i>				
3/1/24	Social Emotional Theme March – Patience: Waiting until later for what you want now. I can wait.	Complete 03/29/2024	Ashely Miller	03/29/2024
<i>Notes:</i>				
4/1/24	Social Emotional Theme April – Peace: Proving you care more about each other than winning an argument. I can share.	Complete 04/30/2024	Ashley Miller	04/30/2024
<i>Notes:</i>				
3/1/24	Ashley Miller has created some reset spaces for students and is working on grants to create more.	Complete 05/23/2024	Ashley Miller	05/23/2024
<i>Notes:</i>				
10/3/23	The student support team will receive coaching and training from Kiernan Foxx on behavioral interventions.	Complete 05/23/2024	Eleanor Macaulay	05/23/2024
<i>Notes:</i>				
9/6/23	Middle school teachers will implement the Character Strong curriculum.	Complete 05/24/2024	Eleanor Macaulay	05/24/2024
<i>Notes:</i>				

10/15/24	Staff met at the beginning of the year and collaborated to review and update our PBIS plan by analyzing behavior data, identifying areas for improvement, and developing action steps that reinforced positive behaviors and ensured consistency in support for all students.	Complete 08/13/2024	Eleanor Macaulay	08/13/2024
<i>Notes:</i>				
10/15/24	Implemented class reset stations in all classroom areas and taught clear expectations for their use to help students regulate behavior and refocus on learning.	Complete 09/02/2024	Ashley Miller	08/24/2024
<i>Notes:</i>				
10/15/24	We have updated our PBIS plan to center around the four respects: respect for self, respect for others, respect for property, and respect for learning.	Complete 09/02/2024	Eleanor Macaulay	08/31/2024
<i>Notes:</i>				
10/15/24	We have added school store carts to every building as an incentive to promote positive behavior and reward student achievements.	Complete 10/01/2024	Eleanor Macaulay	09/20/2024
<i>Notes:</i>				
10/15/24	We met to review Classroom Climate, PBIS practices, and the implementation of Morning Meetings to enhance student engagement and foster a positive learning environment.	Complete 10/15/2024	Eleanor Macaulay	10/15/2024
<i>Notes:</i>				
10/14/24	All teachers will implement morning meetings.		Eleanor Macaulay	05/23/2025
<i>Notes:</i>				
10/15/24	Seventh and eighth grade teachers are conducting a book study on Changing the Attitude Gap to develop strategies aimed at declining referrals and improving student behavior.		Middle School Teachers	06/01/2025
<i>Notes:</i>				
10/15/24	Student support meetings will be held every Thursday to review student progress, address concerns, and adjust interventions as needed		Eleanor Macaulay	06/01/2025
<i>Notes:</i>				
10/15/24	Our school counselors are working with individual classes more frequently this year to provide additional social-emotional support and promote positive classroom environments.		Eleanor Macaulay	06/01/2025
<i>Notes:</i>				
10/15/24	Our school counselors and social worker are attending grade-level meetings to provide support and collaborate on strategies to address student needs.		Eleanor Macaulay	06/01/2025
<i>Notes:</i>				

10/15/24	We are holding after-school professional development sessions to support our PBIS goals and ensure staff are equipped with effective strategies for promoting positive behavior.		Eleanor Macaulay	06/01/2025
Notes:				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2016) Fairview has several lines of communication put in place to inform parents of expectations and the importance of curriculum. Each year parents purchase agendas for his/her child. These agendas are used to inform parents of homework assignments and upcoming happenings of the school. A monthly newsletter is provided to parents which contains upcoming events, the lunch menu, PTA events, and helpful hints for parents about keeping his/her child healthy or studying skills. Teachers also create classroom newsletters to inform parents of occurrences in the classroom. Connect-ed calls are also made by leadership to parents to share pertinent information or reminders on a regular basis.	Limited Development 09/26/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Fairview will have a system in place to provide continued communication and support to parents so they know what is happening in school, know how their child is doing, and understand how to help at home. We will use results from parents surveys to help determine if we have fully met this objective.		Eleanor Macaulay	06/01/2025
Actions				20 of 21 (95%)		
	5/28/20		The school will send out parent surveys to get information about how to better support students and families. We issued one in the fall and one during remote learning.	Complete 05/04/2020	Eleanor Macaulay	05/01/2020
Notes:						
	5/28/20		Principal will send out an all call on Sundays to communicate weekly information with families.	Complete 08/01/2020	Eleanor Macaulay	06/08/2020
Notes:						

5/28/20	Fairview School will schedule curriculum nights for families - STEM, literacy, PE. Title I funds will be used to purchase materials.	Complete 08/01/2020	Eleanor Macaulay	06/08/2020
<i>Notes:</i>				
5/28/20	All students in K-6 will receive an agenda book to use for home and school communication. Title 1 funds were used to purchase these for the 2020-2021 school year.	Complete 08/01/2020	Eleanor Macaulay	08/17/2020
<i>Notes:</i>				
2/10/21	A OneDrive folder will be created to upload parent contact evidences.	Complete 02/04/2021	Brittany Payne	02/04/2021
<i>Notes:</i>				
2/10/21	Parent Involvement committee will create curriculum brochures for each grade level.	Complete 02/10/2021	Erik Wilson	02/10/2021
<i>Notes:</i>				
2/10/21	Teachers will upload 2 evidences of parent contact to the shared OneDrive folder.	Complete 02/26/2021	Brittany Payne	02/26/2021
<i>Notes:</i>				
3/10/21	Mrs. Macaulay will create a family engagement policy and it will be posted to the school website.	Complete 03/10/2021	Eleanor Macaulay	03/10/2021
<i>Notes:</i>				
2/10/21	The school will create a family engagement plan and post it to the school website.	Complete 05/12/2021	Brittany Payne	06/01/2021
<i>Notes:</i>				
2/10/21	Ms. Holly will create an informational flyer for parents about testing.	Complete 03/10/2021	Holly Whisnant	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers have created a PDP goal centered on parent communication.	Complete 05/12/2021	Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers will hold 2 parent conferences this school year.	Complete 06/04/2021	Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers will use the Remind app to communicate with parents this year.	Complete 05/12/2021	Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
3/10/21	An updated parent compact will be created for the 2021-2022 school year.	Complete 07/01/2021	Brittany Payne	08/16/2021
<i>Notes:</i>				

8/13/20	Mrs. Macaulay will update the school web page as necessary with information about virtual learning, scheduling, and other important information.	Complete 06/04/2021	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
10/18/22	The PTA provided \$500 to grade level teams to support instruction.	Complete 10/18/2022	Erin Daniel	10/18/2022
<i>Notes:</i>				
11/2/23	Fairview School held a STEM night for families- Title I funds were used to purchase materials.	Complete 10/17/2023	Eleanor Macaulay	10/17/2023
<i>Notes:</i>				
11/2/23	Fairview hosted a PE Night/PTA sponsored cyber safety info session.	Complete 10/26/2023	Eleanor Macaulay	10/26/2023
<i>Notes:</i>				
11/2/23	The PTA provided \$500 to grade level teams to support instruction.	Complete 11/28/2023	Erin Daniel	11/28/2023
<i>Notes:</i>				
4/22/24	Fairview hosted a Literacy Night. Title I funds were used to support this.	Complete 03/14/2024	Eleanor Macaulay	03/14/2024
<i>Notes:</i>				
10/15/24	The school will use Title I funds for Science Night.		Eleanor Macaulay	10/24/2024
<i>Notes:</i>				
Implementation:		09/12/2023		
Evidence	7/27/2021			
Experience	7/27/2021			
Sustainability	7/27/2021			

Comprehensive Progress Report


Mission: Engage, Enlighten, and Enrich students following the core principles of JCEC: Education, Leadership, Service, and Community.

Vision: Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

Increase School Performance Grade from 83.9 percent to 90 percent or above for the 24-25 school year.

Increase annual successful completion for all enrolled college courses (completes course with a grade of C or higher) from 84% to 95% by June 2025.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership		
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency		
		A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To
Initial Assessment:			Opportunities have been provided that allow increased communication and collaboration among staff members with an emphasis on building leadership capacity and expectations for continued rigor and high expectations of all students. Expectations for advance planning, common syllabus for each class period, course pacing, and HOUSE objectives at each grade level were communicated to all teachers.	Limited Development 07/06/2021	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
How it will look when fully met:			When this objective is fully met, 100% of JCEC teachers will take an active role in implementing effective practices aimed at improving student learning throughout daily lessons in each subject area class and HOUSE.		Evelyn Graning
Actions				3 of 4 (75%)	
	7/6/21	Staff Handbook Review: Outline expectations for all staff, including expectations for staff conduct, pacing guides, use of Canvas, posting of syllabus for each course, feedback to students, HOUSE expectations, JCEC Community Creed, and an introduction to Social Emotional Learning through HOUSE and subject areas.		Complete 08/10/2021	Melanie Jacobs
Notes:					
	7/6/21	Invite Adam Holt to conduct whole school data review with all teachers/staff.		Complete 09/01/2021	Melanie Jacobs
Notes:					
	7/6/21	Conduct data review meetings with each teacher to determine areas for student growth and set goals.		Complete 10/11/2021	Evelyn Graning
Notes:					
	10/14/24	Meet with individual teachers to go over EVAAS projections each year.			Evelyn Graning
Notes:					
Implementation:				10/25/2022	
Evidence			10/25/2022		

Experience			10/25/2022			
Sustainability			10/25/2022			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCEC currently has a structured meeting schedule for monthly School Improvement Team Meetings, Staff/PLC Meetings, and Student Support Team Meetings.	Limited Development 07/06/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When this objective is fully met, at least two meetings per month (Student Support Team Meetings and Staff/PLC Meetings) will include data review as part of the agenda to increase the focus on data driven decision making for JCEC.		Evelyn Graning	07/06/2025
Actions				2 of 3 (67%)		
	7/6/21	Begin the September Staff/PLC meeting with a data dive, inviting Adam Holt to present JCEC data as a basis for beginning conversations around School Improvement.		Complete 09/01/2021	Melanie Jacobs	09/01/2021
Notes:						
	7/6/21	Create an agenda item for the September School Improvement Team Meeting to include discussions for a plan of action based on data reviewed in the September Staff Meeting.		Complete 09/14/2021	Melanie Jacobs	09/18/2021
Notes: *Pre-ACT data and planning for support across subject areas-Math and Science improvement-plan for juniors *Filling in learning gaps for freshmen and sophomores *Keeping seniors engaged						
	10/14/24	Create and adhere to a monthly meeting schedule to allow common planning time for teachers, SIT team meetings, Faculty Meetings, MTSS problem solving with the Student Support Team, and SEL planning and development with HOUSE sessions.			Evelyn Graning	06/10/2025

Notes:

Implementation:		10/25/2022		
Evidence	10/25/2022			
Experience	10/25/2022			
Sustainability	10/25/2022			
	A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To
Initial Assessment:		The principal currently observes all teachers and provides feedback following evaluation criteria set forth by NCDPI.	Limited Development 07/06/2021	
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	When this objective is fully met, the principal will increase the amount of time spent in each classroom by increasing informal observations to at least one informal observation per month in each classroom with frequent classroom visits and informal discussions with teachers and students regarding teaching, learning, and needed supports.			Evelyn Graning
				07/06/2025
Actions		1 of 2 (50%)		
7/6/21	Make an informal visits to each classroom during the month and actively engage in conversations with teachers and students about lessons.	Complete 06/18/2022	Melanie Jacobs	06/21/2022
Notes:				
10/14/24	The principal will visit each classroom approximately weekly for an informal instructional snapshot in order to give teachers feedback on lessons and student engagement.		Evelyn Graning	06/10/2025

Notes:

Implementation:		08/23/2022		
Evidence	8/23/2022			
Experience	8/23/2022			
Sustainability	8/23/2022			
B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The principal has worked to build leadership capacity among teachers and staff. Current efforts are to improve and enhance leadership capacity among students while maintaining staff leadership capacity.	Limited Development 07/07/2021		
	Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:	When this objective is fully met, student led clubs at JCEC will be have an identified student club leader who will take charge of each meeting by providing a meeting agenda and facilitating the meeting. Meeting Minutes will be maintained by student leaders for each meeting will be submitted to the club sponsor after each club meeting.		Evelyn Graning	06/06/2025
Actions		2 of 4 (50%)		
7/7/21	Determine student leaders for each club.	Complete 09/03/2021	Melanie Jacobs	09/03/2021
Notes:				
7/7/21	Train student club advisors with NHS officers leading the training.	Complete 01/14/2022	Melanie Jacobs	11/17/2021
Notes:				

10/14/24	Create a Climate Committee with two elected students from each grade level. Committee will meet once per month and inform the principal and counselor about suggested improvements from the student body.		Evelyn Graning	06/10/2025
<i>Notes:</i>				
10/14/24	Create and implement a system for recognizing a JCEC Student of the Month where students are able to nominate peers based upon 4 pillars and teachers are able to make selections each month.		Evelyn Graning	06/10/2025
<i>Notes:</i>				
Implementation:		01/19/2022		
Evidence	1/19/2022 Each club now has a student club leader who leads each clubs activities and teachers are leading Neighborhood Social Emotional Learning activities each Friday.			
Experience	1/19/2022 Fall Semester Clubs were teacher led. Teachers modeled club leadership and chose student leaders prior to the end of the semester.			
Sustainability	1/19/2022 Continue to allow students to lead clubs and other initiatives with teachers acting as mentors and support.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Jackson County Early College is committed to providing opportunities for students to develop skills for college and career readiness. With the release of the North Carolina Portrait of a Graduate, our Professional Learning Community monthly meetings this year will be focused on assessing these key indicators and establishing and implementing strategies to support students in the development of adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, personal responsibility.	Limited Development 08/29/2023		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			When this objective is fully met, all teachers will be implementing strategies daily in content areas to support student's in the development of the NC Portrait of a Graduate durable skills. We will see an increase in student academic performance based on statewide assessments and classroom assessments and a decrease in mental health concerns as assessed by the BASC behavior screener.	Objective Met 10/16/24	Inga Sutton	06/01/2025
Actions						
	8/29/23	Equity Audit Review		Complete 09/20/2023	Melanie Jacobs	09/20/2023
Notes:						
	8/29/23	Create equity non-negotiables for the classroom focused on "our why". This will be modeled after district examples with the prompt, never should we ever.		Complete 10/18/2023	Melanie Jacobs	10/18/2023
Notes: -Refer to our POG/SEL goals and our vision/mission as well as Hattie's research -Providing structure and consistency -Consistent processes for attendance, behavior, academic -Differentiation for all students						
	8/29/23	Determine how to meet our school's equity non-negotiables using Hattie's research card sorting activity as a starting point for discussion and planning.		Complete 12/13/2023	Melanie Jacobs	01/15/2024
Notes:						

8/29/23			Determine strategies and plan for meeting continued implementation of our equity non-negotiables.	Complete 03/15/2024	Melanie Jacobs	05/13/2024
Notes:						
8/29/23			Teachers will lead PLC meetings focused on NCDPI Portrait of a Graduate skills using Social Emotional Learning strategies both in HOUSE and in content areas to support the development of these durable skills using the new Character Strong Curriculum as a key resource.	Complete 06/14/2024	Inga Sutton	06/01/2024
Notes:						
Implementation:				10/16/2024		
Evidence			5/15/2024 Portrait of a Graduate objectives are the thread of all decision making at JCEC.			
Experience			5/15/2024 Portrait of a Graduate PLC is now routine at JCEC.			
Sustainability			5/15/2024 The POG PLC will continue to meet to assess and continue implementation of POG strategies.			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Analyze data from various sources to determine student needs and address appropriately to increase student success.	Limited Development 08/27/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When fully implemented, the JCEC Overall School Performance grade will be at 90% or above and the overall successful college completion rate will be at 95% or above each semester (grade of at least a C and no course withdraw).	Objective Met 11/30/23	Melanie Jacobs	05/31/2024
Actions						
8/27/19			Counselor will provide a list of minimum entrance scores for popular universities.	Complete 09/13/2019	Sabrina Hallman	09/13/2019

	<i>Notes:</i> Ms. Hallman will meet with students briefly during HOUSE to disseminate information.			
8/27/19	Analyze Pre-ACT data and place students into target groups for intervention. Select intervention dates for January and February 2020 and place on calendar.	Complete 09/18/2019	Mary Jo Cope	09/18/2019
	<i>Notes:</i> Teachers will work together during the September Staff/PLC meeting to determine intervention times and strategies. Ms. Cope will bring data to meeting for analysis and dissemination.			
8/27/19	Make room reservation for the January and February ACT Boot Camp Dates.	Complete 09/19/2019	Pamela Judson	09/19/2019
	<i>Notes:</i>			
8/27/19	Students will use their own Pre-ACT data and information regarding targeted ACT score for entrance into their choice of university to create individual goals.	Complete 10/25/2019	Mary Jo Cope	10/25/2019
	<i>Notes:</i> Ms. Cope will guide students in this process during HOUSE on 10/25/19. Ms. Hallman will be available for support as well.			
8/27/19	Students will complete independent and guided practice using ACT practice materials. Specific practice areas will be based on student goals.	Complete 12/31/2019	Mary Jo Cope	12/31/2019
	<i>Notes:</i> Students will work independently and will be responsible for reporting progress to their HOUSE teacher Ms. Cope who will monitor progress.			
8/27/19	Provide scheduled time for ACT Prep with teacher guidance for students who need or prefer more guided support.	Complete 01/06/2020	Pamela Judson	01/06/2020
	<i>Notes:</i> Ms. Cope will have a Study Group time assigned that will be listed in PowerSchool as Seminar. During this 90 minute block students will be scheduled to be in Ms. Cope's room for the purpose of ACT prep each day during the months of January and February. Students may be assigned specific week days if necessary based on college schedules.			
8/27/19	ACT Boot Camp	Complete 01/07/2020	Mary Jo Cope	01/07/2020
	<i>Notes:</i> Scheduled formal ACT Boot Camp with Educational Consultants on January 7th from 8 am-3 pm with two follow up Skype session (dates TBD) with consultants and students prior to test in February of 2020.			
10/6/20	Juniors will participate in ACT Boot Camp prior to taking the ACT this year.	Complete 02/05/2021	Inga Sutton	01/31/2021
	<i>Notes:</i> Goal is to raise average overall ACT score to at least 25 this year.			
10/6/20	2nd year HOUSE teacher will help students review individual Pre-ACT results and develop goals for next year's ACT.	Complete 06/01/2021	Amanda Fonseca	05/30/2021
	<i>Notes:</i>			

6/22/21	Continue ACT Prep with juniors. Increase Math focus implemented by JCEC Math teacher throughout the year during ACT Prep time.	Complete 03/15/2022	Amanda Fonseca	05/31/2022
<i>Notes:</i>				
8/31/22	Hire a part time college success coach to monitor student performance and support students with organizational skills, scheduling tutoring, time and task management for both high school and college courses.	Complete 08/15/2022	Melanie Jacobs	08/15/2022
<i>Notes:</i>				
8/31/22	Review college course grades frequently and meet with Student Support Team to devise an intervention plan of support for individual students who are falling behind.	Complete 06/05/2023	Melissa Hill	05/31/2023
<i>Notes:</i>				
8/31/22	Monitor student grades in PowerSchool. Meet with high school teachers to determine areas of need for struggling students and meet with students to develop a plan of improvement with monitored study time and helping students set up tutoring with their high school teachers or the LAC for college courses.	Complete 06/05/2023	Molly Hill	05/31/2023
<i>Notes:</i>				
8/31/22	Review benchmark results and formative assessments and provide prompt feedback, additional assistance, parent contacts, and student support team referrals as needed to support student success.	Complete 06/05/2023	All Classroom Teachers	05/31/2023
<i>Notes:</i>				
Implementation:		11/30/2023		
Evidence	3/15/2022 HOUSE Syllabus and weekly lessons for both sophomore and junior HOUSE courses provide evidence of implementation.			
Experience	3/15/2022 With an increased focus on ACT preparation, students have seen steady gains. This objective has now become a routine practice at JCEC.			
Sustainability	3/15/2022 Continue work with analyzing pre-ACT scores with juniors with increased collaboration between sophomore and junior HOUSE teachers for portfolio and individual student goal setting.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers currently use a variety of both formal and informal assessments and adjust their teaching to make sure students comprehend the material presented.	Limited Development 07/06/2021		
How it will look when fully met:			When this objective is fully met, all teachers at JCEC, including new teachers will increase the use of data to inform teaching.		Evelyn Graning	07/31/2025
Actions				7 of 8 (88%)		
	7/6/21	Increase communication with teachers during teacher post evaluation conferences regarding assessment of student learning, available assessments, and steps being taken when students do not understand the content.		Complete 01/19/2022	Melanie Jacobs	12/31/2021
Notes:						
	11/13/23	Plan staff meeting to analyze instructional snapshots and discuss as a team to make sure each teacher has a full understanding of these strategies.		Complete 01/30/2024	Melanie Jacobs	01/30/2024
Notes:						
	11/13/23	Each content area teacher will review Pre-ACT data to determine strategies for content area classrooms to address specific deficits with current 10th grade students. Process will include teacher checking out individual reports from M. Jacobs for analysis and returning upon completion.		Complete 01/31/2024	All teachers	03/01/2024
Notes:						
	9/20/23	All teachers will use Hattie's research to plan and implement lessons that will have the biggest impact on student learning and achievement.		Complete 01/31/2024	All Teachers	06/06/2024
Notes:						
	9/20/23	All Classroom teachers will utilize School Net Assessments, Classroom Assessments, and NC Check Ins with analysis, prompt feedback, and reteaching as needed		Complete 05/15/2024	All teachers	06/06/2024
Notes:						

	9/20/23	All classroom teachers will follow MTSS protocol for attendance, academic, and behavioral concerns by working with the students first, contacting parents (documented), and then filling out an MTSS referral when classroom interventions including parent support are unsuccessful.	Complete 01/17/2025	All teachers	10/06/2024
	<i>Notes:</i>				
	9/20/23	Review EVAAS Predictor scores and assessment data to make a plan for improving student achievement in all content areas.	Complete 01/18/2024	Melanie Jacobs	10/18/2024
	<i>Notes:</i> Adam Holt and Melanie Jacobs will meet with each teacher October 18th to facilitate this process.				
	9/20/23	Conduct weekly instructional snapshots in each classroom using the JCPS snapshot which includes a checklist of Hattie's research based strategies that have the highest effect size.		Evelyn Graning	06/06/2025
	<i>Notes:</i>				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		This is an area that we are focused on strengthening our practice. Teachers not only address this in their content area classrooms, but also through their HOUSE/ advisory cohorts that meet weekly.	Limited Development 09/28/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Students will receive differentiated supports in classroom settings throughout the high school curriculum courses. Teachers will use data from both informal and formal formative assessments to assess and determine additional needs for supports. The student services team will collaborate with classroom teachers to assist in providing targeted academic supports that are individualized and specific to their needs. Students will have time provided during the school day to access these support resources and receive individualized instructional support from highly qualified teachers in that content area. All staff will be trained in MTSS by district leadership (Adam Holt and Kelly Doppke).		Evelyn Graning	07/31/2025
<i>Actions</i>			14 of 15 (93%)		
	9/28/16	Advisory practices in HOUSE will continue to be refined to address the academic progress of every student as well as address the needs they may have that prepare them for successful outcomes in college classes.	Complete 11/07/2016	Gloria Painter	05/25/2017

	<i>Notes:</i> Work with Student services team members as well as other staff to develop guides and framework for high quality, effective advisory practices that support students in core instructional setting.			
9/28/16	Rigor and how it applies to a highly effective honors curriculum will be the addressed through professional development activities with our instructional coaching services.	Complete 05/25/2017	Inga Sutton	05/25/2017
	<i>Notes:</i> collaborate with principal and instructional coaches to develop professional development plan for the year.			
10/20/17	JCEC will examine Core Instructional practices (Tier 1) as it relates to MTSS.	Complete 09/05/2019	Brandon Pendergast	05/31/2018
	<i>Notes:</i>			
10/20/17	JCEC staff will participate in MTSS Tier 1 professional learning to support their work in examining core instructional practices utilizing the online PD platform in NCEES.	Complete 05/30/2019	Brandon Pendergast	05/30/2019
	<i>Notes:</i>			
4/5/19	Student Support Team will collaborate with high school teachers and seek information on college courses for monthly meetings to plan a course of action to help all students through intervention and support.	Complete 05/30/2019	Melanie Jacobs	05/30/2019
	<i>Notes:</i>			
9/3/19	Students will take the BASC Behavior Screener Self Assessment.	Complete 10/09/2019	Melanie Jacobs	10/15/2019
	<i>Notes:</i>			
9/3/19	Administration will review and analyze results of BASC Behavior Screener with Guidance Counselor to determine area of need.	Complete 11/15/2019	Sabrina Hallman	11/15/2019
	<i>Notes:</i>			
9/3/19	Based on the results of the BASC Behavior Screener, supports will be put in place for students as needed.	Complete 10/09/2019	Sabrina Hallman	12/01/2019
	<i>Notes:</i>			
9/3/19	All Teachers will be trained in MTSS Module 2 by district support staff, Kelly Doppke and Adam Holt.	Complete 10/09/2019	Melanie Jacobs	12/01/2019
	<i>Notes:</i>			
4/20/21	Teachers will enter student and parent contacts into sharing form for common teachers to access. This will alert the SST and teachers to students experiencing difficulty across the board for planning team meetings with students and parents and devising success strategies.	Complete 01/31/2022	Marissa Todd	12/31/2021
	<i>Notes:</i>			

4/20/21	Teachers will support students in developing leadership potential for social emotional and academic growth. Staff will track student leaders by entering into shared form to ensure equitable access to leadership opportunities for all students.	Complete 01/31/2022	Marissa Todd	12/31/2021
<i>Notes:</i>				
8/31/22	Neighborhood meeting themes will be focused on supporting students' Social Emotional Learning for future ready success using the CASEL 5 as a reference.	Complete 06/05/2023	Inga Sutton and Kristin Holt	05/31/2023
<i>Notes:</i>				
8/31/22	Record meeting data in SMHI forms and analyze periodically to make a plan of action for individual students and for collaborative planning among teachers to address patterns of concern affecting multiple students.	Complete 06/05/2023	Melissa Hill	05/31/2023
<i>Notes:</i>				
8/29/23	Teachers will follow established protocol for supporting students academically, behaviorally, and with regard to attendance. Documented parent contact will be followed by referral to student support team with MTSS referral form.	Complete 01/17/2025	All Teachers	10/01/2024
<i>Notes:</i>				
10/14/24	The principal and the counselor will meet individually with teachers monthly as part of the problem solving team with MTSS referrals. Notes will be taken on each referral and follow-up will be provided.		Melissa Hill	06/10/2025
<i>Notes:</i>				
Implementation:		11/26/2019		
Evidence	10/20/2017 Portfolio of each Honors level course and the framework for the course has been developed and compiled into a binder for all teachers to reference.			
Experience	10/20/2017 AIG specialist at JCEC led the review and development of a revised Honors Portfolio for the Honors level courses at JCEC.			
Sustainability	10/20/2017 Continuing review, revision, and evaluation of honors portfolio and practices.			

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction		
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To
Initial Assessment:			Teachers at JCEC use a variety of methods to provide instruction. New teachers need more support in providing hands-on learning experiences with increased rigor and real world connections.	Limited Development 07/06/2021	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
How it will look when fully met:			When this objective is fully met, all teachers will demonstrate proficiency with providing multiple methods of student learning. New teachers will provide more opportunities for hands-on collaborative learning and real world connections.	Objective Met 03/15/22	Evelyn Graning 06/06/2022
Actions					
	7/6/21	During PDP development and observation conferences, the principal will help teachers who need support add a PDP goal related to varying methods of instructional delivery to include more hands on, collaborative activities with real world connections.		Complete 03/15/2022	Melanie Jacobs 06/06/2022
Notes:					
Implementation:				03/15/2022	
Evidence			3/15/2022 Teacher professional development goals (mid-year updates) provide evidence of goal completion.		
Experience			3/15/2022 JCEC teachers feel open to discuss successes and struggles and work collaboratively to meet their professional goals.		
Sustainability			3/15/2022 Continual discussions with teachers and administrator to help teachers feel supported and encouraged to pursue professional growth opportunities.		

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Each JCEC teacher is responsible for teaching an elective course referred to as HOUSE. Within this course, teachers have begun to address Social Emotional Learning, reinforce positive behaviors, and help students develop appropriate communication skills. Next steps would be to train staff in Social Emotional Learning and use these techniques not only within the HOUSE course but within each academic course as well.	Limited Development 03/22/2021		
How it will look when fully met:			When this objective is fully met, teachers in all subject areas will be fully reinforcing positive behaviors and attending to the social emotional learning needs of students. We will continue to use the BASC behavior screener twice per year and monitor results to see if there are changes in students' responses after implementing more social emotional learning opportunities within the school.		Evelyn Graning	06/03/2025
Actions				2 of 4 (50%)		
	3/23/21	Explore options for a program to help teachers understand Social Emotional Learning and research based best practices for implementation.		Complete 10/15/2022	Kristin Holt	10/15/2022
<i>Notes:</i> Ms. Holt will be exploring options with the district as the JCEC SEL Representative.						
	8/23/22	All certified staff will be trained in Youth Mental Health first Aid and Reconnect for Resiliency.		Complete 03/01/2023	Melanie Jacobs	03/01/2023
<i>Notes:</i>						
	10/14/24	Sophomore HOUSE teacher will work collaboratively with the Jackson County Health Department to go over sexual education with all JCEC students.			Kathy McMahan	06/10/2025
<i>Notes:</i>						
	10/14/24	Freshman and Senior HOUSE teachers will work collaboratively with the Center for Domestic Peace and instruct students on the importance of healthy relationships.			Kristin Holt	06/10/2025
<i>Notes:</i>						

		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teaching personal responsibility has been an annual goal for each teacher at JCEC. Students are held to high standards regarding rigor and work ethic. Plans have been put into place at each grade level to go into more depth with teaching the concepts of personal responsibility, cooperation, and concern for others through our JCEC required HOUSE course taught at each grade level.	Limited Development 07/06/2021		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			When this objective is fully met, ALL teachers will have establish a greater focus on Social Emotional Learning using the CASEL SEL Framework. Evidence will be included in weekly HOUSE plans posted to CANVAS as well as informal observations of daily interactions among students and staff.	Objective Met 01/31/24	Melanie Jacobs	06/06/2024
Actions						
	7/6/21	Kristin Holt and Inga Sutton will update HOUSE Curriculum binders to include Social Emotional Learning Goals based on the CASEL framework.		Complete 07/23/2021	Kristin Holt	07/23/2021
<i>Notes:</i>						
	9/15/21	HOUSE teachers will implement aspects of Social Emotional Learning into weekly HOUSE plans. Neighborhood meeting will begin with a brief introduction which teachers will expand upon in HOUSE.		Complete 05/15/2023	All HOUSE teachers and Student Support Team	05/15/2023
<i>Notes:</i>						
	11/3/23	Teachers will focus on the POG skill of Adaptability with a focus on responding to feedback with an intentional focus in each content area to help students review feedback given on tests, assignments, etc and make changes to final products or change preparation for tests based on feedback.		Complete 12/31/2023	All Classroom Teachers	12/31/2023
<i>Notes:</i>			This focus will continue throughout the month of November and teachers will share/evaluation during the November 29th POG PLC.			
	9/20/23	Teachers will focus their monthly PLC on NCDPI's Portrait of a Graduate with Character Strong analysis and implementation goals. Ms. Sutton will facilitate these meetings first quarter. M Jacobs will attend each monthly POG PLC meeting.		Complete 01/31/2024	Inga Sutton	06/06/2024

Notes:

Implementation:		01/31/2024		
Evidence	1/31/2024			
Experience	1/31/2024			
Sustainability	1/31/2024			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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		A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Jackson County Early College is working toward a more intentional focus on our four guiding principles of education, leadership, service, and community.	Limited Development 10/03/2018		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	At least 90% of the student body will be fully engaged in all HOUSE and Neighborhood activities developing a sense of community, increasing club involvement, and improving health and wellness as well as an increased awareness and self monitoring of social/emotional needs and more intentional career and college planning.	Objective Met 05/15/24	Melanie Jacobs	05/31/2024
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Actions

10/3/18	JCEC will have one more service date in Fall 2018 and four more dates in Spring 2019.	Complete 05/31/2019	Melanie Jacobs	05/31/2019
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Notes:	As of 4-5-19, students have completed all Fall Service Learning Goals and will complete the Final Spring Service day on 4-12-19. Service Learning has taken hold at Jackson County Early College and has become an integral part of our school.			
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6/8/20	Create HOUSE folder in One Drive for sharing all HOUSE materials and collaborative projects among staff.	Complete 03/01/2020	Kristin Holt	03/01/2020
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Notes:

5/30/19	Students will participate in 2 Service Learning trips during the 2019-2020 School Year. One in the Fall Semester and one in the Spring Semester.	Complete 05/27/2020	Inga Sutton	05/27/2020
<i>Notes:</i> Trips will be to provide local service to include: trash pickup, preschool, First Baptist, Adult Day Care, Ochre Hill Baptist Lord's Closet				
5/30/19	Interact Club Membership Drive	Complete 02/03/2020	Pamela Judson	05/31/2020
<i>Notes:</i> Interact Club representatives will come to JCEC during Neighborhood on for the purpose of recruiting student members.				
5/30/19	Students will participate in the second annual HOUSE Cup Event at the Jackson County Rec Center to compete in team building activities.	Complete 05/22/2020	Pamela Judson	05/31/2020
<i>Notes:</i>				
2/12/20	Teachers will meet to establish HOUSE criteria and a plan for Flexible Fridays to include more organized club options for students	Complete 05/29/2020	Inga Sutton	05/31/2020
<i>Notes:</i> First HOUSE planning meeting will occur Monday Feb. 17th, 2020 8:30-12:30				
6/8/20	Develop monthly themes for Neighborhood and assign theme of the month to staff members who will be in charge of compiling materials for that month's theme.	Complete 06/01/2020	Inga Sutton	06/01/2020
<i>Notes:</i>				
6/8/20	Create a new JCEC Neighborhood Creed for student expectations.	Complete 06/01/2020	Kristin Holt	06/01/2020
<i>Notes:</i>				
6/8/20	Revise Friday schedule to accommodate various club meetings.	Complete 06/01/2020	Melanie Jacobs	06/01/2020
<i>Notes:</i>				
6/8/20	Develop HOUSE plans with topics to be covered at each grade level to make sure support is given to college and career planning, social emotional learning, and other character development and life skill needs.	Complete 06/01/2020	Kristin Holt	06/01/2020
<i>Notes:</i>				
5/30/19	Organization of club meeting dates will be established at the beginning of the school year.	Complete 05/29/2020	Emilee Nidiffer	06/01/2020
<i>Notes:</i> Student led clubs will meet every Friday during specific times for Clubs during the 2020-2021 school year. A plan will be created to facilitate joining clubs and participating in club time.				
6/8/20	Develop a common syllabus for HOUSE so that all teachers are using the same language and grading criteria, insert HOUSE specific objectives, and post to HOUSE Canvas Course.	Complete 08/17/2020	Mary Jo Cope	08/17/2020
<i>Notes:</i>				

3/22/21	Identify Student Screeners to screen and greet fellow students from 7:45-8:00 each morning to help students develop leadership and job skills (soft skills).	Complete 03/22/2021	Pamela Judson	03/26/2021
<i>Notes:</i>				
3/22/21	Identify and train Math peer tutors to provide an additional opportunity for students to enhance their leadership skills.	Complete 03/26/2021	Amanda Fonseca	04/05/2021
<i>Notes:</i> Tutors will be identified and trained by March 26th. Tutoring will begin 4/5/2021				
3/22/21	Identify 2 representatives from each HOUSE to serve on the 2021-2022 JCEC Student Climate Committee.	Complete 03/26/2021	All HOUSE teachers	04/09/2021
<i>Notes:</i>				
3/22/21	Plan a scaled down version of HOUSE Cup following CDC guidelines for K-12 schools as a final activity to culminate the end of each HOUSE course to help rebuild the JCEC Neighborhood as we prepare to close out the 2020-2021 school year.	Complete 03/26/2021	Pamela Judson	04/27/2021
<i>Notes:</i> This activity can be students and staff only with no parents or volunteers due to COVID restrictions. Students will rotate to different stations (4 or 5) in groups no larger than the typical class size of 20. HOUSE Cup Date in Friday, May 7th with a rain date of Friday May 14th.				
3/22/21	Create a google doc for tracking students chosen for school leadership positions to help maintain equity and access for more students.	Complete 03/22/2021	Pamela Judson	06/04/2021
<i>Notes:</i>				
3/22/21	Identify new student Chemistry Teacher Assistants to give students an opportunity to show leadership in Science.	Complete 08/16/2021	Kristin Holt	08/15/2021
<i>Notes:</i>				
7/6/21	JCEC Neighborhood will take a community building field trip to Mountain State Fair in Fletcher.	Complete 09/10/2021	Melanie Jacobs	09/10/2021
<i>Notes:</i>				
3/22/21	Create a JCEC Student Climate Committee to give students an opportunity to represent their HOUSE group in important school decisions and initiatives in order to give JCEC students a voice.	Complete 09/09/2021	Melanie Jacobs	09/15/2021
<i>Notes:</i>				
3/22/21	Create a JCEC Cookbook Fundraiser led by the Cooking Club for a schoolwide fundraiser that will begin Fall 2021. As a first step, the cooking club sponsor will hold a planning meeting for the cookbook fundraiser early Fall 2021.	Complete 09/03/2021	Shannon Woodring	09/17/2021

<i>Notes:</i>				
5/30/19	Students will participate in HOUSE team building to build a sense of community among students in the same HOUSE within the school.	Complete 03/15/2022	Inga Sutton	05/31/2022
<i>Notes:</i> Each HOUSE teacher is responsible for creating activities to build a sense of community within his/her own HOUSE group. Activities will occur during the afternoon Service Dates Fall and Spring of the 2019-2020 School Year.				
10/3/18	Club leaders will be more intentional in encouraging student leaders to take a leadership role during student club meetings.	Complete 03/15/2022	Kristin Holt	05/31/2022
<i>Notes:</i> Club sponsors will encourage students to create agendas for meetings to keep club meetings more focused. Groups will meet several times per month at specified meeting times on Fridays.				
3/4/20	Neighborhood meetings will have a fun focus as well as a vehicle for disseminating school wide information. Neighborhood will follow a monthly character development theme.	Complete 03/15/2022	Inga Sutton	05/31/2022
<i>Notes:</i>				
7/6/21	At least 75% of the student population will be involved in clubs once a week as per the Friday Club Schedule, with 50% of the club offerings being voluntary	Complete 03/15/2022	Melanie Jacobs	06/06/2022
<i>Notes:</i> A common rubric will be provided to students in HOUSE through attendance and participation. Of participating students 80% will score 3 or 4.				
8/31/22	All incoming students will participate in Summer Bridge to learn to navigate college and high school course platforms and to gain a better understanding of expectations and available supports.	Complete 08/12/2022	Kristin Holt	08/12/2022
<i>Notes:</i>				
8/31/22	Students will participate in at least one community service day this school year as a whole school trip.	Complete 10/07/2022	Kristin Holt	10/07/2022
<i>Notes:</i> Full Spectrum Farms				
8/31/22	JCEC will host a Senior Information Night for seniors and families to focus on preparations to complete FAFSA and scholarship searches and applications.	Complete 10/18/2022	Inga Sutton and Melissa Hill	10/18/2022
<i>Notes:</i>				
8/31/22	Seniors will apply to colleges during College Application Week (October 17-21)	Complete 10/21/2022	Inga Sutton	10/21/2022
<i>Notes:</i>				
8/31/22	Students will tour local colleges to explore college options in our area.	Complete 10/25/2022	Kristin Holt	10/25/2022

	Notes: 9th grade to WCU 10th grade to UNC-A 11th grade to App State/Lees McRae (optional for 12th graders)			
8/31/22	JCEC will host STEAM night engaging community partners and students of all ages to help foster community support, student leadership, and exploration into STEAM careers.	Complete 12/01/2022	Kristin Holt	12/01/2022
	Notes:			
8/31/22	Choral Club will host the second annual JCEC Coffee House to foster student leadership and community involvement.	Complete 04/20/2023	Amanda Fonseca	04/20/2023
	Notes:			
8/31/22	Students will participate in the fifth annual HOUSE Cup competition to develop a sense of community and belonging.	Complete 05/12/2023	Melanie Jacobs	05/12/2023
	Notes:			
8/31/22	JCEC students will be encouraged to participate and compete in Battle of the Books.	Complete 05/11/2023	Inga Sutton	05/30/2023
	Notes:			
8/31/22	Students will lead conferences twice per year to develop leadership and communication skills. (Student led conferences)	Complete 05/12/2023	All HOUSE teachers	05/31/2023
	Notes:			
8/31/22	Seniors will participate in job shadowing experiences as part of their HOUSE project and present to other grade levels.	Complete 05/17/2023	Inga Sutton	05/31/2023
	Notes:			
8/31/22	Community members will come to JCEC to participate in Career Panel discussions to help students explore different career paths.	Complete 05/17/2023	Kristin Holt	05/31/2023
	Notes:			
8/31/22	Major Clarity will be used to help students explore career paths and develop 4 year plans that are accessible to them to monitor their own progress.	Complete 05/17/2023	Melissa Hill	05/31/2023
	Notes:			
8/31/22	Juniors and Seniors will be encouraged to participate in a CTE Internship at a local business. Areas of interest will be explored, businesses will be contacted and contacts given to students to set up their own internship experience.	Complete 05/15/2024	Melissa Hill	05/31/2024
	Notes: Advising			
Implementation:		05/15/2024		

Evidence	5/15/2024 Students start and lead their own clubs. We have a resiliency youth group. All seniors participate in job shadowing and internships. Our NHS students participate in community service independently and all student participate in school wide community service trips twice per year, including support with Special Olympics. Career panels occur twice per year. All of these are routine occurrences that have become engrained in our JCEC routines.			
Experience	5/15/2024 At JCEC the focus on developing student leadership skills and community partnerships has become routine.			
Sustainability	5/15/2024 To continue this work, we will need to be intentional about our community involvement efforts and support our students in taking on leadership roles. We will need full support for student internships and job shadowing experiences.			

Core Function:			Domain 4: Culture Shift		
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning		
		E2.03	The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)	Implementation Status	Assigned To
Initial Assessment:			JCEC will begin with gathering contact information for graduates, then develop a plan to follow up with them to track their post-secondary placements and progress. This meaningful data will help us to better recruit and share with CIHS.	Limited Development 03/26/2021	
How it will look when fully met:			When this objective is fully met, we will have a system in place with data tracking post-secondary placements of our JCEC graduates that we can share with the local school board. Through the Cooperative Innovative High Schools initiative, this will give us meaningful data to compare and track each school year.		Melissa Hill
Actions				1 of 2 (50%)	
	3/26/21	Create a google form for graduates to fill out contact information and plans after graduation. Make sure graduates complete the form prior to graduation.		Complete 08/16/2021	Pamela Judson
Notes:					

10/25/22	Create a method for tracking the following of JCEC graduates: -scholarships awarded -college acceptance -post secondary plans -college hours prior to graduation		Melissa Hill	10/31/2025
Notes:				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4B: Solicit and act upon stakeholder input
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		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Through the School Improvement Process, JCEC has created a plan for creating meaningful real world experiences for our students through STEAM nights, internships in their Senior year, and meaningful partnerships with our local community through career panels.			Limited Development 03/23/2021		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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How it will look when fully met:	When this objective is fully met, JCEC will have students placed in internship opportunities with local businesses. This will be monitored both through HOUSE courses at specific grade levels and through communication with the college liaison and guidance counselor.				Evelyn Graning	06/03/2025
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Actions		9 of 10 (90%)		
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7/7/21	Create a Save the date flyer and distribute for community involvement in JCEC hosted STEAM night.	Complete 06/25/2021	Kristin Holt	06/25/2021
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Notes: Invite SCC (mechatronics, health sciences, computer technology, forensics, NASA), WCU (Departments and specialists), Community patners (Catman, Balsam Mountain Preserve, Green Energy Park)				
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7/7/21	Reserve Burrell Building for December 2nd (5:00 pm-7:00 pm) JCEC hosted STEAM night.	Complete 06/30/2021	Pamela Judson	06/30/2021
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Notes:				
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7/7/21	Renew subscription to memory mixer for yearbook.	Complete 09/01/2021	Shannon Woodring	09/01/2021
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Notes:				
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7/7/21	Collect recipes from all HOUSE students, teachers, families, SCC staff, CO staff by September 9, 2021.	Complete 09/10/2021	Shannon Woodring	09/09/2021
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<i>Notes:</i>				
7/7/21	Send recipes for JCEC Cookbook to printing company for publishing.	Complete 09/30/2021	Shannon Woodring	09/30/2021
<i>Notes:</i> *Cookbooks will be offered to families to purchase in November. This will be used a fundraiser and marketing campaign. * Continue to look for opportunities to sell (Fall Fest, Spring Fling, Greening up the Mountains)				
7/7/21	Work with David Proffitt to secure advertising for STEAM night (newsletters, social media, billboards, newspapers, student interviews with radio station.)	Complete 11/01/2021	Melanie Jacobs	11/01/2021
<i>Notes:</i>				
7/7/21	Communicate with school counselors to get STEAM night invitations out to all 8th graders in the district and Mountain Discovery Charter School, private schools, and Catamount.	Complete 11/04/2021	Marissa Todd	11/10/2021
<i>Notes:</i> This is a marketing/recruitment opportunity for our school.				
3/23/21	Determine best strategy for supporting students in finding internship opportunities and devise a plan to have students begin to take advantage of such opportunities.	Complete 02/15/2022	Marissa Todd	02/15/2022
<i>Notes:</i>				
2/17/22	Collaborate with Linda Lamp from Southwestern Workforce Development and other local businesses to form partnerships to provide summer and fall internship opportunities for JCEC students.	Complete 06/05/2023	Melissa Hill	06/01/2023
<i>Notes:</i>				
10/15/24	A comprehensive timeline for recruitment will be created that incorporates engaging school visits, advertisement, engaging videos, and open houses in fall and spring semester for prospective students.		Evelyn Graning	06/10/2025
<i>Notes:</i>				
Implementation:		10/14/2024		
Evidence	10/14/2024 All Actions have been met and continue to be part of our support with Seniors in their last year at JCEC.			
Experience	10/14/2024 Working with different individuals to finish each action through a number of years as we have worked to build support in our Senior year for our students.			

<i>Sustainability</i>			10/14/2024 Continued work with Mrs. Oberg, our College Advising Corp Member, continued efforts through Portrait of a Graduate during their Senior HOUSE period with Mrs. Sutton, continued outreach to our local community to advocate and receive funding for paid internships.			
Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			JCEC utilizes a variety of methods for communicating home to parents and involving them in their child's educational progress. We also host a variety of opportunities for them to come in a learn about their child's progress in school as well as volunteer in the school and on field trips.	Full Implementation 09/29/2023		

Comprehensive Progress Report

Mission:

Engage, Enlighten, and Enrich

Engage (Connecting)

We create opportunities for relevant, authentic, and meaningful learning experiences both inside and outside the classroom. Our students connect knowledge to the real world and build friendships that last a lifetime.

Enlighten (Learning)

We believe every child can learn, achieve, and be successful in life. We also believe the foundation for success is knowledge. Our highly-qualified faculty consists of trained and licensed professional educators who passionately work for the good of every student.

Enrich (Applying)

Authentic learning involves thinking, exploring, evaluating, and creating. Our students have a wealth of opportunities to apply their knowledge and develop the skills they need to become leaders, decision-makers, and lifelong learners.

Vision:

Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

Jackson County Public Schools collects data and has a comprehensive assessment system in place at all schools. While all schools collect data, the district and school teams will work to develop and/or scale up a systematic process for evaluating core instruction, supplemental instruction, and intensive supports, while monitoring progress and developing plans for groups and individual students. JCPS will implement a Multi-Tiered System of Support for ALL schools and ALL students.

JCPS will prioritize rigorous and relevant academic CORE instruction through the use of consistent district-aligned reading and mathematics curriculum for grades K-8.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		A04	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(5642)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCPS has current district pacing guides for K-8 math and ELA. -- District pacing guides are made available to all staff through digital access -- Adoption of new updated math resources for K-5 along with PD in the summer (2017) has helped to align district curriculum guides to the budget. -- District PLCs meet to examine data and resources provided within the district pacing guide. JCPS has placed curricular expectations for each course at all school. -- Assessment Specifications from NCDPI are expected to be used for pacing and lesson planning for all courses taught throughout the district.	Limited Development 08/31/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Curriculum resources, pacing guides, vocabulary, and instructional strategies will be located and easily accessible at our JCPS website under curriculum. Curriculum is the main focus of all District Leadership Team meetings throughout each school year. Schools will have effective PLC meetings across all grade levels to identify priority standards and evaluate formative assessment data to drive instruction.	Objective Met 10/09/24	Laura Dills	06/30/2024
Actions						
	9/15/17	Create district K-8 pacing guides for math and ELA and make available to all teachers and schools.		Complete 09/29/2017	Laura Dills	09/30/2017
Notes:						
	10/17/17	Create district 5-8 pacing guides for Science and make available to all teachers and schools.		Complete 06/26/2019	Angie Dills	06/30/2019
Notes: Conducted grade level meetings for 5 & 8 during the 18/19 school year.						
	10/17/17	Secondary Curriculum Director will support development of curriculum guides for each EOC course at each school.		Complete 06/30/2024	Angie Dills	06/30/2024
Notes: making progress with varied implementation at each school - update 6/26/2019						
	2/19/18	Curriculum directors attend ELA and math revised standards updates training sessions.		Complete 02/28/2018	Angie Dills	03/31/2018
Notes:						

2/19/18	Develop a plan of action for roll out of revised standards for ELA and math.	Complete 03/20/2018	Angie Dills	06/01/2018
<i>Notes:</i>				
6/13/18	School based literacy teams will participate in adolescent literacy overview professional development.	Complete 05/01/2018	Angie Dills	05/01/2018
<i>Notes:</i>				
6/13/18	District will follow up with school teams on adolescent literacy PD from fall 2018.	Complete 06/26/2019	Kelly Doppke	06/30/2019
<i>Notes:</i> Provided support to FES				
6/13/18	School based literacy teams will attend SIMS Training in August	Complete 08/02/2018	Kelly Doppke	08/02/2018
<i>Notes:</i>				
6/13/18	District will adopt a 90 minutes literacy framework for K-5 classrooms and provide access to literacy resources (K-12) to support school based literacy teams and planning.	Complete 08/03/2018	curriculum team	08/03/2018
<i>Notes:</i> complete and provide prior to summer leadership				
11/1/18	District curriculum directors will create up-to-date online resources for teachers to access instructional practices, unpacking standards documents, and links to state curriculum guides and other resources.	Complete 10/31/2018	Angie Dills	10/31/2018
<i>Notes:</i>				
6/26/19	Present the benefits of Adolescent Literacy impact on school achievement and determine if other schools are interested in additional PD.	Complete 11/14/2019	Angie Dills	11/30/2019
<i>Notes:</i>				
6/26/19	Develop Implementation plan for new Istation literacy tool.	Complete 08/30/2019	Laura Dills	08/30/2019
<i>Notes:</i>				
6/26/19	Develop Implementation plan for i-Ready math screener and instructional tool	Complete 08/30/2019	Adam Holt	08/31/2019
<i>Notes:</i>				
10/3/19	District creates instructional/lead teacher team that meets monthly to focus on state standards and PLC model and Core Curriculum.	Complete 05/19/2020	Brent Speckhardt	08/30/2020
<i>Notes:</i>				
10/3/19	Provide opportunities for instructional/lead teachers to receive PD throughout the school year. To include partners such as Friday Institute and NCCAT.	Complete 05/19/2020	Brent Speckhardt	06/30/2020
<i>Notes:</i>				

10/3/19	JCPS will create data decision rules for ELA, math, and behavior/social emotional learning.	Complete 11/14/2019	Adam Holt	11/30/2019
<i>Notes:</i>				
10/3/19	JCPS will support the development of school based standard protocols for interventions based on district data decision rules for ELA, math, and Behavior/Social Emotional learning.	Complete 06/28/2024	Adam Holt	06/30/2024
<i>Notes:</i>				
10/3/19	Provide digital citizenship training for all schools and students. Technology facilitators will support schools through this process.	Complete 04/30/2021	Jeremiah Jackson	04/30/2021
<i>Notes:</i>				
9/28/20	Update math pacing with new textbook adoption for grades K-8	Complete 06/30/2022	Laura Dills	06/30/2022
<i>Notes:</i>				
6/27/22	CO - Staff complete LETRS PD part 1	Complete 06/28/2022	Laura Dills	06/30/2022
<i>Notes:</i>				
6/27/22	CO - Staff complete LETRS PD part 2	Complete 06/29/2023	Laura Dills	06/30/2023
<i>Notes:</i>				
6/27/22	ALL K-5 Core Teachers, EC, EL, PK, Instructional Coaches, Admin will participate in LETRS Training	Complete 06/28/2024	Laura Dills	06/30/2024
<i>Notes:</i>				
6/27/22	LETRS Kickoff Event	Complete 08/09/2022	Laura Dills	08/08/2022
<i>Notes:</i>				
6/27/22	Curriculum teams will create a PD plan for the 4 designated PD days in the 2023 school calendar	Complete 07/29/2022	Angie Dills	07/31/2022
<i>Notes:</i>				
6/27/22	Provide support for LETRS PD will come from school level instructional coaches and district level curriculum department	Complete 06/28/2024	Laura Dills	06/30/2024
<i>Notes:</i>				
6/28/22	Purchase new ELA product - Wit and Wisdom	Complete 08/01/2021	Angie Dills	08/01/2021
<i>Notes:</i>				
6/28/22	Provide initial PD for Wit and Wisdom materials	Complete 08/30/2021	Angie Dills	08/30/2021
<i>Notes:</i>				
6/28/22	Provide school level support for Wit and Wisdom materials	Complete 10/29/2021	Laura Dills	10/31/2021
<i>Notes:</i>				

6/28/22	Quarter 1 LETRS check-In with staff and supporting Instructional Coaches	Complete 10/31/2022	Laura Dills	10/31/2022
<i>Notes:</i>				
6/28/22	Quarter 2 LETRS check-In with staff and supporting Instructional Coaches	Complete 01/06/2023	Laura Dills	01/09/2023
<i>Notes:</i>				
6/28/22	Quarter 3 LETRS check-In with staff and supporting Instructional Coaches	Complete 03/17/2023	Laura Dills	03/17/2023
<i>Notes:</i>				
6/28/22	Quarter 4 LETRS check-In with staff and supporting Instructional Coaches	Complete 06/29/2023	Laura Dills	06/30/2023
<i>Notes:</i>				
11/3/22	JCPS create a literacy intervention plan to align with state requirements	Complete 09/06/2022	Laura Dills	10/01/2022
<i>Notes:</i>				
11/3/22	Develop procedures for implementing required individualized reading plans	Complete 02/27/2023	Laura Dills	02/28/2023
<i>Notes:</i>				
9/7/23	Wit and Wisdom correlation to NC Test Specifications, review with JCPS Instructional Coaches to implement with each school.	Complete 09/06/2023	Angie Dills	09/07/2023
<i>Notes:</i>				
9/7/23	Review with Instructional Coaches and Principals the use of the Wit and Wisdom correlation document with NCDPI Test Specifications.	Complete 03/07/2024	Angie Dills	06/30/2024
<i>Notes:</i>				
9/7/23	Create a collaborative structure with instructional coaches meetings to increase academic proficiency.	Complete 06/28/2024	Angie Dills	06/30/2024
<i>Notes:</i>				
9/7/23	Instructional coaches will conduct Foundations observations and follow coaching support to individual teachers and groups	Complete 06/28/2024	Brent Speckhardt	06/30/2024
<i>Notes:</i>				
Implementation:		10/09/2024		
Evidence	10/9/2024			
Experience	10/9/2024			

Sustainability			10/9/2024			
Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
		A01	The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All JCPS schools began using NC Star for school improvement in August of 2016. Central office staff provides training and support to principals and process managers. Central office staff also provides two coaching comments per month. School goals are vertically aligned with district goals and the overall district strategic plan. All schools have a common indicator to implement a Multi Tiered Systems of Support by 2020. To ensure school needs are met, school goals informed the district goals to provide overall consistency and effectiveness.	Limited Development 08/31/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Starting with the 2016-2017 school year, all JCPS schools will use NC Star for school improvement planning. District Curriculum team will provide two comments per month. District Improvement Plan will support each school improvement plan. Guest login access will be provided to all stakeholders to view school and district plans. JCPS Assessment System will be used consistently throughout the district and a plan for analyzing student achievement throughout the year will be identified and monitored.		Adam Holt	06/30/2025
Actions				41 of 44 (93%)		
	10/12/17	Restructure principal meetings to be day long District Leadership Team meetings with a focus on SIP and data. A formal schedule is followed each month with only the amount of time for each category changing.		Complete 02/08/2018	Kim Elliott	06/29/2018
Notes:						
	10/12/17	Directors will provide support and monitor NC Star through coaching comments and process manager quarterly meetings.		Complete 06/07/2018	Adam Holt	06/29/2018
Notes:						

10/12/17	JCPS Finance team has dedicated certain funds to hiring instructional coaches to ensure district alignment and instructional support to teachers. Instructional coaches will spend 85% or more of their day working directly with teachers on best practices and instructional strategies.	Complete 07/01/2018	Kevin Bailey	09/01/2018
<i>Notes:</i>				
10/12/17	At each monthly DLT meeting, data discussions will be conducted around district information. Each school will meet throughout the year to discuss data as it becomes available. Director of Accountability will ensure data is readily available for schools to use and review. Director of Accountability will offer data review meetings with school administration, PLC groups, grade level teams, or entire school staff.	Complete 06/14/2018	Adam Holt	06/29/2018
<i>Notes:</i>				
8/21/18	Create and communicate a thorough JCPS Assessment System including screeners/benchmarks/outcome assessments and timelines to analyze data.	Complete 07/19/2018	Adam Holt	10/01/2018
<i>Notes:</i>				
9/6/18	Continue to review district level data at monthly DLT meetings.	Complete 06/26/2019	Adam Holt	06/30/2019
<i>Notes:</i>				
9/6/18	Hold school meetings to review data based on JCPS assessment calendar.	Complete 06/26/2019	Adam Holt	06/30/2019
<i>Notes:</i>				
9/6/18	Review district level data at monthly COLT meetings based on JCPS assessment calendar. Will focus on screeners and benchmark data.	Complete 06/26/2019	Adam Holt	06/30/2019
<i>Notes:</i>				
11/1/18	Conduct PLC refresher for school administrators and district level administrators at the October DLT meeting.	Complete 10/11/2018	Jake Buchanan	10/11/2018
<i>Notes:</i>				
11/1/18	Schedule school level PLC refresher at each school	Complete 10/31/2018	Jake Buchanan	10/31/2018
<i>Notes:</i>				
11/1/18	Conduct PLC refresher sessions at each school	Complete 01/30/2019	Jake Buchanan	01/30/2019
<i>Notes:</i>				
11/1/18	Schedule PLC Facilitator training for teacher leaders	Complete 03/29/2019	Jake Buchanan	03/30/2019
<i>Notes:</i>				
11/1/18	Develop a sustainability plan for 1-to-1 initiative	Complete 12/19/2018	Laura Dills	01/01/2019
<i>Notes:</i>				

6/26/19	JCPS will assess resources that are used at the school level to determine effectiveness for student achievement.	Complete 06/30/2021	Angie Dills	06/30/2021
<i>Notes:</i>				
6/26/19	At monthly policy review meetings, team will review policies to determine alignment with strategic plan with a focus on student achievement.	Complete 02/14/2020	Jake Buchanan	06/30/2020
<i>Notes:</i>				
10/3/19	Created a monthly Curriculum and Instruction district level meeting to focus on collaboration across departments to better support school improvement.	Complete 05/08/2020	Angie Dills	06/30/2020
<i>Notes:</i>				
10/3/19	All administrators, teachers, and students will receive training on use of Say Something-Anonymous Reporting System (SS-ARS) APP.	Complete 01/01/2020	Jake Buchanan	01/01/2020
<i>Notes:</i>				
2/1/21	Curriculum Planning day at NCCAT for school leadership teams	Complete 03/02/2021	Angie Dills	03/03/2021
<i>Notes:</i>				
2/1/21	Finalize Professional Development Plan for District Initiatives	Complete 07/20/2021	Angie Dills	07/31/2021
<i>Notes:</i>				
2/1/21	Develop a plan for summer programs	Complete 04/15/2021	Laura Dills	04/15/2021
<i>Notes:</i>				
2/1/21	Data analysis in Qualtrics	Complete 06/10/2021	Adam Holt	06/30/2021
<i>Notes:</i>				
7/20/21	Accountability Director will meet with school leadership teams five times throughout the year to discuss student data	Complete 06/30/2022	Adam Holt	07/31/2022
<i>Notes:</i>				
7/20/21	JCPS Curriculum Team will provide beginning of the year PD for: Wit and Wisdom, Foundations, and mCLASS	Complete 08/30/2021	Laura Dills	08/31/2021
<i>Notes:</i>				
7/20/21	Foundations of Math PD for fall semester	Complete 11/04/2021	Adam Holt	11/10/2021
<i>Notes:</i>				
6/27/22	Continue Data Meetings for 2023 school year	Complete 06/09/2023	Adam Holt	06/30/2023
<i>Notes:</i>				
6/27/22	Revamped meeting structure for all district level meetings	Complete 08/19/2022	Angie Dills	08/15/2022
<i>Notes:</i>				

6/27/22	Summer recovery and learning loss - summer 2022 Provided a 5 week summer academic learning program for students who needed additional time to support learning loss from COVID 19 impacts.	Complete 07/29/2022	Laura Dills	07/30/2022
<i>Notes:</i>				
10/18/22	Develop schedule for book study on using data for School Improvement. Driven By Data 2.0	Complete 10/12/2022	Adam Holt	10/12/2022
<i>Notes:</i>				
10/18/22	Introduce Driven By Data 2.0 book study to DLT/AP/Instructional Coaches groups at November Meetings	Complete 11/08/2022	Adam Holt	11/30/2022
<i>Notes:</i>				
10/18/22	Review Introduction of Driven By Data 2.0 in DLT/AP/Instructional Coaches meetings.	Complete 12/06/2022	Adam Holt	12/22/2022
<i>Notes:</i>				
11/3/22	Meet with Dr. Gibbs regarding Low Performing Schools requirements	Complete 10/07/2022	Adam Holt	10/07/2022
<i>Notes:</i>				
1/12/23	Review Chapter 1 of Driven By Data 2.0 book with DLT, APs, and Instructional Coaches	Complete 01/26/2023	Adam Holt	01/31/2023
<i>Notes:</i>				
1/12/23	Review Chapter 2 of Driven By Data 2.0 book with DLT, APs, and Instructional Coaches	Complete 02/14/2023	Adam Holt	02/28/2023
<i>Notes:</i>				
1/12/23	Review Chapter 3 of Driven By Data 2.0 book with DLT, APs, and Instructional Coaches	Complete 03/14/2023	Adam Holt	03/30/2023
<i>Notes:</i>				
5/24/23	Work with school leadership teams at Summer Leadership to review multiple sources of data and set actions steps for 2023/24 school year.	Complete 07/27/2023	Adam Holt	08/01/2023
<i>Notes:</i>				
9/7/23	Implement the use of Instructional Snap Shot Tool to be used by school admin	Complete 12/12/2023	Brent Speckhardt	12/30/2023
<i>Notes:</i>				
9/7/23	Region 8 NCDPI support with Low Performing Schools	Complete 06/28/2024	Dana Ayers	06/30/2024
<i>Notes:</i>				
3/4/24	Quarterly district Elementary grade level PLC meetings	Complete 05/24/2024	Laura Dills	05/24/2024
<i>Notes:</i>				

3/4/24	Quarterly middle school district PLC meetings by subject area.	Complete 05/24/2024	Angie Dills	05/24/2024
<i>Notes:</i>				
3/4/24	Quarterly high school district PLC meetings for EOC subject areas.	Complete 05/24/2024	Angie Dills	05/24/2024
<i>Notes:</i>				
3/7/24	Central Office will facilitate participation in NCILA for schools that are low performing and will provide support to new principals through Early Career Principal Academy.	Complete 06/21/2024	Brent Speckhardt	06/30/2024
<i>Notes:</i>				
10/9/24	Dr. Jan King will work with Assistant Principals during their monthly PLC meetings focusing on improving school culture, climate, and overall school improvement		Brent Speckhardt	06/30/2025
<i>Notes:</i>				
10/9/24	Use results from Federal and State audits (Civil Rights, CTE, Federal Programs, Beginning Teachers) to increase opportunities for student improvement.		Angie Dills	06/30/2025
<i>Notes:</i>				
10/9/24	Attend additional EVAAS trainings to improve student learning and share information with school admin through school based data meetings.		Adam Holt	05/30/2025
<i>Notes:</i>				
Implementation:		02/07/2019		
Evidence	2/7/2019 -- see attached plan			
Experience	2/7/2019 -- Met requirements of Golden Leaf			
Sustainability	2/7/2019 -- annual review of the plan			

		A03	The district sets district, school, and student subgroup achievement targets.(5627)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Subgroup data analysis lived at the school level with various levels of priority.	Limited Development 12/18/2023		
How it will look when fully met:			JCPS will efficiently collect, analyze and utilize discipline and attendance data at the school district, school, and grade levels to engage in systematic problem-solving and continuous improvement cycles.		Angie Dills	06/30/2025
Actions				3 of 6 (50%)		
	12/18/23	JCPS EC Leadership and school leadership will complete a root cause analysis to identify opportunity gaps in student achievement for the EC subgroup.		Complete 12/22/2023	Kelly Doppke	12/31/2023
<i>Notes:</i>						
	12/18/23	Based on opportunity gap analysis, school level leadership will develop school goals to decrease between SWD and Not SWD achievement scores.		Complete 06/28/2024	Kelly Doppke	06/30/2024
<i>Notes:</i>						
	12/18/23	Review student attendance data at school level and grade level at each school. Look for ways to improve attendance during school level data meetings.		Complete 02/09/2024	Meagan Crews	02/28/2024
<i>Notes:</i>						
	10/9/24	Provide targeted professional development through Ellevations for teachers serving English Learners in their classrooms			Laura Dills	06/30/2025
<i>Notes:</i>						
	10/15/24	To support staff in supporting the academic needs of Multi-Lingual students JCPS will provide training and coaching in the following areas during the 2024-2025 school year: SIOP strategies (visuals, pace, unit sequencing, linguistic modulation/explication)			Laura Dills	06/30/2025
<i>Notes:</i>						

10/15/24	To support staff in supporting the academic needs of Multi-Lingual students JCPS will provide training and coaching in the following areas during the 2024-2025 school year: SIOP strategies (visuals, pace, unit sequencing, linguistic modulation/explication) GLAD strategies (activating prior knowledge, front loading vocabulary)		Laura Dills	06/30/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		B10	The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions.(6832)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCPS has partnered with Integrated Comprehensive Systems for Equity for a multi year PD plan. District leadership team attended PD at University of Wisconsin in July 2019. We began implementation Fall 2019 with school leadership. The Exceptional Children LEA self assessment for JCPS is an ongoing improvement process for students with disabilities in Jackson County.	Limited Development 09/28/2020		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			JCPS will have developed policies and procedures to have proportionally represented classrooms throughout the system including policies and funding allocations to support equitable practices. Improve academic outcomes for students with disabilities, i.e. improved reading and math proficiency levels.	Objective Met 10/09/24	Jake Buchanan	06/30/2024
Actions						
9/28/20		District Equity Team completes District Equity models 1-4		Complete 06/30/2020	Angie Dills	06/30/2020
Notes:						
9/28/20		District Equity will meet weekly to work through modules and PD plan		Complete 11/30/2020	Jake Buchanan	06/30/2021
Notes:						

9/28/20	District Leadership Team will complete a book study on poverty as beginning work to our Equity PD Plan. "Reaching and Teaching Students in Poverty" by Gorski	Complete 06/30/2020	Angie Dills	06/30/2020
<i>Notes:</i>				
9/28/20	One day introduction PD for school teams on ICS of Equity	Complete 02/17/2020	Angie Dills	02/28/2020
<i>Notes:</i>				
9/28/20	District Leadership Team will work through ICS school modules through monthly DLT meetings	Complete 06/10/2021	Jake Buchanan	06/30/2021
<i>Notes:</i>				
9/28/20	School based Equity Teams will participate in ICS PD July 2021.	Complete 07/15/2021	Jake Buchanan	07/31/2021
<i>Notes:</i>				
9/28/20	JCPS will work with stakeholders to develop a systematic problem solving process including documentation and progress monitoring for students with disabilities.	Complete 06/30/2023	Kelly Doppke	06/28/2023
<i>Notes:</i>				
9/28/20	JCPS District MTSS Team will attend SDI PD with NCDPI staff.	Complete 10/14/2020	Kelly Doppke	10/31/2019
<i>Notes:</i>				
9/28/20	JCPS District MTSS team will meet weekly to complete SDI modules.	Complete 06/30/2020	Kelly Doppke	06/30/2020
<i>Notes:</i>				
9/28/20	Relocate self-contained and day treatment classrooms to traditional K-8 schools.	Complete 08/17/2020	Kelly Doppke	08/17/2020
<i>Notes:</i>				
7/20/21	JCPS will provide SEL PD to all staff	Complete 05/31/2022	Kelly Doppke	05/30/2022
<i>Notes:</i>				
7/20/21	District SEL Team will complete MTSS SEL modules	Complete 07/02/2021	Dana Tucker	08/01/2021
<i>Notes:</i>				
7/20/21	School level SEL teams will provide PD to faculty and staff.	Complete 06/30/2023	Dana Tucker	06/30/2023
<i>Notes:</i>				
6/27/22	ICS Equity work - school based teams will participate in Co-Plan to Co-Serve Training	Complete 07/21/2023	Jake Buchanan	07/31/2023
<i>Notes:</i>				
10/18/22	Communicate to school ICS Equity teams the expectation to complete School Cornerstone 1 by June 2023	Complete 09/12/2022	Jake Buchanan	09/15/2022
<i>Notes:</i>				

10/18/22	ICS - Equity - Coaching Meeting with Jess and Elise at school level and district level	Complete 10/20/2022	Jake Buchanan	10/20/2022
<i>Notes:</i>				
10/18/22	District ICS Equity team complete Cornerstone 2 by end of school year	Complete 06/30/2023	Jake Buchanan	06/30/2023
<i>Notes:</i>				
11/3/22	Complete Opportunity Gap analysis and EC Improvement planning worksheet	Complete 01/31/2023	Kelly Doppke	01/31/2023
<i>Notes:</i>				
10/12/23	Continue supporting school Equity teams.	Complete 06/28/2024	Jake Buchanan	06/30/2024
<i>Notes:</i>				
10/12/23	JCPS District Equity Team will continue working through modules during the 23/24 school year on a monthly basis.	Complete 06/28/2024	Brent Speckhardt	06/30/2024
<i>Notes:</i>				
3/7/24	C&I team will develop school level self assessments for Equity Audits.	Complete 07/25/2024	Angie Dills	10/31/2024
<i>Notes:</i>				
Implementation:		10/09/2024		
Evidence	10/9/2024			
Experience	10/9/2024			
Sustainability	10/9/2024			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4B: Solicit and act upon stakeholder input			
		E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Through the COVID pandemic, this highlighted a need to increase our effective two-way communication with students, parents, and community. We determined that the majority of our communication was one-way. We adopted a communication tool, Remind, to help with this indicator.	Limited Development 07/20/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			JCPS will commit to providing quarterly opportunities for parent and community involvement at both school and district level. JCPS will solicit open feedback through stakeholder groups, open forums, community events, and surveys.	Objective Met 10/09/24	Dana Ayers	06/30/2024
Actions						
	7/20/21	Meet the Superintendent events at three schools		Complete 08/05/2021	Dana Ayers	08/05/2021
Notes:						
	7/20/21	Quarterly parent Stakeholder groups		Complete 06/27/2022	Central Office Staff	06/30/2022
Notes:						
	7/20/21	JCPS District Leadership will consistently participate in Sylva Rotary, Catamount School Board, Hospital Business Roundtable, PEC, Qualla Education Collaborative, WRESA, Jackson Neighbors in Need, LICC, Domestic Violence Prevention Taskforce, Child Fatality Prevention Taskforce, Adolescent Pregnancy Prevention Council, School Justice Partnership, Clinical Experiences COP, Ed. Leadership Advisory Council, Regional Collaboratives for DPI programs, School Health Advisory Council, WRAEC, Early Intervention Team, Regional Workforce Development		Complete 06/27/2022	Central Office Staff	06/30/2022
Notes:						
	7/20/21	JCPS will increase social media presence through multiple outlets for both district and schools.		Complete 06/27/2022	Central Office Staff	06/30/2022
Notes:						
	6/27/22	Create Superintendent Advisory Panel		Complete 06/27/2022	Dana Ayers	06/30/2022

	<i>Notes:</i>			
6/27/22	Back to School Bash - 2022	Complete 08/20/2022	Dana Ayers	08/20/2022
	<i>Notes:</i>			
6/27/22	Create Remind Groups for SWD	Complete 06/27/2022	Kelly Doppke	06/30/2022
	<i>Notes:</i>			
6/27/22	District site license for Remind for two way communication between schools and home	Complete 06/27/2022	Jeremiah Jackson	06/30/2022
	<i>Notes:</i>			
6/27/22	Continue use of Remind for communication with multiple stakeholder groups	Complete 06/09/2023	Angie Dills	06/30/2023
	<i>Notes:</i>			
10/18/22	Establish date for Back to School Bash 2023	Complete 09/02/2022	Dana Ayers	10/01/2022
	<i>Notes:</i>			
10/18/22	Push out early communication with all stakeholders regarding Back to School Bash 2023	Complete 10/03/2022	Dana Ayers	11/01/2022
	<i>Notes:</i>			
9/7/23	Participate in the National Family Engagement Conference	Complete 10/20/2023	Kelly Doppke	10/31/2023
	<i>Notes:</i>			
12/18/23	Student Superintendent Panel - implementation and begin process of receiving feedback from students on a monthly basis.	Complete 01/31/2024	Dana Ayers	01/31/2024
	<i>Notes:</i>			
12/18/23	Created webpage for Parents Bill of Rights with opportunities for feedback from parents and community.	Complete 10/01/2023	Shaneka Allen	10/01/2023
	<i>Notes:</i>			
12/18/23	Create a Parents Guide to student Achievement and post on JCPS website	Complete 07/01/2024	Angie Dills	08/01/2024
	<i>Notes:</i>			
3/7/24	Superintendent Advisory Panel will seek Student feedback responses with a question per month for grades 4 - 12.	Complete 05/31/2024	Dana Ayers	05/31/2024
	<i>Notes:</i>			
Implementation:		10/09/2024		
Evidence	10/9/2024			


Experience	10/9/2024			
Sustainability	10/9/2024			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	A05	The district supports a student centered approach and provides an instructional framework-based on learner profiles that inform individualized learning paths and competency-based progression in a flexible learning environment.(6829)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Legislation requires a comprehensive career development plan for every student in grades 7-12 to include advanced learning opportunities, career pathways, and future postsecondary goals. JCPS has hired a Career Development Coordinator to support the implementation of this legislation and work directly with each school with students grades 7-12.	Limited Development 10/09/2024		
How it will look when fully met:		Each school will have a individualized version of a career development plan for students that will include interest inventory, postsecondary goals, and course planning for middle and high school. Each student will complete an update of the plan annually to reflect his/her progress towards goals.		Angie Dills	06/30/2026
Actions			2 of 6 (33%)		
10/9/24	Develop a CDP in Google Classroom for students at SMHS		Complete 05/30/2024	Angie Dills	05/30/2024
Notes:					
10/9/24	Use CDP for student registration at SMHS for school year 24/25		Complete 05/30/2024	Angie Dills	05/30/2024
Notes:					
10/9/24	Develop CDP for JCEC			Angie Dills	11/30/2024
Notes:					
10/9/24	Develop CDP for BREC			Angie Dills	11/30/2024
Notes:					
10/9/24	Develop CDP for JCS			Angie Dills	11/30/2024
Notes:					
10/9/24	Increase CCP opportunities on School Campuses			Angie Dills	06/30/2025

Notes:

Comprehensive Progress Report

- Mission:** Jackson Community School is committed to developing students into young adults prepared with the skills and dispositions necessary to succeed in the workforce, in future academic pursuits, and in healthy relationships through engaging, relevant, and effective instruction; SEL-informed practices; and robust services designed to meet a range of needs.
- Vision:** Our vision is to provide our students with multiple avenues of hope to bring the best lives they can envision to fruition, including opportunities to break cycles of poverty and trauma in service to both our individual students and the community as a whole.
- Goals:**
- JCS will increase a graduation rate to 66% for the 2024-2025 school year by ensuring all students are provided resources to overcome barriers to graduate.
 - JCS will decrease the number of chronically absent students to 50%, down from 66%, by the end of the 2024-2025 school year.
 - JCS will decrease the number of missed instructional days for out of school suspension to 200 days from the previous school year (250 days).

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our team is currently using formative and summative data to address student needs. Although data collection has been difficult for the past eight month due to Covid-19 related barriers, the team continued to collect individual data through classroom measures and electronic measures, such as Edgenuity.	Limited Development 07/21/2016		
How it will look when fully met:			<p>The team reviews pre-determined data indicators to measure student progress. These indicators are used to adjust instructional strategies and to determine if interventions are needed.</p> <ul style="list-style-type: none">Using the content mastery standards, indicators are established through common formative assessments and benchmark assessments.The team meets twice a month to discuss student progress.Student interventions follow the district MTSS protocols established for each content area and/or social-emotional area.Support Staff, such as the graduation coach, provide intervention and recovery steps for students identified as needing additional support to prevent drop out.	Objective Met 06/17/24	Holly Whisnant	06/30/2023
Actions						
	10/7/20	The principal/lead teacher will meet with staff members twice a year to review the data.		Complete 06/03/2024	Heather Reidinger	06/30/2023
		Notes: The principal or designee reviews and monitors progress along with classroom teachers.				
		Past: First Meeting. MTSS on November 5, 2020. Reviewed attendance, discipline, and BAS-C.				
	10/7/20	Utilize EVAAS data for monitoring student growth.		Complete 05/06/2024	Adam Holt	06/30/2023

Notes: Central office provides instruction on how to use EVAAS to faculty.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Revised Implementation Summary: The team has done extensive work with content standards and student mastery. The team will work with the MTSS process to support a tiered system of support for students. The team will continue to ensure students understand and learn the essential standards connected to each content area. These steps will help support student proficiency on standardized assessments.</p> <p>Previous Efforts: SOA provided a full time counselor, Graduation Coach and support for our 4-12th staff.</p>	Limited Development 03/22/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			1. Jackson Community School will have consistent full-time support personnel. 2. All staff will be trained in and will operationalize data-based problem-solving across the 3 tiers. 3. Documentation will reflect a procedural approach to data based problem solving in academics and student services	Objective Met 09/10/19	Heather Reidinger	12/31/2023
Actions						
	9/28/16	Full time counselor and Graduation Coach were added to the staff during summer 2016.		Complete 08/01/2016	JCPS	08/01/2016
Notes:						
	9/28/16	Hold meetings to introduce Graduation Coach to all high school students and help develop a process in order to facilitate student success.		Complete 09/02/2016	Caroline Williamson	09/02/2016
Notes: Meetings with various high school administrators and students.						
	11/14/17	MTSS leadership Team will introduce and share components of the MTSS module 1 information with school staff during grade level meetings.		Complete 04/11/2018	Terry Clark	06/20/2018
Notes: 2017-2018 school year-MTSS Leadership team participates in monthly district training						

4/24/18	JCSA will provide PD in the fall utilizing True North Logic. MTSS Leadership team plans to provide PD sharing common language and emphasis on core. Using real-life scenarios as examples, MTSS team hopes to foster collaboration among teachers and support staff.	Complete 06/17/2019	Terry Clark	06/15/2019
<i>Notes:</i>				
11/14/17	JCSA will review data to establish the impact of PBIS implementation	Complete 09/17/2019	Nancy Harmon	06/17/2019
<i>Notes:</i>				
9/28/16	Counselor teaches regular real-life application skills to grades 4-8 students.	Complete 06/17/2020	Nancy Harmon	06/16/2020
<i>Notes:</i> Counselor has developed a schedule for meeting with 4-8 students and will adjust as needed.				
9/16/19	School-wide student surveys and new student orientation facilitated by Graduation Coach to create data and inform students about expectations and opportunities.	Complete 06/09/2020	Caroline Williamson	06/17/2020
<i>Notes:</i>				
10/13/17	MTSS School Leadership team in place and will participate in JCPS MTSS Module 1 trainings	Complete 04/19/2018	Terry Clark	06/30/2020
<i>Notes:</i>				
9/16/19	High School/elementary/ middle school PLC's meets monthly to discuss academic/behavior/events to engage students	Complete 06/09/2020	Angela Lunsford	07/01/2020
<i>Notes:</i>				
9/16/19	JCPS District leaders will provide MTSS Modules 2.1 -2.2 PD to SOA staff	Complete 04/23/2021	Adam Holt /Kelly Doppke	06/01/2021
<i>Notes:</i> MTSS Module 1 was provided in early March. Due to COVID-19, the next MTSS module will be facilitated by Jan 2020				
9/16/19	To increase proficiency, Teachers will post an essential question in classroom linking standards to instruction	Complete 06/30/2023	Classroom Teachers	06/17/2023
<i>Notes:</i>				
10/13/22	PLCs will be created, trained, managed, and assessed to increase collective efficacy through collaborative, reflective practice in support of building capacity for staff to engage in tiered problem solving through MTSS.	Complete 03/15/2024	Heather Reidinger	03/15/2024
<i>Notes:</i> 5 PLC teams have been created as of October 2022 in areas of academics, behavior, and student needs. As of September 2023 the teams have established a habit of regular meeting and are entering a phase of structured, documented reflective practice.				
Implementation:		09/10/2019		

Evidence	9/28/2016 On staff and daily schedules 4/21/2017 Master schedule and student surveys.			
Experience	9/28/2016 Graduation Coach and Counselor are employed at JCSA. 4/21/2017 With outside family issues it took longer than expected to accomplish this task.			
Sustainability	9/28/2016 JCPS will continue to fund a Graduation Coach for the entire county school system. 4/21/2017 A full time counselor and master schedule adjustments will be needed to continue the progress for this goal.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Creation and implementation of a comprehensive behavior achievement plan that supports student skill development, is proactive, and is rooted in best practices including but not limited to PBIS, restorative justice, and trauma-informed practices.	Limited Development 09/20/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			A fully realized, comprehensive plan for behavior development, restorative justice, discipline, classroom management, student supervision, and trauma-informed practices will be implemented. This will include: student code of conduct, staff expectations, a behavior response matrix, training in and use of new referral system, professional development on restorative and trauma-informed practices, equitable and inclusive practices, PBIS, SEL support, and growth mindset.		Holly Whisnant	05/30/2025
Actions				15 of 16 (94%)		
	9/20/17	Teachers will work together at grade levels and across curriculums to develop strategies to improve learning environments for students.		Complete 09/28/2018	All teachers	06/15/2018

<i>Notes:</i>				
10/4/17	All Staff will be trained in PBIS Module II during school year 2017-2018	Complete 06/15/2018	Nancy Harmon	06/01/2019
<i>Notes:</i>				
9/20/17	All staff will be trained in PBIS and begin the implementaion process.	Complete 06/14/2019	Nancy Harmon	06/15/2019
<i>Notes:</i> Professional Development will be offered monthly throughout the year.				
9/20/17	The master schedule will be reviewed quarterly to determine if additional or modification of courses would be beneficial for students. Also, to determine if the current schedule is formatted for maximum success.	Complete 06/14/2019	Nancy Harmon	06/18/2019
<i>Notes:</i>				
2/15/18	Class modifications based on core, which will not interfere with Meridian and the behavioral piece which prepares transitioning students back to their regular school. Focus on interventions of academic and social skills simultaneously.	Complete 02/29/2020	Lindsay Button	03/02/2020
<i>Notes:</i>				
10/18/21	Student code of conduct and staff expectations will be developed, codified, and communicated.	Complete 11/17/2021	Heather Reidinger	10/01/2021
<i>Notes:</i>				
10/18/21	Training and implementation of new student discipline referral system (Educator's Handbook)	Complete 10/29/2021	Heather Reidinger	10/29/2021
<i>Notes:</i>				
10/18/21	Redesign of "ISS" to "Refocus"	Complete 01/06/2022	Heather Reidinger	03/31/2022
<i>Notes:</i> Working in collaboration with HIGHTS.				
10/18/21	Conduct professional development on Hacking School Discipline	Complete 05/11/2022	Heather Reidinger	05/20/2022
<i>Notes:</i>				
10/18/21	Attend SEL training and share with staff	Complete 05/18/2022	Christina Daniels	05/20/2022
<i>Notes:</i>				
10/18/21	Lead staff in professional development on first two modules of ICS for Equity Framework	Complete 04/27/2022	Heather Reidinger	05/20/2022
<i>Notes:</i>				
10/13/22	Collaboratively create community norms. Create visuals and display around the school.	Complete 10/13/2022	Heather Reidinger	10/31/2022
<i>Notes:</i>				
10/18/21	Create, communicate, and support behavior response matrix for staff use	Complete 08/22/2022	Heather Reidinger	02/28/2023

<i>Notes:</i>				
10/13/22	Planning and delivery of the SEL support and curriculum through enrichment block.	Complete 01/16/2023	Christina Daniels	03/01/2023
<i>Notes:</i> Christina will be supported by the SEL team, and the entire staff participates in implementation				
10/13/22	Remind, revisit and retrain staff on use of the behavior flow chart and matrix tools. Gather data to assess across the year. Make notes for revision for improvement across the year. Roll out revisions at start of next school year.	Complete 05/10/2023	Heather Reidinger	05/20/2023
<i>Notes:</i>				
10/14/24	Create procedures for restorative practices.		Holly Whisnant	05/30/2025
<i>Notes:</i>				
Implementation:		10/13/2022		
Evidence	10/13/2022 handbook; training agendas and work artifacts; documentation in educator's handbook, notes, and emails; school display artifacts			
Experience	10/13/2022 Gathered input from school improvement team, literature, and data-supported research. SIT created community norms and contributed to student code of conduct. Created matrix and behavior response flow chart. Included in staff handbook. Trained staff in August 2022.			
Sustainability	10/13/2022			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Creation, implementation, and monitoring of PLCs for collaborative reflective practice and growing collective efficacy of educators.	Limited Development 10/14/2022		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Fully operationalized instructional PLCs built for collaborative reflective practice around highly effective strategies will meet regularly with documentation, showing growth in capacity for effective instruction across domains.	Objective Met 06/17/24	James McNider	05/30/2024
Actions						
6/17/24		Set up and run HS PLC meetings		Complete 06/03/2024	James McNider	05/30/2024
Notes:						
6/17/24		Monitor, attend, and provide feedback to Stu Svcs and MS PLCs		Complete 05/24/2024	Heather Reidinger	05/30/2024
Notes:						
Implementation:				06/17/2024		
Evidence		6/17/2024 Calendar, agendas				
Experience		6/17/2024 James facilitated the PLC meetings for the HS team				
Sustainability		6/17/2024 Next year's PLCs need increased robustness				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Student intervention team	No Development 10/18/2021		
How it will look when fully met:			<p>A tier 3 student intervention team will be created and will meet an average of three times per month to create goals and plans for students at risk of negative outcomes.</p> <p>The Jobs for North Carolina's Graduates program will bring two sections of a two level elective to our course offerings and the course instructor will provide support outside of class with obtaining mentors, internships, and jobs for students. The instructor will provide support for students for two years post graduation with workforce development and transition. The instructor will track data on implementation, student outcomes, and program effectiveness.</p>		Rebecca Bailey	05/30/2025
Actions				5 of 6 (83%)		
	10/18/21	Create tier 3 team		Complete 10/01/2021	Heather Reidinger	10/15/2021
Notes:						
	10/18/21	Create structure, procedures, and accountability structure for tier 3 team.		Complete 11/17/2021	Heather Reidinger	10/29/2021
Notes:						
	10/13/22	Begin implementation of JAG/JNCG program with course, support, and data collection.		Complete 03/10/2023	Veronica Parks	03/10/2023
Notes:						
	10/13/22	Review effectiveness of JAG/JNCG program with instructor, program director, school counselor, and HIGHTS workforce development community partners and identify and remove barriers to successful implementation.		Complete 06/01/2023	Heather Reidinger	06/01/2023
Notes:						
	10/18/21	Track outcomes and effectiveness of tier 3 interventions		Complete 06/03/2024	Heather Reidinger	05/30/2024
Notes:						
	10/18/21	Manage workflow and accountability for tier 3 team.			Rebecca Bailey	02/28/2025

Notes:

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Past note: We currently meet on individual students to facilitate transitions but are at limited implementation of a systematic approach to these transitions. No action steps at this time.</p> <p>As of 9/2023: We now have operationalized district-level meetings to support successful transitions into and out of the alternative school at middle and high school levels. These meetings are regularly held, documented, and include district-level leadership as well as principals and student support personnel from all schools.</p> <p>As of 6/2024: The district level meetings to support successful transitions continued throughout the year and showed the best results in the history of the school thus far. However, there is still more work to be done to support this initiative.</p>	Limited Development 12/10/2021		
How it will look when fully met:						
Actions						
Notes:						

		A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
Initial Assessment:			SEL has been integrated through E-Block/Skills for Success lessons that are implemented through various lessons created by the SEL committee as well as implementation of Character Strong lessons offered through the county.	Limited Development 10/06/2023		
How it will look when fully met:			<p>All teachers will be fully trained in Character Strong and will be able to successfully utilize all that it has to offer within SEL lessons.</p> <p>Update 6/2024: We did not find Character Strong to be effective for our population. The benefits seen from the work done in the 23-24 school year prior to character strong (in the enrichment block) were diminished with the implementation of Character Strong. The team is in agreement that JCS should revert to the plan used in the prior school year for the upcoming school year.</p>		Christina Daniels	05/30/2024
Actions						
Notes:						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We are implementing PBIS strategies, SEL support and curriculum delivery through enrichment block, and providing ongoing training to expand teacher capacity for understanding and supporting the emotional states of students in a trauma informed environment.</p> <p>Past effort: book study on and effort to implement "Fair Is Not Always Equal" strategies school wide.</p>	Limited Development 03/22/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All staff will be attentive to student needs, both mental and physical, and operate in all spaces, instructional and otherwise, with evidence-based, trauma-informed best practices. We have already experienced a decrease in office referrals and when this is fully implemented we expect to see a further decrease as well as evidence of extensive referral to and collaboration with community agencies to support mental health and social needs. Ultimately this goal when fully realized should result in an increase in graduation rate as well as rate of enrollment in post-secondary education, employment, or enlistment in the military upon graduation with an increase in successful persistence in each. We will also see improvement in data regarding the emotional states of students.	Objective Met 06/03/22	Heather Reidinger	06/17/2024
Actions						
9/28/16		Read and develop lessons through "Fair Is Not Always Equal"		Complete 12/15/2016	Kristopher Reis	09/30/2016
Notes: Teacher interactions with students and lesson planning strategies.						
9/28/16		To attend and provide PBIS training to all staff at JCSA.		Complete 06/16/2017	Nancy Harmon	06/16/2017
Notes: Counselor provides continual PBIS training and information.						
11/14/17		JCSA will assess the effectiveness and improve our supports for students in the areas of social, emotional, and mental health: School Health Assessment Performance Evaluation (SHAPE) pilot.		Complete 03/01/2019	Nancy Harmon	03/01/2019
Notes:						

9/16/19	Student Support Services and LeadershipTeam will provide Resiliency PD to all staff	Complete 06/30/2020	Nancy Harmon	06/17/2021
<i>Notes:</i>				
10/18/21	Attend SEL trainings and share with staff.	Complete 05/11/2022	Brooke Drum	05/20/2022
<i>Notes:</i>				
10/13/22	Creation and implementation of enrichment block schedule, curriculum and procedures.	Complete 03/15/2023	Christina Daniels	03/15/2023
<i>Notes:</i>				
9/8/23	Lead staff in more advanced training and learning in trauma-informed practices.	Complete 05/30/2023	Heather Reidinger	05/30/2023
<i>Notes:</i>				
10/13/22	Provide ongoing training to teachers on developmental psychology, ACEs and their effects, collaborative-proactive solutions, and trauma-informed practices.	Complete 06/03/2024	Heather Reidinger	06/01/2024
<i>Notes:</i> Materials including but not limited to a book study on "Teaching with Poverty and Equity in Mind" by Eric Jensen				
Implementation:		06/03/2022		
Evidence	9/20/2017 Training attendance documentaion.			
Experience	9/20/2017 Staff were trained on PBIS Module I throughout the school year.			
Sustainability	9/20/2017 Staff will complete Module II training throughout the school year (2017-2018).			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We will encourage parents to sign up for Infinite Campus for messaging and parent portal information.</p> <p>JAG will recruit community members as guest speakers.</p> <p>We will increase the number of family conferences and home visits.</p> <p>We provide events for parents to attend in order to increase parent and family engagement.</p>	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>			<p>Regular phone calls home for attendance and other communications.</p> <p>Additional events and opportunities for families to become involved in our school community.</p> <p>All parents signed up for Infinite Campus.</p> <p>Have an active PTA.</p>		Nancy Harmon	05/30/2025
Actions				4 of 6 (67%)		
	10/13/22	Create, edit, and distribute newsletter.		Complete 04/10/2023	Nancy Harmon	04/10/2023
<i>Notes:</i>						
	9/8/23	Calls will be made by teachers for students who are absent from class.		Complete 05/23/2024	Melissa Hannah	05/10/2024
<i>Notes:</i>						
	9/8/23	Comprehensive attendance improvement plan, including constant family contact.		Complete 06/03/2024	Rebecca Bailey	05/10/2024
<i>Notes:</i>						
	9/8/23	Increased family events at school		Complete 05/10/2024	Melissa Hannah	05/10/2024
<i>Notes:</i>						
	10/15/24	Brainstorm ideas for events to involve parents.			Holly Whisnant	11/26/2024
<i>Notes:</i>						

10/15/24	Create a PTA		Stephanie Stevens	05/30/2025
Notes:				

Comprehensive Progress Report

Mission:

Scotts Creek School, in partnership with parents and community members, is dedicated to providing an educational setting where students may learn in a safe environment that promotes opportunities for student achievement and success. The school will strive to inspire in each student a sense of self worth, responsible citizenship, and lifelong learning.

Learning together. Leading together. Every Child~Every Day.

Vision:

Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

- Scotts Creek will meet the exit criteria for the TSI-AT status by increasing Reading and Math proficiency and achievement scores for EL and SWD subgroups by 2024-2025 school year.
- Scotts Creek will meet the exit criteria for the TSI-AT status by increasing Reading and Math proficiency and achievement scores for all students by 2024-2025 school year.



Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our district adopted Houghton Mifflin Into Math program. We use Heggerty, Foundations, and Wit & Wisdom for ELA curriculum. Our school uses attendance data to help meet student needs and has implemented the Character Strong Program for middle school. We implement solid research based programs into our instruction. For assessments, we use: mCLASS, iReady, K-2 math assessment, NC Check-In data, EOG, EOC data, regular classroom assessments, informal observations, NoRedInk(ELA) to identify student needs. Study Island is a student assessment program used to assist in data collection for Science standards. We have also implemented the Beanstack reading student incentive program.	Limited Development 08/02/2021		
How it will look when fully met:			When fully met, this objective will show evidence of regular data review meetings.		April Bryson	05/30/2025
Actions				88 of 105 (84%)		
	11/29/21	District/School Level Data Meeting		Complete 07/26/2021	April Bryson	07/26/2021
		Notes: Mrs. Bryson, Cook, & Fox meet with Mr. Holt to go over test data at the district & school levels.				
	11/29/21	District/School Level Data Meeting		Complete 09/21/2021	April Bryson	09/21/2021
		Notes: Mrs. Bryson, Cook, & Fox meet with Mr. Holt to go over test data at the district & school levels.				
	10/5/21	iReady Math/ELA Assessment #1/Level-up Groups		Complete 09/21/2021	Jonathan Cauley	09/21/2021
		Notes: Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.				
	11/29/21	BOG Beginning of Grade Assessments		Complete 09/21/2021	Jill Cook	09/21/2021
		Notes:				
	11/29/21	mClass - Dibles Assessment #1 ELA Screener (Grades K-3)		Complete 09/21/2021	Jill Cook	09/21/2021

<i>Notes:</i>				
11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #1	Complete 09/21/2021	Jill Cook	09/21/2021
<i>Notes:</i>				
10/5/21	September MTSS Meeting	Complete 09/23/2021	Amber Fox	09/23/2021
<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.				
9/28/21	(First) Grade Level Data Meeting	Complete 09/30/2021	Amber Fox	09/30/2021
<i>Notes:</i>				
10/5/21	September Beanstack Reading Challenge	Complete 09/30/2021	Grace Powell	09/30/2021
<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.				
11/29/21	BASC-3 (Review 360) Behavior Screener #1	Complete 10/21/2021	Jill Cook	10/21/2021
<i>Notes:</i>				
11/29/21	October MTSS Meeting	Complete 10/28/2021	Amber Fox	10/28/2021
<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.				
11/29/21	October Beanstack Reading Challenge	Complete 10/29/2021	Grace Powell	10/29/2021
<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.				
2/7/22	November MTSS Meeting	Complete 11/03/2021	Amber Fox	11/03/2021
<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.				
10/5/21	Check-In #1 Scores Reviewed	Complete 11/15/2021	Jill Cook	11/15/2021

	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
11/29/21	District/School Level Data Meeting	Complete 11/19/2021	April Bryson	11/19/2021
	<i>Notes:</i> Mrs. Bryson, Cook, & Fox meet with Mr. Holt to go over test data at the district & school levels.			
11/29/21	November Beanstack Reading Challenge	Complete 11/30/2021	Grace Powell	11/30/2021
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
2/7/22	December MTSS Meeting	Complete 12/01/2021	Amber Fox	12/01/2021
	<i>Notes:</i>			
11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #2	Complete 12/21/2021	Jill Cook	12/21/2021
	<i>Notes:</i>			
11/29/21	December Beanstack Reading Challenge	Complete 12/21/2021	Grace Powell	12/21/2021
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
2/7/22	January MTSS Meeting	Complete 01/05/2022	Amber Fox	01/05/2022
	<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.			
11/29/21	iReady Math/ELA Assessment #2/Level-up Groups	Complete 01/21/2022	Jonathan Cauley	01/22/2022
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
11/29/21	mClass - Dibles Assessment #2 ELA Screener (Grades K-3)	Complete 02/22/2022	Jill Cook	02/22/2022
	<i>Notes:</i>			

11/29/21	Check-In #2 Scores Reviewed	Complete 02/22/2022	Jill Cook	02/22/2022
	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #3	Complete 03/22/2022	Jill Cook	03/22/2022
	<i>Notes:</i>			
11/29/21	BASC-3 (Review 360) Behavior Screener #2	Complete 03/22/2022	Jill Cook	03/22/2022
	<i>Notes:</i>			
11/29/21	iReady Math/ELA Assessment #3/Level-up Groups	Complete 04/22/2022	Jonathan Cauley	04/22/2022
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
5/3/22	MRA Leader in Me report - our overall academics score was a 67, which included empowering teachers (instructional efficacy & student-led practices), empowered learners (supportive teachers & academic self-efficacy), and goal achievement (student goals, student goal support, and school goals).	Complete 05/02/2022	April Bryson	05/02/2022
	<i>Notes:</i>			
11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #4	Complete 05/07/2022	Jill Cook	05/07/2022
	<i>Notes:</i>			
11/29/21	mClass - Dibles Assessment #3 ELA Screener (Grades K-3)	Complete 05/22/2022	Jill Cook	05/22/2022
	<i>Notes:</i>			
11/29/21	Check-In #3 Scores Reviewed	Complete 05/22/2022	Jill Cook	05/22/2022
	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/28/21	Data meetings with Accountability Director, Chief Academic Officer, Superintendent & SCE Admin Team	Complete 06/01/2022	April Bryson	06/01/2022

<i>Notes:</i>				
10/5/21	Students have a weekly Leader in Me lesson to help them learn more about, discuss, and think through a different aspect of leadership and the responsibilities they have as a student, friend, son/daughter, and citizen. The focus is to help students progress at the holistic level, not only the academic.	Complete 06/03/2022	Chelsea Stephens	06/03/2022
<i>Notes:</i>				
11/29/21	End of Grade Assessments	Complete 06/03/2022	Jill Cook	06/22/2022
<i>Notes:</i>				
10/18/22	Beginning of Grade (BOG) Testing (3rd Grade Only)	Complete 08/31/2022	Jeremy Cauley	08/31/2022
<i>Notes:</i>				
10/3/22	I-Ready Math/ELA Assessment #1/Level-up Groups	Complete 09/16/2022	Jeremy Cauley	09/16/2022
<i>Notes:</i> Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.				
10/18/22	mClass - Dibles Assessment #1 ELA Screener (Grades K-3 & 4th Grade Reading Retained Group)	Complete 09/19/2022	Jeremy Cauley	09/19/2022
<i>Notes:</i>				
10/3/22	September Beanstack Reading Challenge	Complete 09/30/2022	Jonathan Cauley	09/30/2022
<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.				
10/18/22	District Level Data Meeting #1	Complete 10/19/2022	April Bryson	10/19/2022
<i>Notes:</i> Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district level.				
10/18/22	Read to Achieve Assessment (4th Grade Reading Retained Group)	Complete 10/25/2022	Amber Fox	10/25/2022
<i>Notes:</i>				
10/18/22	BASC-3 (Review 360) Behavior Screener #1	Complete 10/31/2022	Jonathan Cauley	10/31/2022
<i>Notes:</i>				
10/3/22	October Beanstack Reading Challenge	Complete 10/31/2022	Jonathan Cauley	10/31/2022

	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	Check-In #1 Scores Reviewed	Complete 11/18/2022	Jeremy Cauley	11/18/2022
	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
10/3/22	November Beanstack Reading Challenge	Complete 12/01/2022	Jonathan Cauley	12/01/2022
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	I-Ready Math/ELA Assessment #2/Level-up Groups	Complete 12/16/2022	Jeremy Cauley	12/16/2022
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
10/18/22	District Level Data Meeting #2	Complete 12/21/2022	April Bryson	12/21/2022
	<i>Notes:</i> Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district & school levels.			
10/3/22	December Beanstack Reading Challenge	Complete 12/21/2022	Jonathan Cauley	12/21/2022
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	mClass - Dibles Assessment #2 ELA Screener (Grades K-3 & 4th Grade Reading Retained Group)	Complete 01/30/2023	Jeremy Cauley	01/30/2023
	<i>Notes:</i>			
10/3/22	January Beanstack Reading Challenge	Complete 01/31/2023	Jonathan Cauley	01/31/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			

10/3/22	February Beanstack Reading Challenge	Complete 02/28/2023	Jonathan Cauley	02/28/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	Check-In #2 Scores Reviewed	Complete 03/03/2023	Jeremy Cauley	03/03/2023
	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
10/18/22	District Level Data Meeting #3	Complete 03/17/2023	April Bryson	03/17/2023
	<i>Notes:</i> Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district & school levels.			
10/18/22	BASC-3 (Review 360) Behavior Screener #2	Complete 03/31/2023	Jonathan Cauley	03/31/2023
	<i>Notes:</i>			
10/3/22	March Beanstack Reading Challenge	Complete 03/31/2023	Jonathan Cauley	03/31/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/3/22	April Beanstack Reading Challenge	Complete 04/28/2023	Jonathan Cauley	04/28/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	iReady Math/ELA Assessment #3/Level-up Groups	Complete 04/28/2023	Jeremy Cauley	04/28/2023
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
10/18/22	Check-In #3 Scores Reviewed	Complete 05/12/2023	Jeremy Cauley	05/12/2023

Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.

10/18/22	mClass - Dibles Assessment #3 ELA Screener (Grades K-3 & 4th Grade Reading Retained Group)	Complete 05/24/2023	Jeremy Cauley	05/24/2023
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10/18/22	K-2 EOY Math Assessment	Complete 05/31/2023	Jeremy Cauley	05/31/2023
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10/3/22	May Beanstack Reading Challenge	Complete 05/31/2023	Jonathan Cauley	05/31/2023
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Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.

10/18/22	District Level Data Meeting #4	Complete 06/07/2023	April Bryson	06/07/2023
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Notes: Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district & school levels.

10/18/22	End of Grade (EOG) Assessments	Complete 06/07/2023	Jeremy Cauley	06/07/2023
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Notes: Science (5th & 8th Grades)
ELA (3rd-8th Grades)
Math (3rd-8th Grades)

9/18/23	Beginning of Grade (BOG) Testing (3rd Grade Only)	Complete 08/29/2023	Jeremy Cauley	08/29/2023
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9/18/23	I-Ready Math/ELA Assessment #1/Level-up Groups	Complete 09/25/2023	Jeremy Cauley	09/08/2023
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Notes: Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.

9/18/23	mClass - Dibles Assessment #1 ELA Screener (Grades K-3)	Complete 09/19/2023	Jeremy Cauley	09/13/2023
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9/18/23	September Beanstack Reading Challenge	Complete 09/29/2023	Jonathan Cauley	09/30/2023
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	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	BASC-3 (Review 360) Behavior Screener #1	Complete 10/18/2023	Jeremy Cauley	10/18/2023
	Notes:			
9/18/23	October Beanstack Reading Challenge	Complete 10/31/2023	Jonathan Cauley	10/31/2023
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	NC Check-In #1 (A) Scores Reviewed	Complete 11/17/2023	Jeremy Cauley	11/17/2023
	Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/18/23	November Beanstack Reading Challenge	Complete 11/30/2023	Jonathan Cauley	11/30/2023
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/18/23	I-Ready Math/ELA Assessment #2/Level-up Groups	Complete 12/22/2023	Jeremy Cauley	12/22/2023
	Notes: Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
9/18/23	December Beanstack Reading Challenge	Complete 12/31/2023	Jonathan Cauley	12/31/2023

	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/18/23	mClass - Dibles Assessment #2 ELA Screener (Grades K-3)	Complete 01/29/2024	Jeremy Cauley	01/29/2024
	Notes:			
9/18/23	January Beanstack Reading Challenge	Complete 01/31/2024	Jonathan Cauley	01/31/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	NC Check-In #2 (B) Scores Reviewed	Complete 02/16/2024	Jeremy Cauley	02/16/2024
	Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/18/23	February Beanstack Reading Challenge	Complete 02/29/2024	Jonathan Cauley	02/29/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	ACCESS EL testing	Complete 03/08/2024	Jeremy Cauley	03/08/2024
	Notes:			
9/18/23	March Beanstack Reading Challenge	Complete 03/31/2024	Jonathan Cauley	03/31/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	Naglieri 3rd Grade AIG Screener	Complete 04/12/2024	Gretchen McCue	04/12/2024

	Notes:			
9/19/23	NC Check-In #3 (C) Scores Reviewed	Complete 04/19/2024	Jeremy Cauley	04/19/2024
	Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/18/23	April Beanstack Reading Challenge	Complete 04/30/2024	Jonathan Cauley	04/30/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/18/23	mClass - Dibles Assessment #3 ELA Screener (Grades K-3)	Complete 05/10/2024	Jeremy Cauley	05/10/2024
	Notes:			
9/18/23	May Beanstack Reading Challenge	Complete 05/24/2024	Jonathan Cauley	05/24/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	3rd-8th grade EOG assessments (Math, ELA, 5th & 8th grade Science)	Complete 05/24/2024	Jeremy Cauley	05/24/2024
	Notes:			
9/19/23	K-2 EOY Math Assessment	Complete 05/24/2024	Jeremy Cauley	05/24/2024
	Notes:			
9/26/24	Beginning of Grade Assessment (Grade 3)	Complete 08/27/2024	Jeremy Cauley	08/27/2024
	Notes:			
9/26/24	WIDA Kindergarten Screener	Complete 09/06/2024	Jeremy Cauley	09/06/2024
	Notes:			
9/26/24	Beginning of Year mClass ELA Screener	Complete 09/12/2024	Jeremy Cauley	09/12/2024
	Notes:			
9/26/24	Read to Achieve Assessment (Grade 3)	Complete 09/30/2024	Jeremy Cauley	09/30/2024
	Notes:			

9/26/24	BASC-3 (Review 360) Behavior Screener		Jeremy Cauley	10/18/2024
	Notes:			
9/26/24	NC Math, ELA, & Science CheckIns 2.0 A (1st round)		Jeremy Cauley	11/15/2024
	Notes:			
9/26/24	Middle of Year mClass ELA Screener		Jeremy Cauley	01/27/2025
	Notes:			
9/26/24	NC Math, ELA, & Science CheckIns 2.0 B (2nd round)		Jeremy Cauley	02/14/2025
	Notes:			
9/26/24	BASC-3 (Review 360) Behavior Screener #2		Jeremy Cauley	02/28/2025
	Notes:			
9/26/24	Access Testing		Jeremy Cauley	03/14/2025
	Notes:			
9/26/24	NC Math, ELA, & Science CheckIns 2.0 C (3rd round)		Jeremy Cauley	04/11/2025
	Notes:			
9/26/24	Naglieri AIG screener		Gretchen McCue	04/25/2025
	Notes:			
9/26/24	End of Year mClass ELA Screener		Jeremy Cauley	05/09/2025
	Notes:			
9/26/24	End of Year EOG Assessments		Jeremy Cauley	05/23/2025
	Notes:			
9/26/24	District Level Data Meetings		April Bryson	05/30/2025
	Notes:			
9/26/24	Level Up Groups		April Bryson	05/30/2025
	Notes: Grade levels update and change Level Up groups throughout the year for Math and ELA support as assessment data becomes available and needs for regrouping or activity shifting arise.			
9/26/24	Common Assessments		Amber Fox	05/30/2025
	Notes: Teachers give common assessments in their classes to determine student knowledge acquisition related to content standards using SchoolNet questions.			
9/26/24	Beanstack Reading Challenge		Grace Powell	05/30/2025
	Notes: Every month students have a reading challenge to which they can apply reading minutes. There are incentives for students who complete these challenges.			

		9/26/24	K-2 End of Year Math Assessment		Jeremy Cauley	05/30/2025
		Notes:				
		9/26/24	Peer Coaching Cycles		April Bryson	05/30/2025
		Notes: This year we are doing peer coaching cycles where teachers use SWIVL cameras to record themselves teaching towards a certain goal, then they reflect and discuss their progress with a peer teacher.				
		9/26/24	Grade level team planning (weekly common planning)		April Bryson	05/30/2025
		Notes:				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Staff participates in professional development, through our MTSS Leadership Team, to strengthen core instruction. Staff collaborates through work during faculty meetings, PLC groups, and grade level planning. Reading and math data gained from assessments such as iReady, Benchmarks and Check-Ins are used to identify learning needs, gaps in core instruction, and drives overall core instruction. Additional data points are also gained from informal assessments such as Zearn, Reading Eggs, and Study Island for Science.</p> <p>MTSS teams have been reorganized for more individualized assistance for teachers. Interventions are taking place with Title I remediation in reading and math by the lead teacher, interventionists and teacher assistants. We have three EC teachers, a speech pathologist, a student support specialist, guidance counselor, a psychological testing and evaluation, and behavioral specialists that provide support services. We also have parent volunteers, middle school virtual peer mentor program, and our MTSS Leadership Team that works to streamline the process.</p> <p>Assessment of needs is derived from Benchmarks, NC Checkins, iReady, reading assessments, and some teachers are trained in Wilson Reading, and Foundations. Every classroom completes intervention plans and intervention opportunities are in place for Kindergarten- 8th grade. The Intervention Plans increase parent involvement and improves interventions for students. We use computer based programs such as Study Island for Science, Starfall, Reading Eggs, Reading A-Z, BeanStack, Commonlit, Prodigy, and Edgenuity to reinforce student learning, as well as conduct informal assessment. This yields valuable data that are used for the MTSS process and drives instruction. Science of Reading LETRS training will be completed for all K-5 and EC teachers by 2024.</p>	Limited Development 09/14/2016		
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<p>How it will look when fully met:</p>	<p>A minimum of 80% of students in each classroom will demonstrate success through multiple measures, including but not limited to: benchmarks, reading assessments, iReady, student work samples, K-2 math assessments, EOG/EOC scores, project based learning, classroom assessments, unit tests, and KEA. Research based interventions will be utilized for students who have not demonstrated proficiency in the above measures. Evidence will include assessment results by classroom, documentation of interventions used, attainment of IEP goals, schedules, lesson plans, EVAAS/PowerSchool documentation.</p> <p>Students have Math Level Up daily where they receive Math content support.</p> <p>Students have ELA Level Up daily where they receive ELA content support.</p>		<p>Amber Fox</p>	<p>05/30/2025</p>
<p>Actions</p>		<p>173 of 220 (79%)</p>		
<p>10/30/18</p>	<p>Parent Involvement money provided by Title I funding will be used to support parent involvement with core curriculum and the tiered framework.</p> <ol style="list-style-type: none"> 1. We support family engagement, learning opportunities and increased awareness for parents. This includes free snacks and childcare provided for families and their children by encouraging and supporting attendance for events such as Family Night and Curriculum Fair. 2. We provide reading support for home and school with the purchase of "We Both Read" and chapter books for students in grades K-3 to enhance success with "Read to Achieve." 	<p>Complete 06/05/2019</p>	<p>Wanda Fernandez</p>	<p>06/30/2019</p>
<p><i>Notes:</i></p>				
<p>11/4/19</p>	<p>Mr. Porter, Ms. Starnes, Mrs. Norman attended a MTSS training at the county office to create database for instituting Tier 2 interventions. This includes attendance, behavior, and socio-emotional learning. The teacher leaders will share this information 11/8 with our Scotts Creek MTSS leadership team.</p>	<p>Complete 10/30/2019</p>	<p>William Porter, Alana Starnes, Natalie Norman</p>	<p>10/30/2019</p>
<p><i>Notes:</i></p>				
<p>2/3/20</p>	<p>MTSS Module Two Staff Development</p>	<p>Complete 02/03/2020</p>	<p>Adam Holt and Kelly Doppke</p>	<p>02/03/2020</p>

<i>Notes:</i>				
5/21/20	MTSS meet virtually to conduct FAM assessment for 19-20 school year.	Complete 06/30/2020	MTSS Team	06/30/2020
<i>Notes:</i>				
5/21/20	MTSS will review last year's FAM assessment results and progress.	Complete 05/14/2021	MTSS Team	05/02/2021
<i>Notes:</i>				
9/5/19	New staff will attend training on important components of MTSS Module 1 so they learn common language and a general understanding of MTSS.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i>				
9/5/19	Integrate SIOP (Sheltered Instruction Observation Protocol) strategies teachers gained at training to support units of instruction and differentiated interventions for limited English proficient and Hispanic learners and students with disabilities.	Complete 09/23/2021	April Bryson	06/30/2021
<i>Notes:</i>				
9/22/16	Teachers will utilize a variety of assessments to diagnose student learning needs.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> 2/28/17 - Administrators have met with every certified staff member, supporting student needs, and interventions/assessments are in place to diagnose needs. 9/4/18 - Team decided to keep this action for this school year.				
9/22/16	The CARE Team will meet on a regular basis to discuss assessment results and design interventions to assist with meeting academic, behavioral, physical, or social needs of students.	Complete 06/30/2021	Natalie Roth, Amber Fox	06/30/2021
<i>Notes:</i> 2/28/17 - The CARE team has met on a monthly basis to discuss specific student needs and interventions. Information has been shared with administration and classroom teachers. 9/4/18 - The team decided to keep this action for this school year.				
9/22/16	EC/Intervention Teachers will provide services for identified students to assist with meeting intervention goals.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> 2/28/17 - Both EC teachers have a daily schedule to meet with all identified students. They are collaborating with classroom teachers, other staff members, parents and administration to continue to meet their goals. 9/4/18 - EC schedules are being finalized.				

9/19/17	The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> Leadership team will participate in 7 training sessions on Module 1: Core Instruction for 17-18 school year at the district level. Leadership team will present professional development based on Module 1 to all staff required to be trained (certified teachers and teacher assistants).				
9/19/17	The leadership team facilitates professional development for coaching for staff members on database problem solving relative to their job roles/responsibilities.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> Care Team will initially meet with teachers who have students receiving interventions (Tier 2 and 3). Care Team will provide resources for teachers to help with providing interventions for Tier 2 and Tier 3 support. Care Team will meet regularly with teachers about students who receive Tier 3 support. Leadership Team will meet regularly (once a month) to focus on needs. Teachers and representatives of Leadership Team will meet with grade level teams and department level PLCs to analyze classroom and benchmark data to help support core instruction.				
9/19/17	Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, and social-emotional expectations.	Complete 06/30/2021	April Bryson, Amber Fox	06/30/2021
<i>Notes:</i> Teachers will develop lesson plans and unit plans based on classroom and benchmark data. Teachers will develop Leader in Me lessons to address behavior and social-emotional needs. District-wise Behavior Screener will also be used to identify additional needs for students.				
10/4/18	The use of Moby Max, Reading Eggs, and Study Island as strategies to support student learning. - New software assessment for Math, iReady, implemented August, 2019. -Additional data is reported through IReady Reading and Math, Check-ins, and formative assessments.	Complete 06/30/2021	April Bryson	06/30/2021

Notes: Moby Max, Reading Eggs and Study Island online programs serve as informal data points for MTSS. These online programs support Reading, Math and Science instruction with the goals set through teacher planning. These online programs provide support for teachers' units of study and assessment data of student progress.

2/8/22	CARE Team Meetings	Complete 11/02/2021	Amber Fox	11/02/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 11/09/2021	Amber Fox	11/09/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 12/07/2021	Amber Fox	12/07/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 12/08/2021	Amber Fox	12/08/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 12/14/2021	Amber Fox	12/14/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 01/11/2022	Amber Fox	01/11/2022
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 01/18/2022	Amber Fox	01/18/2022
<i>Notes:</i>				
5/3/22	Phonics instruction twice a day (Foundations)	Complete 03/07/2022	Amber Fox	03/07/2022
<i>Notes:</i>				
5/3/22	Completed the FAM-S tool at Scotts Creek, which measures school-level progress toward full implementation of our multi-tiered system of support. We will review the results with our School Improvement Team or entire staff. This action will connect back to item #19 from the FAM-S.	Complete 04/29/2022	April Bryson	04/29/2022
<i>Notes:</i>				
9/5/19	MTSS leadership team will attend MTSS Module 2 Professional Development including information on data decision rules for ELA, math, and behavior/attendance.	Complete 08/18/2022	April Bryson	06/30/2022
<i>Notes:</i>				
10/18/22	LETRS Quarterly Virtual Training Day #1 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 08/16/2022	Amber Fox	08/16/2022
<i>Notes:</i>				
10/18/22	Wit and Wisdom Training #1 (Middle School ELA Teachers)	Complete 08/16/2022	Amber Fox	08/16/2022

<i>Notes:</i>				
10/18/22	Middle School Math PD with Bonnie Bolado #1 (Middle School Math Teachers)	Complete 08/16/2022	Amber Fox	08/16/2022
<i>Notes:</i>				
10/18/22	CARE Team Meetings	Complete 09/06/2022	Amber Fox	09/06/2022
<i>Notes:</i> CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level. Kindergarten -- 1st Wednesday of the month First Grade -- 1st Tuesday of the month Second Grade -- 2nd Tuesday of the month Third Grade -- 1st Tuesday of the month Fourth Grade -- 1st Tuesday of the month Fifth Grade -- 1st Tuesday of the month Sixth Grade -- 2nd Tuesday of the month Seventh/Eighth Grade -- 1st Tuesday of the month				
10/18/22	MTSS Work Session	Complete 09/20/2022	Amber Fox	09/20/2022
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				
10/18/22	CARE Team Meetings	Complete 10/04/2022	Amber Fox	10/04/2022
<i>Notes:</i> CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level. Kindergarten -- 1st Wednesday of the month First Grade -- 1st Tuesday of the month Second Grade -- 2nd Tuesday of the month Third Grade -- 1st Tuesday of the month Fourth Grade -- 1st Tuesday of the month Fifth Grade -- 1st Tuesday of the month Sixth Grade -- 2nd Tuesday of the month Seventh/Eighth Grade -- 1st Tuesday of the month				

10/18/22	Autism Coaching Team Meeting	Complete 10/07/2022	Natalie Norman	10/07/2022
	<i>Notes:</i> The Autism Coaching Team met from 8:30-11:30 today at the Central office. This includes representatives from SCS. The meeting focused on Evidence-based interventions for students with autism and building capacity with trained staff at each school.			
10/18/22	MTSS Work Session	Complete 10/18/2022	Amber Fox	10/18/2022
	<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month			
10/18/22	Wit and Wisdom Training #2 (Middle School ELA Teachers)	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	LETRS Quarterly Virtual Training Day #2 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	Middle School Math PD with Bonnie Bolado #2 (Middle School Math Teachers)	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	LETRS Quarterly Independent Completion #1 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 10/24/2022	Amber Fox	10/24/2022
	<i>Notes:</i>			
10/18/22	NCAEE Virtual Science Conference	Complete 10/31/2022	Chelsea Stephens	10/30/2022
	<i>Notes:</i> Using some Title I funding, some teachers are participating in a virtual science conference for professional development.			
10/18/22	CARE Team Meetings	Complete 11/01/2022	Amber Fox	11/01/2022

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	Foundations of Math Training #1 (Middle School Math Teachers)	Complete 11/01/2022	Amber Fox	11/01/2022
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Notes:

10/18/22	Foundations of Math Training #2 (Middle School Math Teachers)	Complete 11/02/2022	Amber Fox	11/02/2022
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Notes:

10/18/22	MTSS Work Session	Complete 11/22/2022	Amber Fox	11/22/2022
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.
 Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	CARE Team Meetings	Complete 12/06/2022	Amber Fox	12/06/2022
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Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	MTSS Work Session	Complete 12/20/2022	Amber Fox	12/20/2022
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	Title I Tutors	Complete 12/21/2022	April Bryson	12/21/2022
	<i>Notes:</i> We currently have Courtney Umphlett, a Title I tutor. We will be having another tutor help us in the future.			
10/18/22	AIG Canvas Course (AIG Teacher, 6-8 Teachers)	Complete 12/21/2022	Amber Fox	12/21/2022
	<i>Notes:</i>			
10/18/22	LETRS Quarterly Independent Completion #2 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 12/21/2022	Amber Fox	12/22/2022
	<i>Notes:</i>			
10/18/22	Wit and Wisdom Training #3 (Middle School ELA Teachers)	Complete 01/06/2023	Amber Fox	01/06/2023
	<i>Notes:</i>			
10/18/22	LETRS Quarterly Virtual Training Day #3 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 01/06/2023	Amber Fox	01/06/2023
	<i>Notes:</i>			
10/18/22	Middle School Math PD with Bonnie Bolado #3 (Middle School Math Teachers)	Complete 01/06/2023	Amber Fox	01/06/2023
	<i>Notes:</i>			
10/18/22	CARE Team Meetings	Complete 01/10/2023	Amber Fox	01/10/2023

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	MTSS Work Session	Complete 01/24/2023	Amber Fox	01/24/2023
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.
 Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	Foundations of Math Training #3 (Middle School Math Teachers)	Complete 01/31/2023	Amber Fox	01/31/2023
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10/18/22	Foundations of Math Training #4 (Middle School Math Teachers)	Complete 02/01/2023	Amber Fox	02/01/2023
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Notes:

10/18/22	CARE Team Meetings	Complete 02/07/2023	Amber Fox	02/07/2023
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Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	Foundations of Math Training #5 (Middle School Math Teachers)	Complete 02/15/2023	Amber Fox	02/15/2023
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<i>Notes:</i>				
10/18/22	MTSS Work Session	Complete 02/21/2023	Amber Fox	02/21/2023
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				
10/18/22	CARE Team Meetings	Complete 03/07/2023	Amber Fox	03/07/2023
<i>Notes:</i> CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level. Kindergarten -- 1st Wednesday of the month First Grade -- 1st Tuesday of the month Second Grade -- 2nd Tuesday of the month Third Grade -- 1st Tuesday of the month Fourth Grade -- 1st Tuesday of the month Fifth Grade -- 1st Tuesday of the month Sixth Grade -- 2nd Tuesday of the month Seventh/Eighth Grade -- 1st Tuesday of the month				
10/18/22	LETRS Quarterly Independent Completion #3 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 03/08/2023	Amber Fox	03/08/2023
<i>Notes:</i>				
10/18/22	Wit and Wisdom Training #4 (Middle School ELA Teachers)	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	LETRS Quarterly Virtual Training Day #4 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	Middle School Math PD with Bonnie Bolado #4 (Middle School Math Teachers)	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	MTSS Work Session	Complete 03/21/2023	Amber Fox	03/21/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22 CARE Team Meetings

Complete 04/11/2023

Amber Fox

04/11/2023

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.

Kindergarten -- 1st Wednesday of the month

First Grade -- 1st Tuesday of the month

Second Grade -- 2nd Tuesday of the month

Third Grade -- 1st Tuesday of the month

Fourth Grade -- 1st Tuesday of the month

Fifth Grade -- 1st Tuesday of the month

Sixth Grade -- 2nd Tuesday of the month

Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22 MTSS Work Session

Complete 04/18/2023

Amber Fox

04/18/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22 CARE Team Meetings

Complete 05/02/2023

Amber Fox

05/02/2023

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	FAM-S Tool (MTSS)	Complete 05/02/2023	April Bryson	05/02/2023
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Notes: Completed the FAM-S tool at Scotts Creek, which measures school-level progress toward full implementation of our multi-tiered system of support. We will review the results with our School Improvement Team or entire staff. This action will connect back to item #19 from the FAM-S.

10/18/22	MTSS Work Session	Complete 05/23/2023	Amber Fox	05/23/2023
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.
 Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	LETRS Quarterly Independent Completion #4 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 05/31/2023	Amber Fox	05/31/2023
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Notes:

10/18/22	MTSS Data Analysis (Title I Funding)	Complete 06/07/2023	April Bryson	06/07/2023
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Notes: Title I funding is helping us support MTSS data analysis.

10/18/22	Math Bridges Curriculum & Tolman Literature Kit (Title I funding)	Complete 06/07/2023	April Bryson	06/07/2023
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Notes: Title I funding is currently helping provide these curricula.

10/18/22	Intervention Resources (Title I funding)	Complete 06/07/2023	April Bryson	06/07/2023
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	Notes: We are looking to add more intervention resources (supplies/curriculum) for our Tier II and Tier III students in the future, especially focusing on current gaps students have.			
9/18/23	CTE District Meeting	Complete 10/11/2023	Jonathan Cauley	08/11/2023
	Notes:			
9/18/23	LETRS Quarterly Training Day #1 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 08/11/2023	Amber Fox	08/11/2023
	Notes:			
9/18/23	Pre-K District Meeting	Complete 08/11/2023	April Bryson	08/11/2023
	Notes:			
9/18/23	AIG District Meeting	Complete 08/11/2023	April Bryson	08/11/2023
	Notes:			
10/1/23	District-Wide Professional Development Day #1	Complete 08/11/2023	April Bryson	08/11/2023
	Notes:			
9/18/23	Kindergarten District Meeting (first)	Complete 08/24/2023	April Bryson	08/24/2023
	Notes:			
9/18/23	1st Grade District Meeting (first)	Complete 08/31/2023	April Bryson	08/31/2023
	Notes:			
9/20/23	September Committee Leadership Meetings	Complete 09/06/2023	April Bryson	09/06/2023
	Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/20/23	2nd Grade District Meeting (first)	Complete 08/11/2023	April Bryson	09/07/2023
	Notes:			
9/20/23	3rd Grade District Meeting (first)	Complete 09/11/2023	April Bryson	09/11/2023
	Notes:			
9/20/23	September District Leadership Team Meeting	Complete 09/12/2023	April Bryson	09/12/2023
	Notes:			
9/20/23	4th/5th District Meeting (first)	Complete 09/14/2023	April Bryson	09/14/2023
	Notes:			
9/20/23	Scotts Creek Monthly Faculty Meeting (September)	Complete 09/20/2023	April Bryson	09/20/2023
	Notes:			
9/18/23	September MTSS Work Session	Complete 09/26/2023	Amber Fox	09/26/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23	September Grade Level & Departmental PLC Meetings	Complete 09/29/2023	Amber Fox	09/29/2023
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Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates
 K - 2nd Tuesday
 1st - 2nd Wednesday
 2nd - 2nd Wednesday
 3rd - 2nd Wednesday
 4th - 2nd Thursday
 5th - 2nd Wednesday
 6th - 2nd Wednesday
 7th/8th - 2nd Thursday
 Student Support Team - 1st Thursday
 LETRS Volume 2 - 4th Wednesday
 Character Strong - 4th Wednesday

9/20/23	LETRS Quarterly Training Day #2 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 10/04/2023	Amber Fox	10/04/2023
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Notes:

10/1/23	District-Wide Professional Development Day #2	Complete 10/04/2023	April Bryson	10/04/2023
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Notes:

9/20/23	Kindergarten District Meeting (second)	Complete 10/09/2023	April Bryson	10/09/2023
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Notes:

9/20/23	October Committee Leadership Meetings	Complete 10/11/2023	April Bryson	10/11/2023
<i>Notes:</i> These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.				
9/20/23	1st Grade District Meeting (second)	Complete 10/19/2023	April Bryson	10/19/2023
<i>Notes:</i>				
9/20/23	October District Leadership Team Meeting	Complete 10/19/2023	April Bryson	10/19/2023
<i>Notes:</i>				
9/18/23	October MTSS Work Session	Complete 10/24/2023	Amber Fox	10/24/2023
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				
9/20/23	Scotts Creek Monthly Faculty Meeting (October)	Complete 10/25/2023	April Bryson	10/25/2023
<i>Notes:</i>				
9/20/23	2nd Grade District Meeting (second)	Complete 10/30/2023	April Bryson	10/30/2023
<i>Notes:</i>				
9/20/23	October Grade Level & Departmental PLC Meetings	Complete 10/31/2023	Amber Fox	10/31/2023

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

9/20/23 November Committee Leadership Meetings

Complete 11/01/2023

April Bryson

11/01/2023

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23 Foundations of Math Training #1

Complete 11/01/2023

Amber Fox

11/01/2023

Notes:

10/1/23 Foundations of Math Training #2

Complete 11/02/2023

Amber Fox

11/02/2023

Notes:

9/20/23 3rd Grade District Meeting (second)

Complete 11/02/2023

April Bryson

11/02/2023

Notes:

9/20/23 4th/5th District Meeting (second)

Complete 11/06/2023

April Bryson

11/06/2023

Notes:

9/20/23 November District Leadership Team Meeting

Complete 11/14/2023

April Bryson

11/14/2023

Notes:

9/20/23 Scotts Creek Monthly Faculty Meeting (November)

Complete 11/15/2023

April Bryson

11/15/2023

Notes:

9/18/23 November MTSS Work Session

Complete 11/28/2023

Amber Fox

11/28/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 November Grade Level & Departmental PLC Meetings

Complete 11/30/2023

Amber Fox

11/30/2023

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

9/20/23 December Committee Leadership Meetings

Complete 12/06/2023

April Bryson

12/06/2023

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

9/20/23 December District Leadership Team Meeting

Complete 12/12/2023

April Bryson

12/12/2023

Notes:

9/18/23 December MTSS Work Session

Complete 12/19/2023

Amber Fox

12/19/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 Scotts Creek Monthly Faculty Meeting (December)

Complete 12/20/2023

April Bryson

12/20/2023

Notes:

9/20/23 December Grade Level & Departmental PLC Meetings

Complete 12/21/2023

Amber Fox

12/21/2023

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 January Committee Leadership Meetings

Complete 01/17/2024

April Bryson

01/03/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23	District-Wide Professional Development Day #3	Complete 01/05/2024	April Bryson	01/05/2024
	<i>Notes:</i>			
9/20/23	LETRS Quarterly Training Day #3 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 01/05/2024	Amber Fox	01/05/2024
	<i>Notes:</i>			
9/20/23	January District Leadership Team Meeting	Complete 01/19/2024	April Bryson	01/16/2024
	<i>Notes:</i>			
9/20/23	Kindergarten District Meeting (third)	Complete 01/18/2024	April Bryson	01/18/2024
	<i>Notes:</i>			
9/18/23	January MTSS Work Session	Complete 01/23/2024	Amber Fox	01/23/2024
	<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month			
9/20/23	Scotts Creek Monthly Faculty Meeting (January)	Complete 01/24/2024	April Bryson	01/24/2024
	<i>Notes:</i>			
9/20/23	1st Grade District Meeting (third)	Complete 01/25/2024	April Bryson	01/25/2024
	<i>Notes:</i>			
10/1/23	Foundations of Math Training #3	Complete 01/30/2024	Amber Fox	01/30/2024
	<i>Notes:</i>			
10/1/23	Foundations of Math Training #4	Complete 01/31/2024	Amber Fox	01/31/2024
	<i>Notes:</i>			
9/20/23	January Grade Level & Departmental PLC Meetings	Complete 01/31/2024	Amber Fox	01/31/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 February Committee Leadership Meetings

Complete 02/07/2024

April Bryson

02/07/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

9/20/23 2nd Grade District Meeting (third)

Complete 02/08/2024

April Bryson

02/08/2024

Notes:

9/20/23 3rd Grade District Meeting (third)

Complete 02/12/2024

April Bryson

02/12/2024

Notes:

9/20/23 Scotts Creek Monthly Faculty Meeting (February)

Complete 02/21/2024

April Bryson

02/21/2024

Notes:

10/1/23 Foundations of Math Training #5

Complete 02/21/2024

Amber Fox

02/21/2024

Notes:

9/20/23 4th/5th District Meeting (third)

Complete 02/22/2024

April Bryson

02/22/2024

Notes:

9/18/23 February MTSS Work Session

Complete 02/27/2024

Amber Fox

02/27/2024

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 February Grade Level & Departmental PLC Meetings

Complete 02/29/2024

Amber Fox

02/29/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 March Committee Leadership Meetings

Complete 03/06/2024

April Bryson

03/06/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23 District-Wide Professional Development Day #4

Complete 03/15/2024

April Bryson

03/15/2024

Notes:

9/20/23	LETRS Quarterly Training Day #4 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 03/15/2024	Amber Fox	03/15/2024
<i>Notes:</i>				
9/20/23	Scotts Creek Monthly Faculty Meeting (March)	Complete 03/20/2024	April Bryson	03/20/2024
<i>Notes:</i>				
9/20/23	March Grade Level & Departmental PLC Meetings	Complete 03/22/2024	Amber Fox	03/22/2024
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events. Grade Level PLC Meeting Dates K - 2nd Tuesday 1st - 2nd Wednesday 2nd - 2nd Wednesday 3rd - 2nd Wednesday 4th - 2nd Thursday 5th - 2nd Wednesday 6th - 2nd Wednesday 7th/8th - 2nd Thursday Student Support Team - 1st Thursday LETRS Volume 2 - 4th Wednesday Character Strong - 4th Wednesday				
9/18/23	March MTSS Work Session	Complete 03/26/2024	Amber Fox	03/26/2024
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				

10/1/23	April Committee Leadership Meetings	Complete 04/03/2024	April Bryson	04/03/2024
<i>Notes:</i> These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.				
9/20/23	Kindergarten District Meeting (fourth)	Complete 04/04/2024	April Bryson	04/04/2024
<i>Notes:</i>				
9/20/23	1st Grade District Meeting (fourth)	Complete 04/08/2024	April Bryson	04/08/2024
<i>Notes:</i>				
9/20/23	April District Leadership Team Meeting	Complete 04/09/2024	April Bryson	04/09/2024
<i>Notes:</i>				
9/20/23	2nd Grade District Meeting (fourth)	Complete 04/11/2024	April Bryson	04/11/2024
<i>Notes:</i>				
9/20/23	3rd Grade District Meeting (fourth)	Complete 04/15/2024	April Bryson	04/15/2024
<i>Notes:</i>				
9/20/23	Scotts Creek Monthly Faculty Meeting (April)	Complete 04/17/2024	April Bryson	04/17/2024
<i>Notes:</i>				
9/20/23	4th/5th District Meeting (fourth)	Complete 04/18/2024	April Bryson	04/18/2024
<i>Notes:</i>				
9/18/23	April MTSS Work Session	Complete 04/23/2024	Amber Fox	04/23/2024
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				
9/20/23	April Grade Level & Departmental PLC Meetings	Complete 04/30/2024	Amber Fox	04/30/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23	May Committee Leadership Meetings	Complete 05/01/2024	April Bryson	05/01/2024
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Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

9/20/23	Scotts Creek Monthly Faculty Meeting (May)	Complete 05/15/2024	April Bryson	05/15/2024
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Notes:

10/1/23	FAM-S Tool (MTSS)	Complete 05/15/2024	April Bryson	05/15/2024
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Notes: Completed the FAM-S tool at Scotts Creek, which measures school-level progress toward full implementation of our multi-tiered system of support. We will review the results with our School Improvement Team/entire staff.

9/18/23	May MTSS Work Session	Complete 05/21/2024	Amber Fox	05/21/2024
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 Instructional Coach's monthly meeting

Complete 05/24/2024

Amber Fox

05/24/2024

Notes:

9/20/23 Bookkeeper Meeting

Complete 05/24/2024

April Bryson

05/24/2024

Notes:

9/20/23 Scotts Creek Administrator's Weekly Meeting

Complete 05/24/2024

April Bryson

05/24/2024

Notes:

9/20/23 May Grade Level & Departmental PLC Meetings

Complete 05/24/2024

Amber Fox

05/24/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 EC Department Meetings

Complete 05/24/2024

April Bryson

05/24/2024

	Notes:			
10/1/23	AIG Specialist Meetings	Complete 05/24/2024	April Bryson	05/24/2024
	Notes:			
10/1/23	School Counselor Meetings	Complete 05/24/2024	Kaye Anderson	05/24/2024
	Notes:			
10/1/23	Character Strong Sessions	Complete 05/24/2024	April Bryson	05/24/2024
	Notes: Every week middle school students meet with a group to do Character Strong sessions. These seek to bolster community building, openness and transparency, student mental and emotional health, and challenge students to have a positive impact on the lives of those around them.			
10/1/23	School Media Coordinator Meetings	Complete 05/24/2024	April Bryson	05/24/2024
	Notes:			
10/1/23	Speech PLC Meetings	Complete 05/24/2024	April Bryson	05/24/2024
	Notes:			
9/3/24	August Committee Leadership Meetings	Complete 08/09/2024	April Bryson	08/09/2024
	Notes: These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/3/24	District-Wide Professional Development Day #1	Complete 08/09/2024	Angie Dills	08/09/2024
	Notes:			
9/3/24	CTE District Wide Meeting	Complete 08/09/2024	Jonathan Cauley	08/09/2024
	Notes:			
9/3/24	ML Meeting	Complete 08/12/2024	Luisa McMahan	08/12/2024
	Notes: Multilingual learner meeting			
9/3/24	Scotts Creek Monthly Faculty Meeting (August)	Complete 08/21/2024	April Bryson	08/21/2024
	Notes:			
9/3/24	4th/5th District Wide Meeting (first)	Complete 08/26/2024	April Bryson	08/26/2024
	Notes:			
9/3/24	Kindergarten District Wide Meeting (first)	Complete 08/29/2024	April Bryson	08/29/2024
	Notes:			

9/3/24	September Committee Leadership Meetings	Complete 09/05/2024	April Bryson	09/04/2024
Notes: These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.				
9/26/24	1st District Wide Meeting (first)	Complete 09/05/2024	April Bryson	09/05/2024
Notes:				
9/26/24	2nd District Wide Meeting (first)	Complete 09/09/2024	April Bryson	09/09/2024
Notes:				
9/26/24	3rd District Wide Meeting (first)	Complete 09/12/2024	April Bryson	09/12/2024
Notes:				
9/3/24	Scotts Creek Monthly Faculty Meeting (September)	Complete 09/18/2024	April Bryson	09/18/2024
Notes:				
9/26/24	September MTSS Work Sessions	Complete 09/30/2024	Amber Fox	09/30/2024
Notes:				
9/3/24	October Committee Leadership Meetings	Complete 10/02/2024	April Bryson	10/02/2024
Notes: These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.				
9/3/24	Scotts Creek Monthly Faculty Meeting (October)		April Bryson	10/16/2024
Notes:				
9/26/24	October MTSS Work Sessions		Amber Fox	10/31/2024
Notes:				
9/3/24	November Committee Leadership Meetings		April Bryson	11/06/2024
Notes: These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.				
9/3/24	Scotts Creek Monthly Faculty Meeting (November)		April Bryson	11/20/2024
Notes:				

9/26/24	November MTSS Work Sessions		Amber Fox	11/30/2024
	<i>Notes:</i>			
9/3/24	December Committee Leadership Meetings		April Bryson	12/04/2024
	<i>Notes:</i> These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/3/24	Scotts Creek Monthly Faculty Meeting (December)		April Bryson	12/18/2024
	<i>Notes:</i>			
9/26/24	December MTSS Work Sessions		Amber Fox	12/31/2024
	<i>Notes:</i>			
9/3/24	January Committee Leadership Meetings		April Bryson	01/08/2025
	<i>Notes:</i> These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/3/24	Scotts Creek Monthly Faculty Meeting (January)		April Bryson	01/15/2025
	<i>Notes:</i>			
9/26/24	Kindergarten District Wide Meeting (2nd)		April Bryson	01/27/2025
	<i>Notes:</i>			
9/26/24	1st District Wide Meeting (2nd)		April Bryson	01/30/2025
	<i>Notes:</i>			
9/26/24	January MTSS Work Sessions		Amber Fox	01/31/2025
	<i>Notes:</i>			
9/26/24	2nd District Wide Meeting (2nd)		April Bryson	02/03/2025
	<i>Notes:</i>			
9/3/24	February Committee Leadership Meetings		April Bryson	02/05/2025
	<i>Notes:</i> These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/26/24	3rd District Wide Meeting (2nd)		April Bryson	02/06/2025
	<i>Notes:</i>			

9/26/24	4th/5th District Wide Meeting (2nd)		April Bryson	02/10/2025
	<i>Notes:</i>			
9/3/24	Scotts Creek Monthly Faculty Meeting (February)		April Bryson	02/19/2025
	<i>Notes:</i>			
9/26/24	February MTSS Work Sessions		Amber Fox	02/28/2025
	<i>Notes:</i>			
9/3/24	March Committee Leadership Meetings		April Bryson	03/05/2025
	<i>Notes:</i> These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/3/24	District-Wide Professional Development Day #3		Angie Dills	03/13/2025
	<i>Notes:</i>			
9/3/24	Scotts Creek Monthly Faculty Meeting (March)		April Bryson	03/19/2025
	<i>Notes:</i>			
9/26/24	March MTSS Work Sessions		Amber Fox	03/31/2025
	<i>Notes:</i>			
9/3/24	April Committee Leadership Meetings		April Bryson	04/02/2025
	<i>Notes:</i> These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/3/24	Scotts Creek Monthly Faculty Meeting (April)		April Bryson	04/16/2025
	<i>Notes:</i>			
9/26/24	April MTSS Work Sessions		Amber Fox	04/30/2025
	<i>Notes:</i>			
9/3/24	May Committee Leadership Meetings		April Bryson	05/07/2025
	<i>Notes:</i> These are the monthly meetings of the school leadership committees which are: School Improvement Team; MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/3/24	Scotts Creek Monthly Faculty Meeting (May)		April Bryson	05/21/2025

	Notes:			
9/26/24	May MTSS Work Sessions		Amber Fox	05/30/2025
	Notes:			
9/26/24	Scotts Creek Administrator's Weekly Meetings		April Bryson	05/30/2025
	Notes:			
9/26/24	Instructional Coach's meeting		Amber Fox	05/30/2025
	Notes:			
9/26/24	Student Support Team meetings		Kaitlyn Norman	05/30/2025
	Notes:			
9/26/24	Departmental PLC & Extended Planning meetings		April Bryson	05/30/2025
	Notes:			
9/26/24	PreK District Meeting		Candace Dewantara	05/30/2025
	Notes:			
9/26/24	District Leadership Team Meetings		April Bryson	05/30/2025
	Notes:			
9/26/24	AP District Team Meetings		Jeremy Cauley	05/30/2025
	Notes:			
9/26/24	LETRS Training Updates		Amber Fox	05/30/2025
	Notes:			
9/26/24	Foundations of Math Trainings & 6/7 Math PLCs		Amber Fox	05/30/2025
	Notes:			
9/26/24	Bookkeeper meetings		Amy Browning	05/30/2025
	Notes:			
9/26/24	Speech PLC meetings		Natalie Norman	05/30/2025
	Notes:			
9/26/24	Band Meetings (middle school & high school)		Courtney Umphlett	05/30/2025
	Notes:			
9/26/24	EC departmental meetings		Kelli Watson; Stephanie Pendergast	05/30/2025
	Notes:			
9/26/24	School media coordinator meetings		Grace Powell	05/30/2025

Notes:			
9/26/24	School counselor meetings	Kaitlyn Norman	05/30/2025
Notes:			
9/26/24	School Social Worker meetings	Kaye Anderson	05/30/2025
Notes:			
9/26/24	AIG specialist meetings	Gretchen McCue	05/30/2025
Notes:			
9/26/24	FAM-S tool Review (progress toward implementation of MTSS)	April Bryson	05/30/2025
Notes:			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have a social worker, counselor, psychological services provided by HIGHTs and Project AWARE, staff members trained in CPI Restraint Training, schoolwide <i>PBIS</i> program, and a middle school focus on implementing <i>Character Strong</i> . Previously through the <i>Leader in Me</i> program based on the <u>7 Habits of Highly Effective People</u> by Stephen Covey, and now through <i>Character Strong</i> , staff have been involved in teaching, modeling, and implementing this paradigm shift at our school as well as the homes of our students. Parents have been included with the exchange of information, and parents are reporting <i>Character Strong</i> continues at home in conversations, actions, and attitudes of their children.	Limited Development 09/14/2016		
How it will look when fully met:			Students will receive support in a variety of formats including services from different agencies and participation in <i>PBIS</i> system and the <i>Character Strong</i> model. Evidence: Decrease in discipline incidents, Increased attendance, services logs, Parent Contact Logs, Peer Mediation Sessions		Jonathan Cauley	05/30/2025
Actions				100 of 106 (94%)		
	9/18/19		Team of teachers met to coordinate and plan the LIM Kickoff.	Complete 08/16/2019	teacher team	08/16/2019
Notes:						
	9/16/19		Leader In Me School Kickoff	Complete 08/23/2019	LIM Lighthouse Team	08/23/2019

<i>Notes:</i>				
9/18/19	LIM Lighthouse Team met to plan staff informational video to describe LIM Action Teams. This will allow the staff to select the leadership team of their choice to implement LIM during the 2019-20 school year.	Complete 09/18/2019	LIM Lighthouse Team	09/18/2019
<i>Notes:</i>				
10/7/19	Team met to discuss and plan our annual Pumpkin Prance fundraiser. This year we will hold a Glow Run at Jackson County Rec Park. This event raises funds to purchase Leader in Me materials and staff development.	Complete 09/18/2019	Fundraising Team	09/18/2019
<i>Notes:</i>				
9/18/19	Middle school teacher representatives will attend professional development to gain strategies to implement LIM in 6-8 grade classrooms.	Complete 10/23/2019	Kim Fiskeaux and Jonathan Cauley	10/23/2019
<i>Notes:</i>				
11/4/19	Middle school teachers Kim Fiskeaux and Jonathan Cauley attended a Leader in Me Middle School Summit in Wilksboro, NC on 10/22-23/19. They will visit four Leader in Me middle schools and attended Leader in Me sessions designed for middle school students. They will share information learned with all staff.	Complete 10/23/2019	Kim Fiskeaux and Jonathan Cauley	10/23/2019
<i>Notes:</i>				
11/4/19	Annual 5K Glow Run will be held on 11/1/19. This is a fundraiser for our Leader in Me program.	Complete 11/01/2019	Leader in Me Fundraising committee	11/01/2019
<i>Notes:</i>				
11/20/19	LIM Lighthouse Leadership Team met. Team planned Win-Win Wednesday meeting for staff (11/20), planned and posted bulletin board including LIM school-wide timeline, and discussed how to assist staff in tracking student data.	Complete 11/18/2019	Kim Fiskeaux and Jonathan Cauley	11/18/2019
<i>Notes:</i>				
9/22/16	The Social Worker and Counselor will organize services from a variety of agencies to meet student needs. They will collaborate with classroom teachers to increase awareness of student needs.	Complete 06/30/2020	Wanda Moore	06/30/2020
<i>Notes:</i> 2/28/17 - Social Worker and Counselor are continuously meeting with all staff members to address student needs.				

9/22/16	PBIS Team will operate as a part of the Leader In Me Student Learning Action Team and will continue to integrate strategies. They will meet on a regular basis to review application of PBIS systems school wide integrated with Leader in Me. They will also utilize strategies to help students move from extrinsic reinforcements to intrinsic reinforcements.	Complete 06/30/2020	Student Learning Action Team	06/30/2020
<i>Notes:</i> PBIS team met on 11/7/17 (complete minutes are in document upload) 9/4/18 - Student Learning Action Team will continue this action.				
9/22/16	All staff and community stakeholders will implement the Leader in Me Model throughout the school, and teach the 7 Habits of Highly Effective People to students. Leadership opportunities will also be provided to students. The Lighthouse Team and the Action Teams have been developed and continue to implement principles school wide on a regular basis.	Complete 06/30/2020	Lighthouse Team	06/30/2020
<i>Notes:</i> Book studies have started in each department. The Lighthouse Team has met several times a month to create plan, discuss future options, and help support staff. 2/28/17 9/4/18 - Lighthouse Team and Action Teams will meet monthly and scaffold strategies we have in place.				
3/27/18	Create Action Teams and begin to internalize 7 habits within staff. Action teams will now move to the next level by completing specific tasks to support the school-wide implementation of Leader in Me.	Complete 06/30/2020	Lighthouse Team	06/30/2020
<i>Notes:</i>				
5/3/22	Hosted basketball tournament	Complete 01/31/2022	April Bryson	01/31/2022
<i>Notes:</i> Numerous student volunteers helped set up and sang the national anthem.				
5/3/22	Student leadership roles began - students applied for roles	Complete 03/07/2022	Chelsea Stephens	03/07/2022
<i>Notes:</i>				
5/3/22	MRA Leader in Me report - our overall leadership score was a 70, which included student leadership (personal development, interpersonal development, positive wellbeing, self-advocacy, and prosocial behaviors), staff leadership (personal effectiveness, interpersonal effectiveness, and student leadership support), and family and community engagement (school & family partnerships, family engagement, and community engagement).	Complete 05/02/2022	April Bryson	05/02/2022
<i>Notes:</i>				

5/3/22	MRA Leader in Me report - our overall culture score was a 73, which included supportive student environment (school climate, student empowerment, trusting relationships, and school belonging) and supportive staff environment (staff voice and collective efficacy).	Complete 05/02/2022	April Bryson	05/02/2022
<i>Notes:</i>				
3/27/18	Implement student lessons with fidelity for Leader in Me aligned across grade levels.	Complete 06/03/2022	Jonathan Cauley	06/03/2022
<i>Notes:</i>				
10/18/22	AIG Specialists Meeting	Complete 08/16/2022	Gretchen McCue	08/16/2022
<i>Notes:</i>				
10/18/22	Pre-K District Level Meeting/PLC	Complete 08/16/2022	Amber Fox	08/16/2022
<i>Notes:</i>				
10/18/22	Speech PLC Meeting	Complete 08/17/2022	Natalie Norman	08/17/2022
<i>Notes:</i> Audiology training with Tracie Rice PLC topics and meeting schedule				
10/18/22	Pep Rallies	Complete 09/16/2022	Jonathan Cauley	09/16/2022
<i>Notes:</i> 2 Pep Rallies were held (one for K-4 and the other for 5-8) for students to kick off the year showing school spirit and to encourage our students to participate in leadership opportunities throughout the school year.				
10/18/22	Parent Curriculum Night	Complete 09/19/2022	Jonathan Cauley	09/19/2022
<i>Notes:</i> Title Parent and Family Engagement funds were used to purchase pizza and chips to draw parent support for our family curriculum night.				
10/18/22	Speech PLC Meeting	Complete 09/23/2022	Natalie Norman	09/23/2022
<i>Notes:</i> Caseload discussion (Kelly Doppke) Topics/needs for future PLC meetings ICD-10 codes Stay organized the NN way! Disposal of outdated evaluation materials				
10/18/22	Grade Level & Departmental PLC Meetings	Complete 09/28/2022	Amber Fox	09/28/2022
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.				
10/18/22	Grade Level Team Planning	Complete 09/29/2022	Amber Fox	09/29/2022

	Notes: Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Reconnect for Resiliency (Teacher Assistants)	Complete 10/05/2022	April Bryson	10/05/2022
	Notes:			
10/18/22	EC Dept. PLC Meeting	Complete 10/07/2022	Natalie Norman	10/07/2022
	Notes: Items discussed include: Support Schedule is a little better, still waiting for staff to be hired to support. Bailey starts on Monday (1day SCE, 1day JCS, then figure out ½ days) Autism Coaching: Ryan Morgan-Nations, Sydney Medford, Ballew, Callaway, Finley Progress Monitoring and Progress Reports Compliance Updates Cherokee Central students are treated as initials bc NC eligibility is needed. Charter school enrollments need to be sent to Melissa ASAP			
10/18/22	AIG Specialists Meetings	Complete 10/19/2022	Gretchen McCue	10/19/2022
	Notes:			
10/18/22	Speech PLC Meeting	Complete 10/20/2022	Natalie Norman	10/20/2022
	Notes: Lead SLP meeting update			
10/18/22	Pre-K District Level Meeting/PLC	Complete 10/20/2022	Amber Fox	10/20/2022
	Notes:			
10/18/22	Reconnect for Resiliency (Teacher Assistants)	Complete 10/24/2022	April Bryson	10/24/2022
	Notes:			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 10/26/2022	Amber Fox	10/26/2022
	Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 10/27/2022	Amber Fox	10/27/2022
	Notes: Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			

10/18/22	Fall Spirit Days	Complete 10/28/2022	April Bryson	10/28/2022
	<i>Notes:</i> Students are encouraged to participate in this school spirit boosting week with activities such as: Mustache Monday Time Travel Tuesday Wild Hair Wednesday Team Spirit Thursday Favorite Book Friday			
11/1/22	Trunk or Treat	Complete 11/28/2022	April Bryson	10/28/2022
	<i>Notes:</i> Scotts Creek held a trunk or treat for the community in the back loop of the school. This was a great opportunity for PTA members, teachers and staff, students, and other members of the community to connect and show support for our school.			
10/18/22	Schoolwide Focus - Habit 1 "Be Proactive"	Complete 10/31/2022	April Bryson	10/31/2022
	<i>Notes:</i>			
10/18/22	School Media Coordinators Meeting	Complete 11/02/2022	Grace Powell	11/02/2022
	<i>Notes:</i>			
10/18/22	School Counselor Meeting	Complete 11/14/2022	Kaitlyn Norman	11/14/2022
	<i>Notes:</i>			
10/18/22	EC Departmental Meeting	Complete 11/17/2022	Natalie Norman	11/17/2022
	<i>Notes:</i>			
10/18/22	Grade Level Team Planning	Complete 11/17/2022	Amber Fox	11/17/2022
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 11/30/2022	Amber Fox	11/30/2022
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Schoolwide Focus - Habit 2 "Begin With the End in Mind"	Complete 11/30/2022	April Bryson	11/30/2022
	<i>Notes:</i>			
10/18/22	Bookkeepers Meeting	Complete 12/07/2022	Ronda Murphy	12/07/2022
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 12/14/2022	Amber Fox	12/14/2022

	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 12/15/2022	Amber Fox	12/15/2022
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	EC Departmental Meeting	Complete 12/15/2022	Natalie Norman	12/15/2022
	<i>Notes:</i>			
10/18/22	Resiliency resources	Complete 12/21/2022	April Bryson	12/21/2022
	<i>Notes:</i> Title Parent and Family Engagement Funds are being used so that Amy Fahey and Nicole McWright can train parents to use resiliency resources.			
10/18/22	Speech PLC Meeting	Complete 12/22/2022	Natalie Norman	12/22/2022
	<i>Notes:</i> EC Conference presentation			
10/18/22	AIG Specialists Meeting	Complete 01/06/2023	Gretchen McCue	01/06/2023
	<i>Notes:</i>			
10/18/22	Pre-K District Level Meeting/PLC	Complete 01/06/2023	Amber Fox	01/06/2023
	<i>Notes:</i>			
10/18/22	Bookkeepers Meeting	Complete 01/18/2023	Ronda Murphy	01/18/2023
	<i>Notes:</i>			
10/18/22	School Counselor Meeting	Complete 01/23/2023	Kaitlyn Norman	01/23/2023
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 01/25/2023	Amber Fox	01/25/2023
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 01/26/2023	Amber Fox	01/26/2023
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 3 "Put First Things First"	Complete 01/31/2023	April Bryson	01/31/2023

<i>Notes:</i>				
10/18/22	EC Departmental Meeting	Complete 02/16/2023	Natalie Norman	02/16/2023
<i>Notes:</i>				
10/18/22	Speech PLC Meeting	Complete 02/17/2023	Natalie Norman	02/17/2023
<i>Notes:</i>				
10/18/22	Grade Level & Departmental PLC Meetings	Complete 02/22/2023	Amber Fox	02/22/2023
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.				
10/18/22	Grade Level Team Planning	Complete 02/23/2023	Amber Fox	02/23/2023
<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.				
10/18/22	Schoolwide Focus - Habit 4 "Think Win-Win"	Complete 02/28/2023	April Bryson	02/28/2023
<i>Notes:</i>				
10/18/22	School Media Coordinators Meeting	Complete 03/01/2023	Grace Powell	03/01/2023
<i>Notes:</i>				
10/18/22	Bookkeepers Meeting	Complete 03/07/2023	Ronda Murphy	03/07/2023
<i>Notes:</i>				
10/18/22	AIG Specialists Meeting	Complete 03/09/2023	Gretchen McCue	03/09/2023
<i>Notes:</i>				
10/18/22	Pre-K District Level Meeting/PLC	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	Grade Level & Departmental PLC Meetings	Complete 03/22/2023	Amber Fox	03/22/2023
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.				
10/18/22	School Counselor Meeting	Complete 03/27/2023	Kaitlyn Norman	03/27/2023
<i>Notes:</i>				
10/18/22	Grade Level Team Planning	Complete 03/30/2023	Amber Fox	03/30/2023

	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 5 "Seek First to Understand then to be Understood"	Complete 03/31/2023	April Bryson	03/31/2023
	<i>Notes:</i>			
10/18/22	EC Departmental Meeting	Complete 04/20/2023	Natalie Norman	04/20/2023
	<i>Notes:</i>			
10/18/22	Speech PLC Meeting	Complete 04/21/2023	Natalie Norman	04/21/2023
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 04/26/2023	Amber Fox	04/26/2023
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 04/27/2023	Amber Fox	04/27/2023
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 6 "Synergize"	Complete 04/28/2023	April Bryson	04/28/2023
	<i>Notes:</i>			
10/18/22	MRA Leader in Me report - our overall culture score was a.....	Complete 05/03/2023	April Bryson	05/02/2023
	<i>Notes:</i>			
10/18/22	MRA Leader in Me report - our overall leadership score was a...	Complete 05/03/2023	April Bryson	05/02/2023
	<i>Notes:</i>			
10/18/22	School Media Coordinators Meeting	Complete 05/03/2023	Grace Powell	05/03/2023
	<i>Notes:</i>			
10/18/22	Bookkeepers Meeting	Complete 05/10/2023	Ronda Murphy	05/10/2023
	<i>Notes:</i>			
10/18/22	School Counselor Meeting	Complete 05/22/2023	Kaitlyn Norman	05/22/2023
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 05/24/2023	Amber Fox	05/24/2023

	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 05/25/2023	Amber Fox	05/25/2023
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Speech PLC Meeting	Complete 05/25/2023	Natalie Norman	05/25/2023
	<i>Notes:</i> My Best Idea – Discussion and demonstration of most effective, practical and well-loved therapy ideas. SLPs will share 1-2 ideas, materials, books or techniques, and will provide support for the ideas as research-based techniques. Pre-K and high school transitions			
10/18/22	Schoolwide Focus - Habit 7 "Sharpen the Saw"	Complete 05/31/2023	April Bryson	05/31/2023
	<i>Notes:</i>			
10/18/22	Leader in Me Lessons/Habits	Complete 06/07/2023	Chelsea Stephens	06/07/2023
	<i>Notes:</i> Students have weekly/monthly Leader in Me lessons/habits they focus on to help them learn more about, discuss, and think through a different aspect of leadership and the responsibilities they have as a student, friend, son/daughter, and citizen. The focus is to help students progress at the holistic level, not only the academic.			
9/18/23	Character Strong Training	Complete 08/11/2023	April Bryson	08/11/2023
	<i>Notes:</i> Training for Middle Grades and High School staff on using the new Character Strong Social Emotional Learning (SEL) program.			
9/20/23	Parent Curriculum Night	Complete 09/19/2023	April Bryson	09/19/2023
	<i>Notes:</i> We had a lot of parents come out to support our PTA, as well as come to classrooms to hear about class curriculum and get questions answered.			
9/20/23	6th-8th grade pep rally	Complete 09/26/2023	April Bryson	09/26/2023
	<i>Notes:</i>			
10/1/23	PreK-5 Pep Rally	Complete 09/29/2023	April Bryson	09/29/2023
	<i>Notes:</i>			
10/1/23	PTA Fall Extravaganza/Spooktacular	Complete 10/27/2023	April Bryson	10/27/2023
	<i>Notes:</i>			
11/6/23	Fall Spirit Week	Complete 10/27/2023	April Bryson	10/27/2023

	<i>Notes:</i> During fall spirit week, students were encouraged to dress up and participate for various activities: Monday - pajama day Tuesday - team Tuesday Wednesday - wild west Thursday - hero vs. villain Friday - character day which included a character parade			
11/13/23	Veteran's Day Assembly	Complete 11/09/2023	April Bryson	11/09/2023
	<i>Notes:</i>			
11/13/23	Thanksgiving Lunch	Complete 11/16/2023	April Bryson	11/16/2023
	<i>Notes:</i>			
11/6/23	Weekly Character Strong Meeting Sessions	Complete 05/24/2024	Bekah Mulligan	05/24/2024
	<i>Notes:</i> Students meet with a particular teacher and student Character Strong group weekly to discuss how things have been going, discuss the past and upcoming Character Dare, and to work through one of the Character Strong sessions with activities.			
11/13/23	Middle School Incentive Trips	Complete 05/24/2024	Molly Callaway	05/24/2024
	<i>Notes:</i>			
11/13/23	Neptune Navigate Course work for middle school on cyberbullying and digital safety.	Complete 05/24/2024	Jonathan Cauley	05/24/2024
	<i>Notes:</i>			
11/13/23	Character Strong Restorative Practices	Complete 05/24/2024	Bekah Mulligan	05/24/2024
	<i>Notes:</i> This year all middle school teachers are receiving training on restorative practices to build up our classroom communities.			
11/2/23	Attendance Incentives	Complete 05/31/2024	April Bryson	05/31/2024
	<i>Notes:</i> We have implemented attendance incentives where students will be entered for a chance to earn weekly/monthly prizes and recognition for showing good attendance throughout the school year.			
9/3/24	K-5 & 6-8 Beginning of Year Pep Rallies	Complete 08/30/2024	April Bryson	08/30/2024
	<i>Notes:</i>			
9/26/24	WCU Field Day	Complete 09/17/2024	April Bryson	09/17/2024
	<i>Notes:</i> A day in which numerous prospective education students from WCU come to visit the school, observe teachers, and interact with students. Students from Scotts Creek enjoy getting to interact with students from the university.			
9/26/24	September Bojangles Student Leaders of the Month (Theme: Responsibility)	Complete 09/30/2024	Natalie Norman	09/30/2024

<i>Notes:</i>				
9/26/24	Fall Sports Season	Complete 10/04/2024	Megan Davis	10/04/2024
<i>Notes:</i> Staff have engaged with families through supporting students this fall in their sports involvement with: SCS volleyball; district volleyball; district cross country.				
9/3/24	Middle School Incentive Trip (Q1)		Jonathan Cauley	10/16/2024
<i>Notes:</i>				
9/26/24	Fall Book Fair		Grace Powell	11/22/2024
<i>Notes:</i>				
9/26/24	Student ambassadors & student council		April Bryson	05/30/2025
<i>Notes:</i> We have student ambassadors who help guide guests around the school and help represent our school. We also have student council members who represent their homerooms and assist in leading the student body.				
9/26/24	Character strong sessions & activities		April Bryson	05/30/2025
<i>Notes:</i>				
9/26/24	Neptune Navigate Course work on cyberbullying and digital safety		Jonathan Cauley	05/30/2025
<i>Notes:</i>				
9/26/24	Attendance incentives		April Bryson	05/30/2025
<i>Notes:</i> Students are recognized monthly for maintaining good attendance.				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Teacher Webpages, School News and Testing and Curriculum Updates, Curriculum Night, Special Population Meetings have been implemented to increase parent communication. Our school hosts Meet the Teacher Night, Family Night, Curriculum Fair, Awards Programs, PTA meetings, Book Fairs, EOY Reading Celebration, Thanksgiving Lunch, Academic Reception, Athletic Dinner, K-2 Storybook Parade, "Holiday Traditions Around the World", 8th grade Promotion Ceremony, and numerous athletic events. All of these events are designed to create an inviting environment to make parents and families feel welcomed in the school setting. Teachers keep parent contact logs, send newsletters, and use programs such as Class DOJO, Remind, Google Classroom, Epic, and Beanstack. Parents have access to the Parent Portal and school website. The school sends newsletters, ConnectEd phone calls, and publishes a school newspaper. Student memory books are created. We have resources for Parent Involvement. Parents are involved in attendance meetings and parent conferences. Some grade levels use agenda books &/or communication folders to further school to home communication. Kindergarten through second grade maintain parent-signed reading logs. In addition, we have individual reading plans for K-3. Parents receive a letter and ways they can help their child at home. Parents and students also have home access Beanstack Reading, and Google Classroom resources. We routinely use outside services to help meet our students' needs such as Manna Food Bank and the Early Intervention Team. Parents serve as volunteers in the classroom, chaperone field trips, and help with 8th grade fundraisers. Throughout the 2020-21 school year, we adapted these systems as needed to adapt to COVID restrictions. We have started this year sending yearly MTSS parent letters if any student is receiving Tier 2 or 3 interventions for Math, Reading, behavior, and social emotional needs.</p>	Limited Development 10/04/2023		
How it will look when fully met:	<p>When this objective is fully met, we will have numerous ways in which parents are communicated with regarding school expectations and curriculum importance. As a school we have a great desire to see parents and staff working together for the success of students. We have made excellent progress regarding this objective the past few years, and are continuing to come up with further ways to emphasize this goal, and provide more implementation efforts.</p>		April Bryson	05/30/2025
Actions		12 of 17 (71%)		
11/13/23	Curriculum Night	Complete 09/19/2023	April Bryson	09/19/2023

<i>Notes:</i>				
11/13/23	Proficiency letters went out with report cards	Complete 10/24/2023	April Bryson	10/24/2023
<i>Notes:</i>				
11/13/23	Salvation Army Thanksgiving/Christmas involvement	Complete 11/21/2023	Kaye Anderson	11/21/2023
<i>Notes:</i>				
11/13/23	Christmas Connection student involvement	Complete 12/22/2023	Kaye Anderson	12/22/2023
<i>Notes:</i>				
11/13/23	Revamping our school website	Complete 01/31/2024	April Bryson	01/31/2024
<i>Notes:</i>				
11/13/23	Health Fair/Curriculum Night (expanded)	Complete 04/30/2024	April Bryson	04/30/2024
<i>Notes:</i>				
11/13/23	2nd Grade Tutoring	Complete 05/24/2024	April Bryson	05/24/2024
<i>Notes:</i> 30 total hours of reading and math tutoring.				
10/4/23	End of Year Parent Communication Objective Assessment	Complete 05/31/2024	April Bryson	05/31/2024
<i>Notes:</i> We are essentially at full implementation of this objective, but are working on some further additions to parent communication and support strategies this year. We will reassess this indicator at the end of the year to modify implementation efforts and mark it full implementation if we vote as a School Improvement Team that we have reached this objective.				
9/26/24	Meet the Teacher (Elect PTA officers)	Complete 08/12/2024	Drew Umphlett; April Bryson	08/12/2024
<i>Notes:</i>				
9/26/24	PTA & Family Curriculum Night	Complete 09/19/2024	Drew Umphlett; April Bryson	09/19/2024
<i>Notes:</i>				
9/26/24	Outdoor classroom workdays	Complete 09/30/2024	Drew Umphlett	09/30/2024
<i>Notes:</i> We have had numerous Saturday workdays in which students, staff, student families, and PTA members have assisted in development of the new outdoor classroom, which a grant opportunity has secured for the school.				
9/26/24	Fall Sports Season	Complete 10/04/2024	Megan Davis	10/04/2024

Notes: Staff have engaged with families through supporting students this fall in their sports involvement with: SCS volleyball; district volleyball; district cross country.				
9/26/24	PTA Spooktacular		Drew Umphlett; Courtney Umphlett	10/25/2024
Notes:				
9/26/24	Thanksgiving Lunch & Band event		April Bryson	11/21/2024
Notes:				
9/26/24	PTA Holiday Program		Genia Edmonds; Drew Umphlett	12/17/2024
Notes:				
9/26/24	Sunday afternoon school calls		April Bryson	05/30/2025
Notes: Mrs. Bryson calls weekly to update families on upcoming events at school for the week.				
9/26/24	Remind messages and social media posts		April Bryson	05/30/2025
Notes: Staff are sending out Remind messages weekly and posting pictures of student work and engagement for families to see through the Remind app and through our school social media accounts.				

Comprehensive Progress Report

Mission:

- “To be the best version of myself:
- I will set goals and work to achieve them
- I Will care about how my actions impact myself and others.
- I will overcome difficult things.

Vision:

Our school will be an environment where we "engage, enlighten, and enrich". It is a place where we "inspire dreams and promote excellence."

Goals:

- SMES will achieve 40% proficiency in Math by May 2025
- SMES will achieve 40% proficiency in Reading by May 2025.
- 90% of SMES families will receive a positive contact from the school monthly.
- 90% of students will meet their typical/expected growth in Reading and Math, as measured by I-Ready and mClass.



Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator						
Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:			We have SIT team meetings monthly, as well as MTSS, Event Planning, and Sunshine Teams. We will add a Student Leadership Team for next year.	Full Implementation 02/10/2021		
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Our teaming structure still needs improvement. It is stronger in some areas than others. We scheduled monthly hallway meetings, but didn't keep them regularly. Having a clear lead teacher on each hallway is a start.</p> <p>We do have teaming structures with our Action Teams that had some success. For example, the MTSS team accomplished lots and worked together well, as does the SIT team.</p>	Limited Development 05/16/2024		
How it will look when fully met:			<p>All teachers have at least an hour of common planning 4 days a week, with PLCs included as one of those days. IEP meetings and other responsibilities will take up the fifth day. Instructional coaches will have differentiated plans of support to meet with teachers to plan, discuss pacing and standards alignment.</p> <p>Teaming structure will also include our Action Teams, which allow for an effective MTSS process, student/staff support, and Student Leadership.</p>		Charles Condill	05/22/2026
Actions						
Notes:						

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Turning in meeting minutes (minutes are responded to in a timely manner) Instructional snapshots/walkthroughs are conducted, which provide immediate feedback, and then gets shared with county.</p> <p>PLC is occurring weekly with common assessments a topic of conversation twice a month, and MTSS once a month.</p> <p>Planning time arranged for grade levels to plan together.</p>	Limited Development 09/21/2016		
How it will look when fully met:			In partnership with instructional coaches, admin will monitor lesson planning and provide feedback. County instructional snapshots will be used regularly and immediate feedback provided. Administration will attend the PLC weekly to discuss curriculum, pacing, standards alignment, and monitor where students are. Admin will also monitor data through common assessment spreadsheets to ensure curriculum is effective.		Tim Kurr	06/03/2025
Actions				0 of 2 (0%)		
10/10/23		Principal and AP will use the instructional snapshot tool for timely feedback at least 6 times a week.			Tim Kurr	05/30/2025
Notes: JCPS instructional snapshot tool.						
9/25/24		Administration will be present at the PLC weekly to discuss data and monitor instructional effectiveness and the viability of the curriculum.			Tim Kurr	05/30/2025
Notes:						

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have begun to discuss with the SIT how the budget is allocated.	No Development 09/12/2023		
How it will look when fully met:			The SIT Team will know how the budget works and what pots of money we get. They will have input in how we spend money. They will be included quarterly with feedback given. The staff as a whole will know in a faculty meeting how the budget is spent. The district and the school will be aligned in long-term goals and how money is spent. Staffing is complete with full needs for instructional requirements.		Tim Kurr	06/02/2025
Actions				0 of 1 (0%)		
		9/25/24	Admin presents a plan for budget allocation at the start of the school year and updates SIT quarterly.		Tim Kurr	05/30/2025
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>NCEES State wide standardized evaluation Multiple Administration/Peer evaluations. Timely feedback PDP Self assessment Mentor training Tiered support for beginning teachers Administrators are trained for the evaluation process Summative Evaluations Administrators are evaluated Non certified staff evaluations Bus Driver Perfect Attendance Bonus Bus Drivers received a salary increase for this school year. Hiring/Interview Committee established. Teacher working conditions surveys are used.</p> <p>Each week we celebrate the wonderful things that our staff are doing through our Outstanding Staff Member of the Week spotlight. We have a sunshine committee which works diligently to build staff morale.</p>	Limited Development 09/21/2016		
<i>How it will look when fully met:</i>			Frequent staff evaluations and informative walkthroughs. Formative feedback that promotes teacher growth in the field of education and aligns with district initiatives. Providing professional development that is data driven and is aligned to teacher and student areas of weakness. Acknowledgement of staff accomplishments. Recognition throughout the year to build morale and retain staff. Support for beginning teachers through specialized trainings, mentor support, and formative feedback.		Tim Kurr	06/06/2025
<i>Actions</i>						
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none">Weekly PLC meetings with multi-grade level teachers, instructional coaches, and administration.In the classroom, there are weekly check-ins with instructional coaches to assist in areas teachers need assistance.Students each come up with monthly goals to help them attain intrinsic motivation and ownership of their learning.	Limited Development 05/16/2024		
How it will look when fully met:			When fully implemented, data will be kept with fidelity, assessed consistently, and changes will occur as needed. Data will also be used to plan appropriate professional development based on any instructional needs that arise.		Charles Condill	05/23/2025
Actions				0 of 2 (0%)		
9/25/24		Weekly PLC meetings with multi-grade level teachers, instructional coaches, and administration.			Meredith Crisp	05/23/2025
Notes:						
9/25/24		In the classroom, there are weekly check-ins with instructional coaches to assist in areas teachers need assistance.			Meredith Crisp	05/23/2025
Notes:						

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs		
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			At SME we have completed universal screening (I Ready and mClass) three times a year for reading, math, and behavior. In grade 3 we do an AIG screener. We do off grade level AIG screeners as needed. In PreK and Kindergarten we do the Brigance at the beginning of the year, we track student data in TSG. In Kindergarten students complete the KEA. We do NC Check-ins in Reading, math, and science (grades 5 & 8). Teachers use formative and summative data continuously classroom to guide and plan instruction. Teachers grades K-5 meet to plan with the instructional coach or assistant principal weekly. Middle school complete content specific PLC meetings to discuss data and plan next steps. Lessons are aligned to standards and research based curriculums and interventions.	Limited Development 08/25/2021	
			Priority Score: 3 Opportunity Score: 3 Index Score: 9		
<i>How it will look when fully met:</i>			Collaborative instructional planning will occur weekly. The PLC will occur 2-3 times a month to focus on how data will influence instruction and for teachers to share best practices. Data points for teachers will include: Common assessments, mClass, and I-Ready. Common assessments will help ensure common pacing and that it is linked to the JCPS curriculum map. I-Ready will be used as a way to assess student progress in grades 3-8, and teachers will target gaps in instruction. I-Ready will also be a crucial data point in Math for K-2. mClass will be viewed regularly to assess how to address students needs.	Objective Met 05/16/24	Jamie Frese 05/31/2024
<i>Actions</i>					
	4/24/24	Teachers will participate in common half-day planning K-8th to address check-in data/progress monitoring data for intervention plans.	Complete 05/16/2024	Tim Kurr	04/22/2024
<i>Notes:</i>					
	9/9/21	At least twice a month, grade level teams will participate in the PLC to look at common assessment data, as well as benchmark data. Once a month will be reading-focused, and once a month will be math-focused.	Complete 05/16/2024	Tracy Watson	05/30/2024
<i>Notes:</i>					

3/28/22	Students will set goals in their class, reflect on them, participate in practice student-led conferences with their teachers. This will lead up to a family night of Student-led conferences in May 2024.	Complete 05/16/2024	Tim Kurr	05/30/2024
<i>Notes:</i>				
6/23/22	Utilize curriculum specific formative and COMMON summative assessment to determine adjustments needed to curriculum	Complete 05/25/2023	Tracy Watson	06/02/2024
<i>Notes:</i>				
6/23/22	Teachers will clearly communicate growth and achievement to students through data conferencing. The focus will be on the amount of I-Ready lessons passed, as well as their overall growth on I-Ready.	Complete 05/16/2024	Vicky Doll	06/03/2024
<i>Notes:</i> We have used I-Ready templates to help students chart their data.				
1/19/23	Data scoreboards placed in public areas showing our student growth - using I-Ready. Focus on lessons passed.	Complete 05/16/2024	Tiffany Taylor	06/03/2024
<i>Notes:</i>				
Implementation:		05/16/2024		
Evidence	5/16/2024 We have student data notebooks, common assessment spreadsheets, as well as I-Ready usage data.			
Experience	5/16/2024 Lots of work getting staff on board.			
Sustainability	5/16/2024 We will need to continue to train staff on goal setting and the PLC process and will continue to refine it each year.			

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of 8/2024, our implementation efforts include: *MTSS team in place which discusses students needing interventions in academics, behavior, and attendance. WIN class and PBIS expectations support Tier 1.PLC meetings focus on tier 1 instruction and assessment data.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			The MTSS pyramid will be in full implementation for all tiers. Teachers have been trained on MTSS. We will strive for 80% of students to show proficiency in Tier 1. Group and Intensive interventions will be in place for all Tier 2 and Tier 3 students with a standard treatment protocol in place. Documentation process will be implemented and maintained. The MTSS team will meet regularly to discuss the effectiveness of interventions and which students need to move within the tiers.		Tracy Watson	06/02/2025
Actions				8 of 10 (80%)		
	10/9/17	Identify students appropriately into Tier 1, Tier 2, and Tier 3 based on core instruction. Clear and consistent data-decision rules established for placing students into the MTSS process.		Complete 06/03/2024	Tim Kurr	11/27/2023
Notes:						
	9/15/21	Train new staff on the SME MTSS problem solving process and paperwork.		Complete 11/30/2024	Tracy Watson	11/30/2023
Notes:						
	9/16/19	Professional development on I-Ready.		Complete 05/01/2024	Tim Kurr	05/20/2024
Notes:						
	9/14/18	MTSS meetings will be conducted monthly		Complete 05/03/2024	Charito Saavedra	05/30/2024
Notes:						
	10/9/17	Group and Intensive interventions will be progressed monitored and reviewed for all Tier 2 and Tier 3 students. The MTSS team will check for fidelity		Complete 05/10/2024	Tracy Watson	05/30/2024
Notes:						
	10/6/22	As part of our SEL initiative with MTSS, our students will have weekly lessons on CASEL aligned topics. Middle schoolers will use Character Strong. This will meet our school's tier 1 level of instruction for SEL.		Complete 05/06/2024	Vicky Doll	05/30/2024
Notes:						

5/2/22	PBIS behavior matrix has been revised and a points system is linked to it, in order to determine a quantitative method of targeting tier 2 or 3 behavior students. At the same time, students are rewarded for doing the right thing.	Complete 09/08/2023	Kaitlyn Dodson	06/02/2024
<i>Notes:</i>				
9/14/18	MTSS will target attendance with a focused intervention, weekly rewards, and incentive field trip.	Complete 04/05/2024	Jolene Sneed	10/01/2024
<i>Notes:</i> Weekly prizes, communication with parents, raffles, and more. . .				
9/25/24	Monthly attendance incentive with end of year field trip to promote missing 1 or fewer days each month.		David Cauley	05/01/2025
<i>Notes:</i>				
9/15/21	Standard Treatment Protocol development for ELA, math, attendance, and behavior/social emotional at each grade or grade span		Tim Kurr	06/02/2025
<i>Notes:</i>				
Implementation:		06/11/2019		
Evidence	6/11/2019 6/11/2019: Student files were released to classroom teachers at the start of the academic year. Teachers received module 1 training during the 2017-2018 academic year. Students have been identified appropriately on tiers based on core instruction. Group and intensive interventions have been progress monitored and the data has been reviewed. AdvancED student and staff surveys have been completed. An AdvancED diagnostic review has been completed. An AdvancED external review was conducted on 4/10/18. Parent communication on student progress has occurred throughout the year.			
Experience	6/11/2019 Since 2017, our implementation efforts include: MTSS team in place (Core team and Grade Level Teams), PBIS team is in place, tutors are in place, WIN time has been established, PLC meetings focused on curriculum and student data are in place. Teachers have been trained on module 1.			

Sustainability	6/11/2019 The MTSS leadership team and staff members will be trained in module 2 during the 2019-2020 academic year. Group and intensive interventions will continue and be in place for all students on tier 2 and tier 3. Documentation process will be maintained. Monthly tier 2 meetings will be maintained and tier 3 meetings each quarter will be maintained. Module 1 booster sessions will need to occur for new staff and to refresh current staff at the start of the academic year. Parent communication concerning student progress will be maintained. Monthly curriculum meetings will continue to discuss student mastery of content standards in ELA and Math. The district coach will continue to provide instructional support to staff. Monthly MTSS leadership meetings will be maintained.			
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Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			*PLC (Bi-monthly) *District PLC (Quarterly) *Grade level meetings (Bi-monthly) *Common planning times (Daily) *Faculty meetings (1-2 times per month) *MTSS meetings (based on student needs) *District PD *Grade level meetings with administration to address curriculum, MTSS, pacing, and other.	Limited Development 08/15/2016		
How it will look when fully met:			Collaborative planning will occur to review common assessment data and plan instructional strategies to meet grade level standards and student needs. Teachers will work to utilize district pacing guides to ensure grade levels are aligning lessons and curriculum to standards. Lesson plans include standards and instructional targets that are aligned to the standard course of study. Teachers post learning targets in classrooms.		Tracy Watson	05/31/2025
Actions				1 of 4 (25%)		
	9/10/20	Xtreme Reading and SIMS strategies professional development and implementation in grades 6-8, including Word mapping and LINCS		Complete 05/16/2024	Charity Jamison	05/30/2024
Notes:						
	9/9/21	Support for the following programs is continual: Wit and Wisdom, Foundations, Geodes, HMM Math, Heggerty's. New staff are trained. Current staff are given support through the PLC to ensure standards alignment and pacing and to answer questions.			Tracy Watson	05/30/2025
Notes:						

10/16/23	School Net assessments, as well as standards-aligned assessments from Wit and Wisdom and HMH, will occur on a regular basis (every 2-3 weeks). This will ensure the standards are being taught and help teachers adjust when necessary.		Tracy Watson	05/30/2025
Notes:				
9/17/19	Core instruction will be aligned to the standard course of study and JCPS pacing guide in all grade levels, using the PLC process to support and bring accountability.		Tim Kurr	06/03/2025
Notes: Still a work in progress				

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3C: Remove barriers and provide opportunities

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We have some things in place.</p> <p>Kindergarten - screenings and outreach to preschools, as well as school visits</p> <p>5th-6th - Ms. Jamison organizes visits for the 5th-grade students to meet middle school teachers.</p> <p>8th-9th - middle school visits high school and high school counselors comes to plan academics/CDPS for students.</p> <p>We will have established protocols for teachers to meet in PLCs bi-weekly to discuss student progress and vertical articulation/alignment.</p> <p>We have added Pre-K and Kindergarten enrollment dates to our school sign, Facebook page, and Remind.</p> <p>We will have established protocols for teachers to meet in PLCs bi-weekly to discuss student progress and vertical articulation/alignment.</p> <p>MTSS records and interventions follow students from one grade to the next and are evaluated on a monthly basis.</p>	Limited Development 05/16/2024		
How it will look when fully met:			<p>Parents will be knowledgeable about the expectations and procedures for Pre-K and Kindergarten.</p> <p>Continue the 5th to 6th grade transition meeting for students at the end of each school year.</p> <p>Continue the 8th-grade visits to the High School and invite high school counselors to assist students in registering for their classes. 8th-grade students are also offered tours of the Early College.</p> <p>Continue PLC discussions to include teacher conversations about student's performance and how to help them succeed. Focus on specific skills reading and math students need to have mastered by the end of each grade level.</p>		Charity Jamison	06/02/2026
Actions						

Core Function:			Domain 4: Culture Shift		
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning		
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To
Initial Assessment:			<ul style="list-style-type: none"> - We currently have a Communities in Schools liaison who uses the Check and Connect program to mentor students. - Character Strong lessons being used K-8 weekly - Weekly Tarheel Huddles that are student-led and focus on key SEL topics for all grade levels. - Weekly SEL lessons during WIN time in K-8. -Teachers are referring students to school social worker and counselor -Staff is receiving professional development through monthly Equity training and Resiliency training -Positive incentives for students by earning Tarheel tickets 3rd -8th and classroom incentive programs throughout K-2 - Brags are given in specials class - Daily announcements include reciting the school mission statement as a focus point for our students 	Limited Development 09/07/2016	
How it will look when fully met:			Tier 1 SEL instruction is implemented in every class daily, including lessons and goal setting. Problem solving MTSS meetings will occur to develop and implement plans for students who need additional support with SEL (Tier 2 and Tier 3). A decline in office referrals and minor referrals in the school setting.		Jolene Sneed 05/31/2025
Actions				2 of 7 (29%)	
	2/3/23	The MTSS team will identify Tier 2 and Tier 3 students and then establish a method of support for them.			Jolene Sneed 05/30/2025
Notes:			This team is well established and meets bi-monthly to review MTSS cases.		

2/14/23	Peer relations groups are conducted weekly with Mrs. Brower.		Jolene Sneed	05/30/2025
	<i>Notes:</i>			
1/19/23	Student support team meets weekly to discuss social emotional needs of our students.	Complete 05/31/2025	Brittany Brower	05/31/2025
	<i>Notes:</i>			
1/25/23	Morning announcements include a mission statement to help our student focus on who they can be.	Complete 05/31/2025	Tim Kurr	05/31/2025
	<i>Notes:</i>			
1/19/23	4 staff trainings this school year will be offered on the topics of SEL and resilience. SEL action team meets twice a month to develop school-wide SEL goals.		Vicky Doll	06/01/2025
	<i>Notes:</i>			
1/19/23	Character Strong for K-8 to be used as Tier 1 SEL core curriculum for the school year.		Kaitlyn Smith	06/03/2025
	<i>Notes:</i> We used this as Tier 1 but will keep as an action step as we move our Character Strong into elementary. We refine this action step next year			
1/20/23	Each week we celebrate our students through the nomination of Tarheel of the month.		Tiffany Taylor	06/03/2025
	<i>Notes:</i> I want us to continue to focus on this next year			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We use Remind and Blackboard Connect to make large-scale communications with parents. These include curricular events, as well as more basic information.</p> <p>Monthly newsletter and blue folders are consistently used throughout the school and across grade levels</p> <p>Sign is updated with current events</p> <p>Events will include: - Fall Festival in Nov;</p> <p>- STEM Night/ Science Festival in April - this event will include Student-led conferences as a component.</p> <p>- Lunch and Learn events</p>	Limited Development 05/25/2023		
<i>How it will look when fully met:</i>			<p>Regular communication using Remind app from school and teachers. Curriculum events happen on a regular basis. Students and teachers are working to develop data chats and then students will have a student-led conference with their parent/s in November and May. Monthly contact home from the classroom/homeroom teacher. Parents also can use Infinite Campus to stay updated on student progress.</p> <p>This will include the Lunch and Learn in September, and STEM Night/Science Fest in April. At the STEM Night, we will incorporate Student-Led Conferences, where students share their data and growth with their families.</p>		Jenniffer Dall	05/30/2025
<i>Actions</i>				1 of 3 (33%)		
	9/25/24	Plan/ implement Lunch and Learn for all grade levels. Parents will come to eat lunch with their child and then participate in a curriculum-based activity with their child.		Complete 09/24/2024	Jenniffer Dall	09/24/2024

Notes: Each teacher prepared a curriculum-based activity for their class. This allowed for relationship building and gave both parents and teacher an opportunity to talk about student progress and/or concerns.

9/25/24 Student Led Conferences

Jenniffer Dall

11/26/2024

Notes: Students will be full participants in learning to follow their academic data. They will share iready data, mclass data. and their academic and behavioral goals. They will explain what their goals are for this current school year and the steps needed for them to be successful.

10/10/23 Homeroom teachers will reach out monthly with a positive contact to at least 90% of their families

Tim Kurr

05/30/2025

Notes: This still needs to be a goal: Progress and fidelity will be monitored through our hallway meetings and digital scoreboards.
The principal will send out scripts as well.

Comprehensive Progress Report

Mission:

If we establish a positive school culture that empowers teachers and students to be leaders both in and out of the classroom:
If we have work together to use data to determine relevant action steps in order to enhance change and growth:
Then, teachers and students will be motivated to engage in meaningful learning experiences.
So that, every student will graduate with the power to choose their own path; ready to fulfill their unique purpose in a healthy and vibrant community. AND every teacher will feel connected and able to create meaningful relationships that inspire personal and professional growth.

Vision:

At Smoky Mountain High School, we have students that are locally grown and globally prepared. We are focused on connecting our students to their passions so that they are empowered to make positive contributions to our overall community and world.

Goals:

Students will make academic/social/emotional growth through participation in various support programs.
At graduation, Smoky Mountain High School students will be either enrolled, enlisted, or employed.



Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Instructional supply money used by each teacher to purchase classroom needs.</p> <p>Purchase of Character Strong program and use of new bell schedule.</p> <p>Academic interventionist hired to support students class recovery.</p> <p>At Promise Attendance and Dropout Prevention Counselor new role.</p> <p>ACT Bootcamp and other professional development offerings to teachers funded.</p>	Limited Development 09/06/2023		
<i>How it will look when fully met:</i>			<p>An increase in attendance and success indicators measurable by academic growth/ proficiency.</p> <p>A decrease in behavior problems/ bad decisions because of Character Strong lessons.</p> <p>A decrease in students who have progression problems by recovering classes needed for graduation by Edgenuity.</p>		Joey Robinson	05/23/2025
Actions				0 of 3 (0%)		
	10/4/24	Handheld translators for multilingual students are being purchased and ML students assigned personal Spanish/ English dictionaries to help them get used to using them on assessments.			Joey Robinson	01/30/2025
<i>Notes:</i>						
	10/9/24	New whiteboards have been purchased and will be installed in classrooms when order arrives.			Ed Davies	02/01/2025
<i>Notes:</i>						
	10/9/24	AP Class textbooks and supplemental texts will be purchased for offerings in Spring 2025.			Ed Davies	05/20/2025
<i>Notes:</i>						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Beginning of the year department meetings to discuss testing data that are used to inform instructional practices throughout the school year.	Limited Development 08/05/2021		
<i>How it will look when fully met:</i>			<p>PLCs will analyze course data & implement data-based strategies to improve student growth.</p> <p>Meaningful discussions are routine within PLC meetings throughout departments</p> <p>Teachers consistently share data & work collaboratively to ensure student growth and achievement</p> <p>Teachers utilize benchmarks assessments (district or otherwise) to inform instruction.</p>		Joey Robinson	05/24/2025
Actions				17 of 19 (89%)		
	8/5/21	Ensured shared planning will be established in order to allow teachers to work collaboratively throughout the school year.		Complete 08/05/2021	Evelyn Graning	08/30/2021
<i>Notes:</i>						
	8/5/21	Each department meets with Adam Holt to discuss course and student data from the previous academic year.		Complete 08/31/2021	Evelyn Graning	08/31/2021
<i>Notes:</i>						
	8/5/21	Teachers will participate in breakout PLC meetings to analyze data from the previous year and will work collaboratively to create strategies to improve course scores.		Complete 08/31/2021	Evelyn Graning	09/01/2021
<i>Notes:</i>						
	9/15/21	Each teacher at SMHS will use the data from their department meeting with Adam Holt to determine one standard to improve in their instruction this year and will include this in their Professional Development Plan (PDP) for the school year. This standard is one that was either low or identified as needing improvement.		Complete 09/30/2021	Evelyn Graning	09/30/2021
<i>Notes:</i>						

1/26/22	Brent Speckhardt will facilitate professional development for SMH Staff regarding PLC norms, guidelines for success, and what makes an effective PLC.	Complete 02/21/2022	Joey Robinson	02/21/2022
<i>Notes:</i>				
5/17/22	Adam Holt will train each content area EOC team to use check in data as an instructional tool. English II & Biology will be better supported with curriculum mapping PD and check ins with PLCs.	Complete 08/17/2022	Evelyn Graning	10/30/2022
<i>Notes:</i>				
4/6/22	Summer training will be offered for one facilitator per department as well as additional facilitators for EOC courses as needed in order to fulfill PLC requirements such as common pacing guides, CFAs, etc.	Complete 08/05/2022	Joey Robinson	12/01/2022
<i>Notes:</i>				
4/17/23	The Math department will create plans and curriculum documents to vertically align their standards and instruction	Complete 05/24/2024	Cecilia Ruth Marcus	05/25/2023
<i>Notes:</i>				
9/15/21	Each department will have content specific PLC meetings each month in which the members will review data regarding common assessments (formative or summative), common issues or challenges, and strategies for improvement.	Complete 09/29/2023	Cecilia Ruth Marcus	09/29/2023
<i>Notes:</i>				
8/3/23	Weekly and monthly rewards will be given in a lottery system to recognize students with perfect attendance for September.	Complete 10/01/2023	Evelyn Graning	10/01/2023
<i>Notes:</i>				
5/16/23	A master calendar of PLC meetings will be created to ensure consistency and availability of administrators.	Complete 09/06/2023	Cecilia Ruth Marcus	10/31/2023
<i>Notes:</i>				
4/17/23	The English department will create plans and curriculum documents to vertically align their standards and instruction.	Complete 11/01/2023	Cecilia Ruth Marcus	12/31/2023
<i>Notes:</i>				
11/1/23	Creation and implementation of common PLC forms in a Google Doc. A link to the form was put on Classlink for teachers to have easy access to complete at PLC meetings.	Complete 11/01/2023	Evelyn Graning	12/31/2023
<i>Notes:</i>				
3/21/24	EOC courses receive EVAAS data and meet to review data and plan interventions for students based on their testing history. Teachers can then meet with students about potential growth and success on EOC.	Complete 05/01/2024	Evelyn Graning	05/30/2024
<i>Notes:</i>				

	9/6/23	Staff member is now an At Promise Counselor to decrease attendance issues and dropout prevention.	Complete 10/31/2023	Evelyn Graning	05/30/2024
	<i>Notes:</i>				
	9/6/23	New Technology Policy created to increase student engagement and participation toward more academic success.	Complete 09/01/2023	Evelyn Graning	05/30/2024
	<i>Notes:</i>				
	4/30/24	English II and Biology teachers will have common planning periods built into the Master Course Calendar to increase teacher efficacy.	Complete 07/31/2024	Cecilia Ruth Marcus	09/01/2024
	<i>Notes:</i>				
	10/19/21	Lead teacher or administrators will attend department PLCs and revisit PLC norms during these meetings.		Cecilia Ruth Marcus	11/30/2024
	<i>Notes:</i>				
	7/31/24	Each PLC will analyze data from a quarterly common assessment (choice of quiz, test, review in a format that data can be collected)		Joey Robinson	12/20/2024
	<i>Notes:</i>				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Pockets of excellence in tiered instructional systems are present; PEP process is in place and student management team works to establish tiered based instructional supports for students. SMART lunch has been restructured this school year to provide the opportunity for additional instructional time during the day focused on interventions to promote academic success in the classroom.	Limited Development 07/25/2016	
<i>How it will look when fully met:</i>			Full implementation of MTSS. It will include providing opportunities for students to receive remedial and supplemental instruction. Sufficient opportunities will be in place for students to receive this instruction and additional supports.	Joey Robinson	12/20/2025
<i>Actions</i>			26 of 27 (96%)		
	7/26/16	A district-level team will be selected and progress through MTSS Module 1: Strengthening Core during the 2016-2017 school year.	Complete 06/30/2017	Kelly Doppke	06/30/2017
	<i>Notes:</i> Kelly Doppke and Adam Holt will lead the district team. Jake Buchanan will be the representative for Smoky Mountain High School.				
	7/26/16	A group of teachers will be selected to serve on the PBIS Implementation Team. The task of this team is to gain an understanding of the PBIS process, to develop a PBIS Matrix, to visit another PBIS school, and to make plans for implementation at SMHS beginning the 2017-2018 school year.	Complete 06/01/2017	April DeBord	06/30/2017

<i>Notes:</i>				
1/8/18	The PBIS Implementation Team will provide staff development based upon the Training Modules provided by NCDPI. This module includes: Introduction to PBIS, Identifying Core Values, Keys to Effective Behavior Instruction, Using Data to Make Decisions, and Conducting Effective Data Meetings. Trainings will be conducted during faculty meetings and through staff completion of activities through Canvas.	Complete 01/31/2018	April DeBord	01/31/2018
<i>Notes:</i>				
1/8/18	Data analysis of school tardies will be compared to last year's data to evaluate the effectiveness of the incentive plan to reduce tardies. An update will be provided to the staff, and the PBIS Team will determine any necessary changes.	Complete 01/09/2018	Evelyn Graning	02/02/2018
<i>Notes:</i>				
1/8/18	Based upon discipline data, the SIT Team determined that plans need to be made to address excessive tardies. During the 2017-2018 school year, SMHS will implement an incentive program aimed at reducing the number of tardies to class. Students will earn incentive points to use towards: ballgame passes, restaurant trips, Dollywood, etc.	Complete 06/08/2018	Evelyn Graning	06/08/2018
<i>Notes:</i>				
7/16/18	Dana Tucker, JCPS Behavior Specialist, will provide a MTSS/PBIS training. This will be focused on aligning MTSS and PBIS around data systems and practices.	Complete 08/16/2018	Dana Tucker	08/16/2018
<i>Notes:</i>				
2/18/19	ACT Boot Camp opportunity provided for interested students. Martin and Donna Talbert's workshop provides a comprehensive look at the five sections of the ACT, giving guided instruction and practice on all aspects of the test.	Complete 02/16/2019	April Bryson	02/16/2019
<i>Notes:</i> This workshop includes test-taking strategies, practice assessments with diagnostic data, review of ACT concepts tested, instruction on different problems, and a certificate of completion.				
4/28/19	An ACT Boot Camp will be offered as an option for students to prepare for the ACT. The course takes gives guided instruction and practice on the aspects of the test. It includes test-taking strategies, practice assessments, etc. (See flyer for more information.)	Complete 02/16/2019	April Bryson	02/16/2019

Notes:

ACT BOOT CAMP

Instructors: Donna & Martin Talbert

Date: Saturday, Feb. 16th, 8am - 3pm, and

Sunday, Feb. 17th, 1pm - 6pm

Enrollment: Register in the Front Office

Cost: \$145; make checks payable to SMHS

Overview

- Workbook includes 800+ practice questions
- Twelve hours of face-to-face instruction in the Media Center
- Saturday lunch provided

Our ACT course takes a comprehensive look at the five sections of the ACT giving the student guided instruction and practice on all aspects of the test. It includes test-taking strategies, practice assessments with diagnostic data, review of ACT concepts tested, instruction on difficult problems, and a certificate of completion. Students will have email access to the instructors. The course is designed to complete in a short amount of time in preparation for an upcoming ACT.

Instructors

The Talberts have over 50 years of teaching experience and have coached students in both ACT and SAT since 1998. Their certifications include English, Math, Science, and Social Studies. Both hold Masters Degrees and Donna has National Board Certification.

* If you have questions regarding the course, please contact the instructors at postcardsfromhistory@gmail.com

2/18/19 Professional Development - Faculty Meeting

Complete 02/18/2019

Evelyn Graning

02/18/2019

Notes: School Safety Update - ACT Update - Vocabulary Strategy - MTSS review of Tier process

12/13/18 Juniors will be enrolled in ACT Academy. This program is designed to differentiate and target test prep, utilizing individual student scores based upon their PreACT results. In the future, sophomores will be enrolled in this program as well, once their PreACT scores are returned. Teachers will be utilizing this resource as an enrichment tool and during remediation RISE time.

Complete 02/26/2019

Kaye Anderson-Dengler

03/10/2019

Notes: Teachers have been asked to do a minimum of 30 minutes per week on the program.

5/22/19	The MTSS Leadership Team will meet with Adam Holt and Kelly Doppke to complete a self-evaluation regarding MTSS. The team will work to complete the FAM (Facilitated Assessment of MTSS - School Level).	Complete 04/18/2019	Evelyn Graning	04/18/2019
<i>Notes:</i>				
11/14/18	The MTSS Leadership team, in collaboration with Adam Holt and Kelly Doppke, will facilitate Professional Development in Module 1 of MTSS. This will be a flipped PD, where teachers/staff will watch videos or complete canvas work prior to a face-to-face meeting. The face-to-face meetings will occur monthly during planning periods and will cover: an overview of MTSS - Module 1.1 Module 1.2 Module 1.3 - wrap-up/next steps	Complete 06/07/2019	Evelyn Graning	06/07/2019
<i>Notes:</i>				
9/10/18	The Exceptional Children's department will meet in grade level small groups with students during RISE. The target students will be those who are not in inclusion classes or Academic Support. Students will participate in reading, writing, and/or math instructional groups and will work on their individualized IEP goals.	Complete 05/24/2019	Catherine Deweese	06/10/2019
<i>Notes:</i>				
7/31/19	At Junior class meetings, students will sign up for ACT Academy. This will provide students the opportunity to engage in self-directed ACT Prep throughout the year. (Follow-up meetings with student conferencing will occur throughout the semester.)	Complete 08/28/2019	April Bryson	09/01/2019
<i>Notes:</i>				
12/3/19	Students will participate in the Panorama SEL survey. This survey measures student competencies across 13 different social and emotional skills, such as grit, social-awareness, growth mindset, self-efficacy, etc. The survey results will be utilized in Tier 2 for Behavioral Intervention.	Complete 11/14/2019	Brittany Cunningham	11/14/2019
<i>Notes:</i>				
10/30/19	Based upon BASC results, Student Support Center will meet individually with any students that flagged high-risk in any of the four areas.	Complete 12/03/2019	Steve McRae	12/11/2019
<i>Notes:</i>				
3/4/20	MTSS committee will complete the Facilitated Assessment of MTSS – School Level (FAM-S) by the month of April in order to assess MTSS implementation.	Complete 05/29/2020	Evelyn Graning	08/17/2020
<i>Notes:</i>				

7/31/19	The MTSS Leadership team, in collaboration with Adam Holt and Kelly Doppke, will facilitate refresher Professional Development in Module 2 of MTSS. Topics will include: (2.1) Establishing Readiness and Sustainability for Building an Intervention System for School Teams (2.2) Building a Literacy Component to an Intervention System for School Teams (2.3) Building a Math Component to an Intervention System for School Teams (2.4) Building a Behavior/Social-Emotional/Attendance Component to an Intervention System for School Teams	Complete 09/30/2020	Evelyn Graning	10/30/2020
<i>Notes:</i>				
8/5/21	Staff at SMHS will receive training regarding how to implement MTSS procedures during the upcoming school year.	Complete 08/10/2021	Joey Robinson	10/01/2021
<i>Notes:</i>				
1/27/21	Re-administer the BASC to students to update data for the existing student population at SMHS to determine which students are at risk and in need of more supports and/or interventions.	Complete 10/14/2021	Steven McRae	10/20/2021
<i>Notes:</i>				
8/5/21	A referral system will be created in order to better track the Tiered strategies taken to assist student needing additional supports	Complete 10/20/2021	Joey Robinson	10/31/2021
<i>Notes:</i>				
5/17/22	SIT team reviewed the results of 2022 FAM-S data for SMHS and concluded that data evaluation was the focus area needing improvement for the 2022-2023 school year.	Complete 05/17/2022	Evelyn Graning	05/17/2022
<i>Notes:</i>				
11/4/21	Through the MTSS committee, a referral system will be created that will compile students' academic, behavior, and attendance data.	Complete 08/22/2022	Joey Robinson	08/31/2022
<i>Notes:</i>				
4/17/23	The completion of the Facilitated Assessment of MTSS Implementation for schools during April	Complete 04/17/2023	Evelyn Graning	05/01/2023
<i>Notes:</i>				
11/15/22	Students identified as struggling academically will have intervention meetings in order to create a plan for remedial supports.	Complete 05/16/2023	Joey Robinson	06/08/2023
<i>Notes:</i>				
4/17/23	Reviewing the FAM-S results before the end of the school year and planning additional actions for next school year based on results.	Complete 06/08/2023	Evelyn Graning	06/08/2023

Notes:

8/5/22 The MTSS committee will use the referral system in order to support students through Tier 2 interventions in academics, behavior, and attendance.

Joey Robinson

12/25/2024

Notes:

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Beginning of school: homerooms & classroom procedures & PBIS video for students PBIS Implementation Team - currently working on Module 2 training Developed a PRIDE Matrix with expectations for student behavior PBIS Professional Development for all staff - currently working on Module 1 training Positive Behavior - Tardy Implementation Focus Positive Behavior Management Training (Crisis Management Prevention) Educator's Handbook - discipline referral system	Limited Development 10/11/2017		
How it will look when fully met:			All faculty and staff will be fully trained in ICS cornerstones and SEL modules through utilizing a flipped approached and having school based teams to implement professional development. PBIS components will be incorporated through access to earned incentives. Data is being tracked through discipline referrals in Educator's Handbook.		Joey Robinson	08/26/2024
Actions						
Notes:						

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Each dept. PLC meets at least once per month. Many additional PLCs meet more regularly. Focus is and will continue to be on addressing data and its implications for driving instruction.	Limited Development 07/25/2016		
How it will look when fully met:			PLCs will continue to meet regularly (90 minutes per month), set goals for strengthening Core instruction, and creating common assessments.	Objective Met	Cecilia Ruth Marcus	06/30/2019
Actions				5 of 5 (100%)		
	8/25/17	As a part of strengthening Core curriculum, teachers will meet with Administration and County Office support staff to evaluate Outcome Assessment data (EOC, NCFE, CTE) from the previous school year. Teachers will determine strengths and weaknesses based upon that data and determine adjustments that may be needed in course pacing in order to enhance instruction.		Complete 08/18/2017	Evelyn Graning	09/01/2017
Notes: All documentation is uploaded into Folder A2.04 - Instructional Teams						
	8/25/17	Teachers will meet as a department to complete a Curriculum Alignment spreadsheet. This spreadsheet is designed be a self-assessment tool, where departments can evaluate their progress on standards-based pacing, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis.		Complete 09/01/2017	SIT Representatives	09/01/2017
Notes:						
	11/14/17	Based upon their self-assessment (curriculum alignment spreadsheet), each department will develop goals for completion of: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data evaluation. Departments should determine highest priority courses or tasks based upon their expertise. Goals will be established by department for tasks to be completed this school year.		Complete 03/01/2018	SIT Department Reps	12/01/2017
Notes:						
	11/14/17	Departments developed a timeline for completion of tasks: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis. The School Improvement Team will progress monitor each department's timeline.		Complete 01/30/2018	SIT Chair	02/01/2018
Notes:						
	11/14/17	Departments developed a timeline for completion of tasks: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis. The School Improvement Team will progress monitor each department's timeline.		Complete 04/25/2018	SIT Chair	04/02/2018
Notes:						

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Courses continue to use vocabulary practice/ strategies.</p> <p>Use of Planbook to correlate lessons to standards. Learning targets can be clearly articulated and uses vocabulary to align student expectation.</p>	Full Implementation 10/04/2023		

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			- Freshman Academy (PLC & support from Freshman Coordinator) - Day In The Life: 8th grade visitations - Grade level meetings - Beginning of the Year - Student Support Center: one-on-one student meetings for advisement - Student Support Center: Parent meetings for College transition (FAFSA, applications/essay writing) - Career Development Coordinator - CTE student meetings/class meetings for career counseling - CTE Post-graduate survey - Progression Plan - on track for graduation (credits, parent meetings) - College/Career Days (SCC career fair, WCU tours, CTE field trips, UNCA) - SMHS Graduates - returning to share experiences - EC Department - Voc Rehab, transitions for students/interest surveys, post-secondary survey, work site visitations - CTE/EC Internship Program	Limited Development 10/11/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Procedures will be in place to support student transitions between grade levels (with a specific focus on 8th to 9th transition). Support will be provided academically, emotionally, and socially. Internship/Apprenticeship (CTE and EC work study) opportunities will be provided for upperclassmen. Evidence will include procedures and expectations, documentation of meetings. Data sources include cohort graduation rate, internship assessments.		Joey Robinson	05/30/2025
Actions				16 of 21 (76%)		
	9/25/19	Establish Freshmen Ambassadors. These will be 10th-12th grade students, who are selected through an application process. They will serve in leadership roles by giving tours to incoming freshmen, be paired with freshmen homeroom classes, and work with Mrs. Macke to support our incoming students.		Complete 08/14/2019	Stacy Macke	08/14/2019
Notes:						
	9/25/19	Students will create a Major Clarity account to complete an interest inventory. Major Clarity can be used to create resumes, search for college scholarships, and to increase college-readiness.		Complete 09/10/2019	Traci West	09/10/2019

<i>Notes:</i>				
9/16/19	A random sampling of homerooms will complete CTE survey regarding what internships they are interested in and which they would like to participate in. Students can write in ideas that are not present on survey.	Complete 09/13/2019	Josh Watson	09/13/2019
<i>Notes:</i>				
9/25/19	Students completed Behavior Screening (BASC) to find and aid at-risk or in-need students that would need emotional support so that these students can receive help from Student Support Services	Complete 09/24/2019	Student Support Services	09/24/2019
<i>Notes:</i>				
9/25/19	Student Personnel will go to elementary schools to speak to 8th grade about CTE opportunities and have students create Major Clarity accounts to facilitate their transition to 9th grade at SMHS.	Complete 04/16/2021	Amy Fahey	04/30/2021
<i>Notes:</i>				
7/31/19	Counselors, student support, & freshmen teachers have created and continue to utilize the Freshmen Focus program to aid incoming freshmen in academics as well as behavior in which freshmen teachers meet to discuss successes and avenues for improvement. Rising freshmen will be able to access a Canvas page with resources such as videos from freshmen teachers about course expectations and rigor for standard courses and expectations and rigor for honors courses.	Complete 06/02/2021	Amy Fahey	06/07/2021
<i>Notes:</i>				
2/25/21	Teachers from each department who teach Freshmen courses will create and record a introductory video (3 minutes or less) for incoming freshmen students regarding course expectations and rigor for both standard and honors courses to allow rising freshmen to make informed decisions regarding their course load.	Complete 06/02/2021	Amy Fahey	06/14/2021
<i>Notes:</i>				
4/28/21	Each grade level will be able to access a Canvas course that is created with each grade level's needs in mind to support them as they progress through high school and beyond. Freshman: How to write an email; Why freshman year is important; How to pick good friends; Where to go for answers at SMHS. Sophomore: What is GPA?; PreACT Prep. Junior: Applying for a job; ACT prep; Resume building; Preparing for Senior year. Senior: FASFA help; Resume building; College Applications; How to prepare for an interview.	Complete 08/30/2021	Stephanie Eckard	10/15/2021
<i>Notes:</i>				

9/25/19	EC program students will complete interest inventory, legal procedures for careers, and job applications through Westbridge Vocational to prepare them for future careers	Complete 10/19/2021	Emory Rhoads	10/20/2021
<i>Notes:</i>				
7/31/19	The EC program has created and will continue to utilize Webster Enterprises to help students through career exploration and hands on activities to facilitate student transition to post secondary careers and employment.	Complete 10/19/2021	Emory Rhoads	10/25/2021
<i>Notes:</i>				
1/26/22	The school leadership team met with Adam Holt, Dana, Tucker, and Angie Dills to review academic and attendance data and discussed strategies to address concerns.	Complete 12/20/2021	Evelyn Graning	12/20/2021
<i>Notes:</i>				
9/25/19	Personnel will talk with local businesses and other school system departments to find 2-3 additional placements for students in CTE internships.	Complete 05/17/2022	Traci West	05/31/2022
<i>Notes:</i>				
9/25/19	Create an application and interview process for student placements in CTE internships/apprenticeships (IT & maintenance) using specific course codes for their pathways.	Complete 02/15/2022	Traci West	05/31/2022
<i>Notes:</i>				
3/21/24	Student Support will create new videos and tutorials to guide teachers and students through a Registration Week schedule	Complete 03/22/2024	Cecilia Ruth Marcus	03/22/2024
<i>Notes:</i>				
3/21/24	CTE and Elective Course teachers were featured in videos to inform students about their classes for registration	Complete 03/22/2024	Evelyn Graning	03/22/2024
<i>Notes:</i>				
3/21/24	Completion of Career Development Plans by all students during homeroom	Complete 03/22/2024	Evelyn Graning	03/22/2024
<i>Notes:</i>				
7/31/24	Parent meeting offered for students identified as Exceptional Children.		Joey Robinson	03/01/2025
<i>Notes:</i>				
7/31/24	Parent Meeting offered for students identified as Multilingual Learners.		Joey Robinson	03/01/2025
<i>Notes:</i>				

3/21/24	Academic course teachers will make videos to inform students about their class offerings for registration		Ed Davies	03/30/2025
<i>Notes:</i>				
3/21/24	AP Course teachers will make videos to inform students about their class offerings for registration		Ed Davies	03/30/2025
<i>Notes:</i>				
7/31/24	Increasing AP course offerings and creating a recommendation system to communicate to parents a guide for future registration.		Ed Davies	05/20/2025
<i>Notes:</i>				
Implementation:		08/03/2023		
Evidence	8/5/2022 Please refer to folder "A4.16 Student Transitions" in Indistar.			
Experience	8/5/2022 Smoky Mountain High School was able to provide additional CTE placements, freshmen support, in addition to graduation transition support for all of our students.			
Sustainability	8/5/2022 Freshmen orientation and monthly meetings.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>At Promise Counselor will be working with teachers to support Freshmen.</p> <p>All staff can identify signs that students need additional emotional support through Project Activate or the Student Support Center at SMHS. Teachers know where and how to guide students to provide support or resources necessary for success. Student Management Team, as part of MTSS, identifies behaviors and emotional states of at-risk students and seeks out interventions and services. PBIS pride points are being utilized throughout the school to reward students for positive behavior. Homeroom canvas courses provide more structure and guidance for students receive provide emotional, behavioral, and academic supports.</p>	Limited Development 09/15/2021		
			<p>Priority Score: 2</p> <p>Opportunity Score: 3</p> <p>Index Score: 6</p>			
<i>How it will look when fully met:</i>			<p>Freshmen Focus meetings between Freshmen teachers and At Promise Counselor will identify students who need academic, behavior, attendance supports</p> <p>The BASC will assist in locating students needing additional behavioral and emotional supports. All students will complete a BASC survey and that will be used to determine which students need additional supports that might be offered by school personnel such as guidance counselors, support staff, and faculty.</p> <p>Character Strong program completion is a norm established in all homerooms and grade levels.</p>	Objective Met 05/01/24	Joey Robinson	05/28/2024
<i>Actions</i>						
	9/5/23	All staff will attend professional development about Character Strong program		Complete 08/11/2023	Evelyn Graning	08/11/2023
<i>Notes:</i>						
	9/5/23	All homeroom success prep courses will complete the first six lessons of Character Strong during the first two weeks of the school year.		Complete 08/31/2023	Evelyn Graning	08/30/2023

<i>Notes:</i>				
11/1/23	9th Grade students attended presentations about substance abuse prevention and other behavior supports from HEIGHTS while the Pre ACT was administered.	Complete 10/17/2023	Evelyn Graning	10/17/2023
<i>Notes:</i>				
11/1/23	"Character Dares" will be shared in announcements for students and teachers to be mindful of daily connections to Character Strong homeroom lessons.	Complete 04/10/2024	Evelyn Graning	04/28/2024
<i>Notes:</i>				
8/3/23	School-wide incorporation of Character Strong curriculum into homeroom periods twice a month.	Complete 05/08/2024	Evelyn Graning	05/28/2024
<i>Notes:</i>				
Implementation:		05/01/2024		
Evidence	5/1/2024 Character Strong curriculum is given time in our monthly schedules to be shared with students, daily announcements have included character dares.			
Experience	5/1/2024 The homeroom schedule on Wednesdays have allowed us to have Character Strong sessions monthly with students to move through its curriculum.			
Sustainability	5/1/2024 If there is a new bell schedule next year, we might need to move its incorporation.			

PARENTAL INVOLVEMENT

Policy Code: **1310/4002**

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation.¹ Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.²

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. PARENTAL INVOLVEMENT PLANS

1. Parental Involvement Plan as Part of the School Improvement Plan

The board directs each principal to ensure that the school improvement team develops a plan for the school's parental involvement program as a part of the school improvement plan.³ The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school.⁴ This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:⁵

¹ See G.S. 115C-47(54) and G.S. 115C-76.20.

² G.S. 115C-76.35(a) requires that boards, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment in the public school unit. The policies must provide for parental choices and establish parental responsibilities. The parental responsibilities listed here may be modified. The board may choose to create a new section in this policy to address parental responsibilities. See also G.S. 115C-76.35(b), which requires boards to establish policies that "[p]rovide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30."

³ G.S. 115C-76.20 requires LEAs and their employees to "fully support and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child's education." By statute, the school improvement plan may include a parental involvement plan. This policy mandates the plan. Alternatively, the policy may be modified to provide for a parental involvement program established outside of the school improvement plan.

⁴ This process may be modified. G.S. 115C-76.35 requires that policies for parental involvement establish opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs.

⁵ State Board of Education Policy PRNT-000.

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel

suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.⁶

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives.⁷ Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.⁸

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.⁹

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.¹⁰

¹¹The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not

⁶ See G.S. 114A-10(10).

⁷ See G.S. 115C-76.35(b)(2).

⁸ G.S. 115C-76.35(b) requires that board policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. The procedure must include a process for parents to inspect and review all textbooks and supplementary materials that will be used in the parent's child's classroom.

⁹ G.S. 115C-76.35(b)(6) requires board policy to establish "a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities." The process here may be expanded or modified.

¹⁰ This is an optional paragraph. G.S. 115C-105.41 formerly required the school system to provide a personal education plan (PEP) with evidence-based interventions and performance benchmarks for students at risk of academic failure. Schools were required to notify the student's parent that the student has a PEP and provide a copy of the plan to the parent. PEPs are no longer required by the statute, but the Department of Public Instruction encourages school systems to continue to implement research-based instructional practices to address identified concerns of at-risk students and others using a data-driven problem-solving approach that includes parents in the process. The board could continue to require PEPs as the means to document the interventions and instructional supports and performance benchmarks for at-risk students; if it does so, it could also continue to require in this subsection that parents are notified of the PEP. Alternatively, (1) if the board has established other expectations for serving students identified as being at risk, it could describe in this subsection its expectations for involving parents in supporting those students, or (2) the board could omit this paragraph altogether.

¹¹ This notice is required by State Board of Education Policy KNEC-002.

reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools¹²

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents.¹³ The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

C. PARENTAL NOTIFICATION

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law.¹⁴ Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in the guide will be discussed at the beginning of each school year in meetings of

¹² G.S. 115C-76.35 requires board policy to establish "opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities."

¹³ Parental visits on-campus are subject to policy 5022, Registered Sex Offenders, which governs the on-campus presence of parents who are registered sex offenders.

¹⁴ Elementary and Secondary Education Act (ESEA), as amended, 20 U.S.C. 6301 *et seq.*

students, parents, and teachers.¹⁵

At a minimum the guide will include the following:^{16, 17}

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations and the recommended immunization schedule;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually

¹⁵ See G.S. 115C-76.30(c).

¹⁶ G.S. 115C-76.30 requires the school system to provide to parents, students, and school personnel at the beginning of each school year a parent guide for student achievement that meets, at a minimum, the requirements established by the State Board. The statute directs the State Board to develop minimum requirements for the parent guide that include at least the items listed in the statute. The State Board must update the minimum requirements on an annual basis and provide the requirements to the school system no later than May 1 each year. ~~Because the State Board has not yet established minimum requirements, the requirements listed in this policy reflect the minimum requirements listed in statute. This policy may need to be updated annually to include any additional requirements established by the State Board.~~

¹⁷ This description of minimum requirements does not need to be listed in policy and may be omitted from this subsection.

gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;

- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools (Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);
- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.¹⁸

3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student

¹⁸ G.S. 115C-76.30 requires that the parent guide for student achievement includes the policies developed by the board as provided in G.S. 115C-76.35. See G.S. 115C-76.35 for required policies.

Records);¹⁹

- b. parental rights related to student surveys (see policy 4720, Surveys of Students);²⁰
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;²¹
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);²²
- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);²³
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);²⁴
- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;²⁵
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;²⁶

¹⁹ This notification is required under the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99.

²⁰ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.

²¹ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98. The requirement does not apply to any hearing, vision, or scoliosis screenings, or any physical examination or screening that is permitted or required by state law, including physical examinations or screenings permitted without parental notification.

²² G.S. 115C-47(47). Notification of nonscheduled pesticide use on school property must be made, to the extent possible, at least 72 hours in advance of the pesticide use. Such notification does not apply to the following types of pesticide products: antimicrobial cleansers, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products classified by the United States Environmental Protection Agency as belonging to the U.S.E.P.A. Toxicity Class IV entitled “relatively nontoxic” (i.e., no signal word required on the product’s label).

²³ This notification is required under G.S. 115C-390.2.

²⁴ This notification is required under G.S. 115C-391.1(j).

²⁵ This notification is intended to ensure compliance with G.S. 115C-407.16.

²⁶ This notification is required by State Board of Education Policy TEST-001.

- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;²⁷
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics²⁸ or will be placed in an advanced mathematics course;^{29, 30}
- m. when a student initially creates a career development plan, that the plan has been created and information on how to access the plan;³¹
- ~~n.~~ a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;³²
- ~~o.~~ a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress

²⁷ This information must be provided to parents and students under G.S. 115C-174.26(d).

²⁸ G.S. 115C-81.36 requires boards to offer advanced learning opportunities in mathematics in grades three through five, when practicable. If the board offers advanced learning opportunities in mathematics, any student who scores at the highest level on the end-of-grade test must be provided advanced learning opportunities in mathematics for the next school year. Such students may not be removed from the advanced learning opportunity provided to the student unless a parent or guardian of the student provides written consent for the student to be excluded or removed after being informed that the student's placement was determined by the student's achievement on the previous end-of-grade test.

²⁹ G.S. 115C-81.36 requires boards to offer advanced courses in mathematics in all grades six and higher, when practicable. If the board offers advanced courses in mathematics, any student who scores at the highest level on the end-of-grade or end-of-course test must be placed into the advanced level course for the next mathematics course in which the student enrolls. A student in seventh grade scoring at the highest level on the seventh grade mathematics end-of-grade test must be placed into a high school level mathematics course in eighth grade. Such students may not be removed from the advanced or high school mathematics course unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test.

³⁰ Providing notice to parents of advanced learning opportunities in mathematics and advanced mathematics courses is not required by law. Accordingly, inclusion of this provision requiring notice to parents is optional.

³¹ See G.S. 115C-158.10(b).

³² This information is required under 20 U.S.C. 6311(h)(1)(C)(i) and (2).

of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

- ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;³³

~~o.p.~~ the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;³⁴

~~p.q.~~ if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C-105.37(b) and/or G.S. 115C-105.39A(c);³⁵

~~q.r.~~ supportive services available to students, including health services;

~~r.s.~~ for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;³⁶

~~s.t.~~ how to reach school officials in emergency situations during non-school hours;³⁷

³³ This information is required under 20 U.S.C. 6311(h)(1) and (2).

³⁴ This notification is required under G.S. 115C-47(58).

³⁵ These notifications must be made within 30 days of the identification as low-performing.

³⁶ This notification is required under G.S. 115C-47(51). The statute only requires that this information be provided to parents or guardians of children entering grades 5 through 12.

³⁷ This notification is optional.

- ~~t.u.~~ information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);³⁸
- ~~u.v.~~ information about the school breakfast program;³⁹
- ~~v.w.~~ information about the availability and location of free summer food service program meals for students when school is not in session;⁴⁰
- ~~w.x.~~ for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);⁴¹
- ~~x.y.~~ information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;⁴²
- ~~y.z.~~ education rights of homeless students (see policy 4125, Homeless Students);⁴³
- ~~z.aa.~~ the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);⁴⁴
- ~~aa.bb.~~ their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);⁴⁵
- ~~bb.cc.~~ that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see

³⁸ This notification is required by federal law for school systems that participate in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program. If, however, the school system does not collect application forms annually because the school system uses one of the three alternative provisions described in Section 11(a)(1) of the National School Lunch Act or uses community eligibility, this notification should be modified accordingly. See 42 U.S.C. 1759a.

³⁹ 7 C.F.R. 210.12(d)(1) requires that this notification be distributed to families just prior to or at the beginning of the school year. In addition, schools are encouraged to send reminders regarding the availability of the school breakfast program multiple times throughout the school year.

⁴⁰ 7 C.F.R. 210.12(d)(2) requires that school food authorities cooperate with summer food service program sponsors to provide this information.

⁴¹ This notification is required under the Individuals with Disabilities Education Act. 20 U.S.C. 1415(d) and G.S. 115C-109.1.

⁴² This notification is required under the Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*

⁴³ This notification is required under the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*

⁴⁴ This notification is required under the Healthy, Hunger-Free Kids Act (P.L. 111-296). See 42 U.S.C. 1758b.

⁴⁵ Providing notice of this right is optional. If the school system does not plan to notify parents of this right, policy 5015, School Volunteers, should be modified accordingly.

policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);⁴⁶

~~ee.~~dd. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law);⁴⁷ and

~~dd.~~ee. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:⁴⁸

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);⁴⁹
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);⁵⁰
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program.⁵¹ A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center

⁴⁶ This notification is required under several federal anti-discrimination laws and regulations, such as Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act, and the Americans with Disabilities Act. See the cross-referenced policies for detailed legal references.

⁴⁷ This notification is required under 34 C.F.R. 108.9, which implements the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905.

⁴⁸ **If the board permits the use of corporal punishment**, the following statement should be added in this subsection: "the administration of corporal punishment on their child (see policy 4355, Corporal Punishment)." This opt out is required by G.S. 115C-390.4(b)(6). If the board uses an opt out process for obtaining consent to students' independent use of the Internet under policy 3225/4312/7320, Technology Responsible Use, move the information in paragraph number 11 of Section D to this subsection.

⁴⁹ This notification is required under the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99.

⁵⁰ 20 U.S.C. 7908.

⁵¹ The opportunity to withhold consent for participation is required by G.S. 115C-81.30(b) and (c). Alternatively, permission, rather than the withholding of consent, may be required.

is available to the public.⁵² To meet any review periods required by law, materials also may be made available for review in the central office;

- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders).⁵³ However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);⁵⁴
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;⁵⁵
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students);⁵⁶ and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).⁵⁷

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice.⁵⁸ Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are

⁵² The opportunity for parents to review the materials is required by G.S. 115C- 81.25(d) and G.S. 115C-81.30(c). Information about when and where the materials will be available for review should be consistent with policy 3540, Comprehensive Health Education Program, adopted by the board.

⁵³ This notification is optional.

⁵⁴ See G.S. 115C-76.65(c).

⁵⁵ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.

⁵⁶ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.

⁵⁷ This notification is required under the National School Lunch Program. See 42 U.S.C. 1758, 7 C.F.R. pt. 245.

⁵⁸ The policy may establish a time frame for withholding consent.

made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:⁵⁹

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);⁶⁰
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;⁶¹
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;⁶²
9. students' participation in any protected information survey other than those given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);⁶³
10. disclosure of students' free and reduced price lunch eligibility information or

⁵⁹ Permission is legally required or highly recommended for all activities listed.

⁶⁰ Alternatively, the board may require parental permission for all sports, rather than defining high-impact or high-risk sports.

⁶¹ Informed written consent of the parent is required for any mental health assessment or service provided through a program funded under Title IV of the ESEA except in the case of a health or safety emergency or when consent cannot be reasonably obtained. See 20 U.S.C. 7101(a)(1)(A).

⁶² A policy on parental consent for referral for information about contraceptives and abortion services is required by G.S. 115C-81.30(d). The policy may provide that no parental notice or consent is required or, alternatively, that consent is presumed unless the parent opts out.

⁶³ See G.S. 115C-76.65(c).

eligibility status;⁶⁴ and

11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.⁶⁵

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.⁶⁶

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.⁶⁷

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made.⁶⁸ In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.⁶⁹

No school system policy, procedure, or form will expressly or otherwise prohibit

⁶⁴ Information may be disclosed in some instances, usually only with prior notice and/or consent based on 42 U.S.C. 1758(b)(6)(D)(ii).

⁶⁵ This provision is consistent with policy 3225/4312/7320, Technology Responsible Use, which requires that, before a student may access the Internet, the student's parent must consent to the student's Internet access and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system. Boards that prefer to use an opt out process for consent or that prefer not to require consent in any form are encouraged to consult with the board attorney before modifying this policy and policy 3225/4312/7320, as consent may be necessary to take advantage of the exception to liability for intercepting electronic communications. See Electronic Communications Privacy Act, 18 U.S.C. 2511(2)(d).

⁶⁶ See G.S. 115C-76.45(a)(1) and (2).

⁶⁷ See G.S. 115C-76.45(a)(3).

⁶⁸ See G.S. 115C-76.45(a)(4).

⁶⁹ See G.S. 115C-76.45(a)(5).

school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.⁷⁰ School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.⁷¹

2. Discussions Related to Student Well-Being⁷²

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training⁷³

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality⁷⁴

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

⁷⁰ See G.S. 115C-76.45(d).

⁷¹ See G.S. 115C-76.45(e).

⁷² G.S. 115C-76.45(b) requires the board to adopt procedures that include a requirement that school personnel do one or both of the following: (1) encourage a child to discuss issues related to the child's well-being with his or her parent; and (2) facilitate discussion of the issue with the child's parents.

⁷³ See G.S. 115C-76.50.

⁷⁴ See G.S. 115C-76.55.

6. Remedies for Parental Concerns Related to Student Health⁷⁵

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION⁷⁶

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

⁷⁵ G.S. 115C-76.60 requires the board to adopt procedures for a parent to notify the principal about concerns with the school system's procedure or practice under Part 4 of Article 7B of Chapter 115C (which is described in Section E of this policy) and a process for resolving those concerns within seven days of the date of the parent's notification. The school system must provide a statement of reasons for not resolving the concern if it's not resolved within 30 days. Any other information about the procedure/process provided in this subsection may be modified.

⁷⁶ See G.S. 115C-76.40.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.⁷⁷

G. COMMUNITY SERVICES AVAILABLE

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

[G.S. 115C-76.35(a)(1) requires that board policy provides links to parents for community services. Insert here a list of applicable links to community services available to parents of students in your school system.]

H. REPORTING REQUIREMENTS

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy PRNT-002 and G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.37(b), -105.39A(c), -105.41, -109.1, -158.10, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

⁷⁷ G.S. 115C-76.25(a) lists 12 legal rights parents have with regard to their child's education. G.S. 115C-76.25(b) requires that LEAs allow parents to exercise these rights and requires that the LEA make the list of rights available to parents electronically or by displaying the information on the school system website. G.S. 115C-76.40(d) requires that LEAs display information regarding the procedures governing parental requests for information and appeals along with the other parental rights, as required by G.S. 115C-76.25.

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

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The Jackson County Board of Education recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. PARENTAL INVOLVEMENT PLANS

1. Parental Involvement Plan as Part of the School Improvement Plan

The board directs each principal to ensure that the school improvement team develops a plan for the school's parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives. Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.

The principal or designee shall strive, through oral or written communication or

other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents. The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

C. PARENTAL NOTIFICATION

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in

the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations and the recommended immunization schedule;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools

(Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);

- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);

- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. when a student initially creates a career development plan, that the plan has been created and information on how to access the plan;
- n. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- o. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as

compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;

- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;
- p. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- q. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C-105.37(b) and/or G.S. 115C-105.39A(c);
- r. supportive services available to students, including health services;
- s. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- t. how to reach school officials in emergency situations during non-school hours;
- u. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
- v. information about the school breakfast program;
- w. information about the availability and location of free summer food service program meals for students when school is not in session;
- x. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- y. information on the availability of the asbestos management plan and

planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;

- z. education rights of homeless students (see policy 4125, Homeless Students);
- aa. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
- bb. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
- cc. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- dd. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
- ee. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school

media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

- 1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
- 2. the release of student records that are not considered directory information, unless

the release is allowed or required by law (see policy 4700, Student Records);

3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in any protected information survey other than those given as part of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or

designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For

purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will

place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.

G. COMMUNITY SERVICES AVAILABLE

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

[G.S. 115C-76.35(a)(1) requires that board policy provides links to parents for community services. Insert here a list of applicable links to community services available to parents of students in your school system.]

H. REPORTING REQUIREMENTS

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy PRNT-002 and G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.37(b), -105.39A(c), -105.41, -109.1, -158.10, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan,

(policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

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TESTING AND ASSESSMENT PROGRAM

Policy Code:

3410

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS¹

The superintendent shall provide for the proper administration² of all state-required³ tests, screenings, and other assessments and any state-required remedial instruction,⁴ interventions,⁵ and/or retesting⁶ in accordance with all requirements established by law or the State Board of Education. The superintendent, in consultation with the school

¹ In addition to the tests mandated by the state, the board may mandate other tests to assess the progress of students and the instructional program, except that the local testing program may not require a local final exam in any course which has a state-required assessment. Information about local testing requirements may be included in this section or in a separate section. If the board requires any local standardized testing, it must provide the testing calendar and certain other testing-related information to the State Board of Education (SBE) and must report student results to teachers and parents. See G.S. 115C-174.12(d) and -174.15. See information at footnote 18 for additional requirements pertaining to time spent on local standardized testing. Advanced Placement tests may also be addressed in this section or in another section. ~~State Board of Education~~SBE Policy TEST-008 strongly endorses that all students enrolled in Advanced Placement courses take the corresponding Advanced Placement exams. That policy must be communicated to all school superintendents, and superintendents must notify all principals of the policy annually.

² By ~~State Board of Education~~SBE policy, only persons who are employed by the school system, either permanently or contractually and who have professional training in education (preferably a North Carolina educator's license) and in the state testing program may administer secure tests. See ~~SBE~~SBE Policy TEST-001.

³ State-required end-of-grade (EOG) and end-of-course (EOC) tests are components of the North Carolina READY Accountability Model. They are also designated as standardized artifacts reflective of student growth for teachers and school growth for participants in the North Carolina Teacher Evaluation Process. ~~The State Board of Education~~SBE has designated a series of other assessments, in addition to the EOGs and EOCs, to be administered and used in the North Carolina Teacher Evaluation Process. These required assessments include the Career and Technical Education State Assessments and the K-3 Checkpoints. In lieu of these assessments, the board may seek approval from the ~~State Board~~SBE to use locally-developed assessments for specific grades or subjects. See ~~SBE~~SBE Policies TEST-016 and EVAL-006 for more information. If applicable, Section A of this policy could be modified to reflect the board's decision to exercise this local option.

⁴ See G.S. 115C-83.8(b), (e) for required remedial instruction for students who have been retained in third grade because they did not demonstrate reading proficiency on the EOG reading test.

⁵ See G.S. 115C-83.6 *et seq.* for required literacy interventions for students identified through administration of formative and diagnostic reading assessments as having difficulty with reading development. See also policy 3420, Student Promotion and Accountability.

⁶ See G.S. 115C-83.7 for retest opportunities for the third grade EOG reading test; see G.S. 115C-83.8 for alternative opportunities for third grade students to demonstrate reading proficiency.

principals, shall determine how results from such measures will be used in determining students' final grades, provided that the requirements described in Section B, below, and any other applicable state requirements are met.⁷

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.⁸

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.⁹

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law.¹⁰ The superintendent shall ensure that all relevant personnel are instructed in such procedures.¹¹ All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL END-OF-COURSE TESTING

⁷ ~~State Board of Education~~ SBE Policy TEST-016 specifies that the results of all course-specific operational assessments except end-of-year assessments in grades 3-8 must be counted as a minimum of 20 percent of the student's final grade for each respective course. (This rule does not apply to students following the OCS Pathway.) The local board may determine whether and how results from end-of-year assessments in grades 3-8 will be used in determining a student's final grade. This policy provision, as currently written, leaves that decision to the superintendent. Alternatively, the board may make the decision itself and modify this section accordingly. Other requirements of ~~p~~Policy TEST-016 include: (1) all eligible students must participate in the assessments, including students who are otherwise exempt from final exams and students who are failing a course, grade, or subject for which an assessment is required; (2) the assessments must be administered within the state's designated testing window; and (3) course-specific assessments must serve as the only final exam for the course in which they are required.

⁸ This paragraph may be modified or omitted if the school system has fully transitioned to online assessments.

⁹ See SBE ~~p~~Policy TEST-001.

¹⁰ In addition to federal and state law limitations on the unauthorized disclosure of personally identifiable data in education records generally (see policy 4700, Student Records, and citations therein), state law specifically prohibits the release as a public record of any written material containing the identifiable scores of individual students on any test taken pursuant to the state testing program described in Chapter 115C, Article 10A of the North Carolina General Statutes. In addition, the state testing instruments themselves are not considered public records until they are released by the ~~State Board of Education~~ SBE. See G.S. 115C-174.13. Test administration standards are established in ~~State Board of Education~~ SBE ~~p~~Policy TEST-001. Security protocols are established in *Testing Security: Protocol and Procedures for School Personnel* (NCDPI), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>.

¹¹ See SBE ~~p~~Policies TEST-009; and -010; and guidance from DPI, available at <http://www.ncpublicschools.org/accountability/>.

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education.¹² ~~For all students, including English Learner students in their first year in a U.S. school and students following the Occupational Course of Study Pathway, the~~ The results of EOC tests and CTE State Assessments will count as 20 percent of a student's final grade in each high school course for which there is an EOC test or CTE State Assessment, with the exception of the following: (1) English Learner students in their first year in a U.S. school; (2) students following the Occupational Course of Study Pathway or whose individualized education programs (IEPs) otherwise exclude their EOC results from their final grades; and (3) students enrolled.¹³ ~~However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where proficiency scores are not immediately available due to standard setting.~~^{14,15}

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized.¹⁶ Specifically, the superintendent shall ensure the following.

¹² State assessments are not required for every CTE course. Depending on the course, students may show proof of learning through credential, certification, or performance-based measurement.

¹³ ~~State Board of Education Policy TEST-003 requires that the results from all operational EOC tests are counted as at least 20 percent of the student's final grade for each respective course. In addition, SBE policy TEST-016 requires that the results from all high school "course-specific operational assessments" be counted as at least 20 percent of the student's final grade in the course. SBE Policies TEST-003 and TEST-016 exempt from the requirement that the assessments be counted as at least 20 percent of the student's final grade (1) students following the Occupational Course of Study Pathway (OCS), (2) English Learner (EL) students in their first year in a U.S. school, and (3) students enrolled in a course during the initial implementation year of the new assessment for that course where scores are not immediately available due to standard setting. TEST-003 requires that for these exemptions, LEAs must adopt policies regarding the use of EOC assessment results in assigning final grades. For OCS students and EL students, this policy applies the same 20 percent standard as is used for other students; however, the standard may be modified.~~

¹⁴ SBE Policy TEST-003 requires that the results from all operational EOC tests are counted as at least 20 percent of the student's final grade for each respective course. In addition, SBE Policy TEST-016 requires that the results from all high school "course-specific operational assessments" be counted as at least 20 percent of the student's final grade in the course. SBE Policies TEST-003 and TEST-016 exempt from this requirement (1) students following the Occupational Course of Study Pathway, (2) English Learner students in their first year in a U.S. school, and (3) students enrolled in a course during the initial implementation year of the new assessment for that course where scores are not immediately available due to standard setting. Administrative rule 16 N.C.A.C. 6D .0309 contains the same minimum 20 percent requirement and has similar, but not identical exceptions. In the rule, the first exception is stated as "students whose Individualized Education Programs...exclude their EOC results from their final grades," and the third exception omits the word "immediately." In the policy text above we harmonized the SBE policy and administrative rule in the first instance and deferred to the administrative rule in the second.

¹⁵ ~~See footnote 12 above. This policy states that the assessments referenced will not be used to compute a student's final grade in a course during the initial implementation year of a new assessment. That standard may be modified.~~

¹⁶ See G.S. 115C-174.12(a) and SBE Policy TEST-015.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) or other applicable law¹⁷ and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's ~~individualized education program~~ IEP or Section 504 plan; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.¹⁸
5. ¹⁹A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.²⁰

¹⁷ G.S. 115C-174.12(a)(4) requires all assessments adopted by the State Board pursuant to G.S. 115C-174.11(c)(1) and (3) to be administered within the window described in this paragraph of the policy. However, Session Law 2014-78, s.3(a) repealed G.S. 115C-174.11(c)(3) (but without amending the reference to it in G.S. 115C-174.12(a)(4)), and replaced it with a similar, but uncodified, provision that essentially swaps the previous references to the Common Core for references to the North Carolina Standard Course of Study. See Session Law 2014-78, s.3(b). It is not clear whether assessments implemented under this new provision will be subject to the same window for administration as was required for the tests that were implemented pursuant to 115C-174.11(c)(3).

¹⁸ Exceptions are outlined in Chapter D of the *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations>.

¹⁹ This sentence should be omitted if the board does not have a local program of standardized testing.

²⁰ In even-numbered years, the board must review all local standardized testing administered to students in the prior two school years to determine whether the average number of tests administered or the average number of hours required for students to complete the tests exceeds the state average over the two-year period. G.S. 115C-174.12(d1). If either number exceeds the state average, the board must submit by the statutory deadline a plan to DPI and the ~~State Board of Education~~ SBE to eliminate certain local standardized testing in order to reduce the number(s) below the state average. The ~~State Board of Education~~ SBE will waive the requirement that the board submit a plan if the ~~State Board of Education~~ SBE finds that the board has made significant progress toward reducing local testing to the state average. ~~State Board of Education~~ SBE pPolicy TEST-038 defines "significant progress" as reducing to no more than one standard deviation above the state average over the two school years prior to the October in which the report is due either: (1) the number of local standardized tests administered to students; or (2) the number of hours required for students to complete those tests.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -83.5, -83.6, -83.6A, -83.6B, -83.7, -83.8, -174.11, -174.12, -174.13, -174.15, -174.22, -174.25, -276, -288, -307, -402.5; S.L. 2019-212, Sec. 1; 16 N.C.A.C. 6D .0309; State Board of Education Policy series TEST and GRAD; EVAL-006, EVAL-025 through -031

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other Resources: *Testing Security: Protocol and Procedures for School Personnel* (NCDPI), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations>

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The Jackson County Board of Education believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction, interventions, and/or retesting in accordance with all requirements established by law or the State Board of Education. The superintendent, in consultation with the school principals, shall determine how results from such measures will be used in determining students' final grades, provided that the requirements described in Section B, below, and any other applicable state requirements are met.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL END-OF-COURSE TESTING

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education. The results of EOC tests and CTE State Assessments will count as 20 percent of a student's final grade

in each high school course for which there is an EOC test or CTE State Assessment, with the exception of the following: (1) English Learner students in their first year in a U.S. school; (2) students following the Occupational Course of Study Pathway or whose individualized education programs (IEPs) otherwise exclude their EOC results from their final grades; and (3) students enrolled in a course during the initial implementation year of a new assessment for that course where proficiency scores are not available due to standard setting.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) or other applicable law and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's IEP or Section 504 plan; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -83.5, -83.6, -83.6A, -83.6B, -83.7, -83.8, -174.11, -174.12, -174.13, -174.15, -174.22, -174.25, -276, -288, -307, -402.5; S.L. 2019-212, Sec. 1; 16 N.C.A.C. 6D .0309; State Board of Education Policy series TEST and GRAD; EVAL-006, EVAL-025 through -031

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other Resources: *Testing Security: Protocol and Procedures for School Personnel* (NCDPI), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations>

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STUDENT PROMOTION AND ACCOUNTABILITY

Policy Code:

3420

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval.¹ The standards will be based, in part, upon proficiency in reading.² The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

The promotion standards also will require that students not be promoted from eighth grade until a career development plan is completed in accordance with the requirements of G.S. 115C-158.10 and State Board of Education rules and not be promoted from tenth grade until the career development plan is revised.³ Any high school student who does not already have a career development plan must complete the plan within 90 days of enrollment in school. Career development plans must be easily accessible to students and parents.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic

¹ In the alternative, the board may delegate to the superintendent the authority to establish promotion standards and a process.

² See G.S. 115C-83.2(b).

³ G.S. 115C-158(10) encourages local boards to require more frequent revisions as appropriate.

Failure.

C. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. APPEALS OF PROMOTION DECISIONS⁴

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.⁵

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. LITERACY INTERVENTIONS

1. Reading Camps⁶

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law.⁷ The superintendent

⁴ G.S. 115C-45(c) provides that administrative decisions may be appealed to the board. The appeal procedure provided in this section is not legally required but is suggested as a way to balance the student's right to appeal a promotion decision to the board with the authority of the school principal to grade and classify students as provided in G.S. 115C-288(a). The time frame suggested by this section may be altered to suit the needs of the board.

⁵ Note that this standard of review differs from the standard applied to other student grievances under policy 1740/4010, Student and Parent Grievance Procedure. Under G.S. 115C-288(a), the principal is authorized to grade and classify students. The higher standard of review in this section provides greater deference to the principal's decision in light of the principal's statutory authority to make promotion decisions.

⁶ See G.S. 115C-83.3 *et seq.*

⁷ ~~Through the 2021-2022 school year, reading camp opportunities must be provided to (1) third-grade students who~~

or designee shall encourage parents of eligible students to enroll their students in a reading camp.⁸ To the extent resources permit,⁹ the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost.¹⁰ Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit.¹¹ The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans¹²

~~Beginning in the 2022-2023 school year,¹³ a~~ An Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2)

~~do not demonstrate reading proficiency and (2) first and second grade students whose demonstrated reading comprehension is below grade level. See 115C-83.3(4a) and -83.6. Beginning with the 2022-2023 school year, Reading camp opportunities must be offered to (1) third grade students who do not demonstrate reading proficiency and (2) second grade students who demonstrate difficulty with reading development. See 115C-83.3(4a) and -83.6. Beginning with the 2022-2023 school year, LEAs are not required have discretion to offer reading camp opportunities to first grade students who demonstrate difficulty with reading development, though they have discretion to do so. See Sess. Law 2021-8, Sec. 6(b); G.S. 115C-83.3(4a). As written, this policy commits the board to providing opportunities only that are required by law, i.e., to eligible students in grades 1-3 through the 2021-2022 school year, and to eligible students in grades 2-3 thereafter. The board may modify this provision or, alternatively, beginning with the 2022-2023 school year, may decide annually whether to offer reading camp opportunities to first grade students.~~

⁸ G.S. 115C-83.8 requires LEAs to encourage parents or guardians of students not demonstrating reading proficiency to enroll their students in a reading camp.

⁹ For students in eligible grades who have demonstrated appropriate reading comprehension or reading proficiency, as applicable, the statute is ambiguous as to whether the school system must enroll all such students who apply for reading camp or whether the board may limit their enrollment. G.S. 115C-83.11 empowers parents to “choose to enroll” their children in a reading camp. However, it directs local boards to establish “enrollment priorities” for reading camps for students demonstrating reading proficiency. This policy assumes that boards have discretion to limit enrollment of students who have demonstrated reading proficiency. The board should consult the board attorney for guidance on this issue.

¹⁰ See footnote 76. ~~Through the 2021-2022 school year, students in grades 1-3 who have demonstrated appropriate reading proficiency or reading comprehension, as applicable, would be eligible. Beginning with the 2022-2023 school year, s~~ Students in second and third grade who have demonstrated appropriate reading proficiency or reading comprehension, as applicable, ~~would be~~ are eligible. Students in first grade ~~would be~~ are eligible only if the board chooses to offer a reading camp as a literacy intervention for first grade students who have demonstrated reading comprehension below grade level. In that case, parents or guardians of a first grade student demonstrating appropriate reading comprehension must be given the same opportunity to enroll their student in reading camp as the parent or guardian of a similarly situated second or third grade student. G.S. 115C-83.11(a).

¹¹ The fee may be equal to the per student program cost of participation, not to exceed \$825.00. G.S. 115C-83.11(a).

¹² An “individual reading plan” (IRP) is a document outlining the specific reading skill deficiencies of a student who has demonstrated difficulty with reading development and includes the literacy interventions that the student will receive to address the reading skill deficiencies. See G.S. 115C-83.3(3a).

¹³ ~~S.L. 2021-8 makes the Individual Reading Plan requirement effective with the 2022-2023 school year. See sec. 6(e) and sec. 6(m).~~

the first diagnostic or formative assessment of the second semester of the school year.¹⁴ The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under G.S. 115C-83.6B(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.¹⁵

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by G.S. 115C-83.6A.¹⁶

F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

G. CREDIT BY DEMONSTRATED MASTERY

¹⁴ The IRP must be continually adjusted based on multiple data sources as prescribed by DPI, indicating that the student is not progressing toward grade-level standards in one or more major reading areas. G.S. 115C-83.6B(a) lists what information must be included in the IRP.

¹⁵ Access to these resources is required by S.L. 2021-8, sec. 8 and must be made available by July 1, 2022, through a prominently displayed link on the LEA website homepage. Printable activities must be provided in hard copy to students who do not have digital access at home and may be provided to all students as a supplement to digital resources.

¹⁶ ~~For the 2021-2022 school year, the plan must be submitted by March 1, 2022. Thereafter, the plan must be submitted by October 1, and the plan, or an amended plan, must receive DPI approval by April 15 for the LEA to receive state-provided literacy intervention funds. If denied approval of its plan, the LEA must use local funds to provide required literacy interventions. There is no penalty associated with a denial of the 2021-2022 school year submission. See S.L. 2021-8, sec. 6.(d) and sec. 6.(l) and G.S. 115C-83.6A.~~ The plan must be submitted by October 1, and the plan, or an amended plan, must receive DPI approval by April 15 for the LEA to receive state-provided literacy intervention funds. If denied approval of its plan, the LEA must use local funds to provide required literacy interventions. There is no penalty associated with a denial of the 2021-2022 school year submission. See S.L. 2021-8, sec. 6.(d) and sec. 6.(l) and G.S. 115C-83.6A.

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school.¹⁷ To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education¹⁸ and any additional standards established by the superintendent.

H. CREDIT RECOVERY¹⁹

Students who fail a high school course²⁰ may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material 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.

~~Any EOC exam associated with~~ If the credit recovery course has an associated EOC exam and the student is going to retake it, the exam will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.²¹

¹⁷ At its option, the board may make credit by demonstrated mastery available to students in grades 6-8 for middle grades content.

¹⁸ See State Board of Education Policy CCRE-001. The multi-phase assessment consists of (1) a standard examination, which must be the EOC/EOG, where applicable, or a final exam developed locally and (2) an artifact, which requires the student to apply knowledge and skills relevant to the content standards. The school system may add other requirements, such as a performance task requirement. Some courses are not eligible for credit by demonstrated mastery, including certain Career and Technical Education courses, English Language Learner courses, Healthful Living required courses, and Advanced Placement, International Baccalaureate, and Cambridge International Examination courses.

¹⁹ Credit recovery is addressed in State Board of Education Policy CCRE-001.

²⁰ If the board limits credit recovery to certain courses, that should be described here.

²¹ State Board of Education Policy CCRE-001 requires each LEA to develop local policy and procedures, ~~by the beginning of the 2019-20 school year,~~ addressing the implementation of credit recovery opportunities across the school system to support student achievement. At a minimum, credit recovery policies and procedures must address factors for student participation, content alignment to original course, instructional delivery methods, and a process to ensure consistency in implementation across the school system. Those elements should either be added to this policy or be included in the local credit recovery procedure.

I. REPEATING A COURSE FOR CREDIT²²**1. Repeating a Previously Failed Course**

As provided in State Board of Education Policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course.²³ Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.²⁴

2. Repeating a Course for which Credit was Earned (Grade Replacement)²⁵

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:²⁶

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who

²² See State Board of Education Policy CCRE-001 which governs repeating a course for credit for students who have failed a course (addressed in subsection I.1 of this policy) and allows local boards to develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit (addressed in subsection I.2 of this policy).

²³ SBE Policy CCRE-001 requires this. This requirement distinguishes "repeating a course for credit" from "credit recovery," another option for earning credit for a previously failed course, in which the student repeats only certain blocks of instruction that target specific components of the course necessary for successful completion. Unlike repeating a course for credit, when a student opts for credit recovery, his or her transcript will continue to reflect the original record of the course being completed and failed.

²⁴ This subsection could also address the EOC test. In certain circumstances, students may use a previous score on the EOC in lieu of taking the exam again at the end of the repeated course. See State Board Policy CCRE-001.

²⁵ This section is optional. The board is not required to allow students to repeat courses that they have previously passed.

²⁶ Except for item g, these conditions are optional and may be supplemented, omitted, or modified.

are taking the course for the first time or repeating a previously failed course;

- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;²⁷
- g. credit towards graduation for the same course will be given only once;²⁸
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.²⁹

J. CREDIT FROM STUDYING ABROAD³⁰

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or

²⁷ This treatment of the student's new grade is not required by SBE policy and may be modified. For example, the student could be awarded the higher of the two grades for the course instead of the grade from the most recent attempt. Also, there is no requirement that the board replace the student's original grade with the new course grade when the student is repeating a course already passed. Therefore, the board could require both grades to be included on the student's transcript and be counted when calculating the student's GPA. The board should provide clear direction to parents and employees as to how a student's grade, GPA, class rank, and honor roll eligibility are to be determined. When making the decision about how to treat the student's new grade, the board should consider whether/how that decision can be implemented through PowerSchool.

²⁸ See State Board of Education Policy CCRE-001, provision 7.5.

²⁹ Other information might include, for example, notice of the NCAA eligibility rule that requires student-athletes to complete 10 of 16 required core courses prior to the seventh semester of high school. Those 10 courses must be locked in and cannot be retaken to improve the student's grade point average.

³⁰ This section may be modified.

designee by July 1 of the year preceding the proposed study.³¹ To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. ACCELERATION³²

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:³³

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

³¹ This time frame may be modified.

³² This section is optional.

³³ Other reporting requirements may be added, including disaggregating data based on race or gender.

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.³⁴

M. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials.³⁵ All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

N. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause.³⁶ Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's

³⁴ G.S. 115C-83.10 requires the board to publish annually on its website the following information on the prior school year: (1) the number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students; (2) the number and percentage of third grade students who take and pass the alternative assessment of reading comprehension; (3) the number and percentage of third grade students retained for not demonstrating reading proficiency; (4) the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b); (5) the number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level; and (6) the number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level.

³⁵ See G.S. 115C-105.21.

³⁶ See G.S. 115C-83.9(a).

parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.³⁷

O. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -158.10, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0508, .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-006, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; *Comprehensive Reading Plan for AchievementRead to Achieve Implementation Guide*, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Issued:

³⁷ See G.S. 115C-83.9(c).

Revised: January 10, 2000; March 6, 2000; April 3, 2001; July 15, 2005; August 1, 2007; October 15, 2008; June 30, 2009; March 31, 2011; March 28, 2013; March 28, 2014; September 30, 2014; September 30, 2015; March 31, 2016; March 31, 2017; September 29, 2017; September 28, 2018; March 31, 2020; September 30, 2021; September 30, 2022; March 28, 2024; September 30, 2024

A. PURPOSE

The Jackson County Board of Education believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

The promotion standards also will require that students not be promoted from eighth grade until a career development plan is completed in accordance with the requirements of G.S. 115C-158.10 and State Board of Education rules and not be promoted from tenth grade until the career development plan is revised. Any high school student who does not already have a career development plan must complete the plan within 90 days of enrollment in school. Career development plans must be easily accessible to students and parents.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. APPEALS OF PROMOTION DECISIONS**1. Appeal to the Superintendent**

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. LITERACY INTERVENTIONS**1. Reading Camps**

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

An Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with

reading development and that an IRP has been developed for the student. The notice provided must include all other information required under G.S. 115C-83.6B(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by G.S. 115C-83.6A.

F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

G. CREDIT BY DEMONSTRATED MASTERY

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

H. CREDIT RECOVERY

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of

the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material 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.

If the credit recovery course has an associated EOC exam and the student is going to retake it, the exam will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education Policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;

- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. CREDIT FROM STUDYING ABROAD

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion

options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. REPORTING REQUIREMENTS

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- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

M. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established

in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

N. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

O. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -158.10, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0508, .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-006, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Comprehensive Reading Plan for Achievement, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

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GRADUATION REQUIREMENTS

Policy Code:

3460

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

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

1. successful completion of all State Board of Education course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.¹

A. COURSE UNITS

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student's year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post-graduation plans.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed.² In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade nine, as authorized by the State Board of Education.³ Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.⁴ For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied

¹ See G.S. 115C-47(53a).

² See State Board of Education Policy CCRE-001.

³ This statement could incorporate notice that these courses are not included in the calculation of students' high school Grade Point Average (GPA). See State Board of Education Policy CCRE-001.

⁴ See State Board of Education Policy CCRE-001.

as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements.⁵ While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.⁶

⁵ This sentence is recommended to address inconsistencies that may occur as a result of changes to State Board of Education policies, given the past frequency of such changes.

⁶ This statement is recommended to caution students against relying on the course requirements set out in the tables here, as the tables may not be current at all times.

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

[†] The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008.⁷ See also SBE

⁷ AP Government and Politics will satisfy the Civic Literacy course requirement if it covers the topics mandated by S.L. 2019-82, G.S. 115C-81.45(d)(1a).

Policies CCRE-001 and GRAD-004.

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

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not

be satisfied by any other courses, except as provided in SBE Policy GRAD-008.⁸ See also SBE Policies CCRE-001 and GRAD-004.

[±] It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

[^] This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.⁹

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

3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time Between in 2021-2022 and ~~Thereafter~~ 2025-2026

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a

⁸ AP Government and Politics will satisfy the Civic Literacy course requirement if it covers the topics mandated by S.L. 2019-82, G.S. 115C-81.45(d)(1a).

⁹ This requirement is established by G.S. 115C-81.65.

prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

^{†±} This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008.¹⁰ See also SBE Policies CCRE-001 and GRAD-004.

^{†±} This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.¹¹

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

[±] Students entering grade 9 for the first time in the 2025-2026 school year must complete at least one arts education course in grades 6-12 that satisfies the standard course of study for that course, unless exempt due to transfer status.

4. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2026-2027

<u>Types of Courses</u>	<u>State Requirements*</u>	<u>Local Recommendations</u>
<u>English</u>	4 sequential (English I, II, III, and IV)	
<u>Mathematics</u>	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 plus two additional courses identified on the NC DPI math options chart.)***	
<u>Science</u>	3 (a physical science course, Biology, and an earth/environmental science course)	
<u>Social Studies</u>	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy; Economics and Personal Finance;† American History; and World History)	
<u>Health/P.E.</u>	1	
<u>Computer Science</u>	1 [±]	
<u>Electives</u>	5 (2 must be any combination of Career and Technical Education, Arts Education, or World Language; 3 may be from any subject area or cross-disciplinary course)^	
<u>Total Credits</u>	<u>22</u>	

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a

¹⁰ ~~AP Government and Politics will satisfy this requirement if it covers the topics mandated by S.L. 2019-82, G.S. 115C-81.45(d)(1a).~~

¹¹ This requirement is established by G.S. 115C-81.65.

prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

[†] This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.¹²

[±] Students who are exempt from this requirement due to a disability or because they enrolled in a NC public school after completion of grade 11 must earn one additional elective credit.

[^] Students must complete at least one arts education course in grades 6-12 that satisfies the standard course of study for that course, unless exempt due to transfer status.

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

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

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

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

¹² This requirement is established by G.S. 115C-81.65.

community services hours, for a total of 600 required work hours.

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

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

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

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

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management, and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science, Biology, and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

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

B. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING¹³

High school students must take all end-of-course (EOC) tests and Career and Technical

¹³ Any local testing requirements for graduation may be added to this section. Local testing programs are no longer encouraged by the NC General Assembly, but they are not prohibited. If the board administers local standardized testing, it must provide the testing calendar and certain other testing-related information to the State Board of Education and must report student results to teachers and parents. See G.S. 115C-174.12(d) and -174.15. In even-numbered years, the board must review all local standardized testing administered to students in the prior two school years to determine whether the average number of tests administered or the average number of hours required for students to complete the tests exceeds the state average over the two-year period. G.S. 115C-174.12(d1). If either number exceeds the state average, the board must submit by the statutory deadline a plan to the Department of Public Instruction and the State Board of Education to eliminate certain local standardized testing in order to reduce the number(s) below the state average, unless the State Board of Education waives the requirement that the board submit a plan.

Education (CTE) State Assessments¹⁴ required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

C. SPECIAL CIRCUMSTANCES

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

¹⁴ State assessments are not required for every CTE course. Depending on the course, students may show proof of learning through earning a credential or through a performance-based measure.

c. Transfers During Senior Year

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

4. Early Graduation

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board Policy GRAD-010.

6. Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007.¹⁵ No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0503, .0506, .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

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

Issued:

Revised: July 15, 2005; August 1, 2007; October 15, 2008; June 30, 2009; December 1, 2009; September 30, 2010; March 31, 2011; September 27, 2012; March 28, 2013; September 13, 2013;

¹⁵ G.S. 115C-83.32 and State Board of Education Policy GRAD-007 set forth the requirements for earning these endorsements.

March 28, 2014; March 31, 2015; September 30, 2015; September 30, 2016; April 28, 2017; September 29, 2017; March 31, 2020; September 30, 2020; March 31, 2021; September 30, 2021; March 31, 2022; September 30, 2022; March 28, 2024; September 30, 2024

USE OF UNMANNED AIRCRAFT (DRONES)

Policy Code: 4334/5035/7345

¹The board supports and encourages the use of innovative and emerging technologies, including unmanned aircraft or drones, to further the goals and objectives of the educational program. However, the board also must consider how the use of such technologies may impact the safety, security, and privacy of people and property. Therefore, the board authorizes some use of unmanned aircraft on school property and at school-sponsored events in accordance with the requirements of this policy and to the extent that such use is not otherwise prohibited by federal, state, or local law or regulation.

This policy applies to all students, school system employees, contractors and vendors, school visitors, and other members of the general public on school property and at school-sponsored events.

A. DEFINITIONS

For purposes of this policy, the following definitions apply.

1. An “unmanned aircraft” or “drone” is an aircraft weighing less than 55 pounds² that is operated without the possibility of direct human intervention from within or on the aircraft.³ The board strictly prohibits the use of an unmanned aircraft weighing more than 55 pounds on school property or at a school-sponsored event.
2. The “use” of an unmanned aircraft includes the launch, operation, and/or recovery of the unmanned aircraft.
3. “School property” includes any property that is owned, leased, or otherwise controlled by the board.
4. Use of an unmanned aircraft is for a “recreational” purpose if the use is solely for personal interests or enjoyment. Use for work or business purposes or for

¹ This policy is optional and may be modified in accordance with applicable federal, state, and local laws and regulations. Alternatively, the board may prohibit all use of unmanned aircraft on school property and at school-sponsored events, including launching and recovering unmanned aircraft from school property. However, the Federal Aviation Administration (FAA) generally controls and regulates the national airspace. Therefore, some use of unmanned aircraft over and across school property may be lawful and outside the board’s control, despite the board’s prohibition against launching and recovering unmanned aircraft on school property, if the drone operator is not on school property and such use is otherwise authorized by the FAA.

² This policy only addresses federal laws and regulations applicable to small, unmanned aircraft that weigh less than 55 pounds. Unmanned aircraft weighing more than 55 pounds are subject to other federal and state laws and regulations beyond the scope of this policy.

³ This definition of “unmanned aircraft” or “drone” is consistent with federal and state law and regulation. See, e.g., 14 C.F.R. 107.3 and G.S. 15A-300.1(a)(3).

compensation or hire is not considered to be recreational.⁴

B. AUTHORIZED USE OF UNMANNED AIRCRAFT

The use of an unmanned aircraft on school property or at a school-sponsored event for any purpose must be approved in writing by the superintendent or designee⁵ and must comply with the requirements of this policy and all other applicable board policies, including the public use requirements of policy 5030, Community Use of Facilities, when applicable. Such use also must comply with all applicable federal, state, and local laws and regulations, including ~~the most any~~ current registration, certification, permit, safety, and other requirements established by the Federal Aviation Administration (FAA),⁶ ~~and the North Carolina Department of Transportation (NCDOT).~~⁷

The superintendent or designee may grant approval for use on a case-by-case basis with any additional requirements or restrictions deemed appropriate, including, for example, to protect the safety, security, and privacy of people and property. However, the superintendent or designee shall not approve the use of unmanned aircraft for recreational purposes on school property or at school-sponsored events during the school day or at any other time when groups of students or employees may be present outdoors.⁸

Prior to obtaining approval from the superintendent or designee, the operator of any unmanned aircraft may be required to provide proof of insurance, including adequate liability coverage for any claims arising out of the use of an unmanned aircraft, and proof of ~~the any~~ registration, certification, permit, and/or waiver required by the FAA ~~and/or NCDOT~~ to operate the unmanned aircraft for the intended purpose(s).

An unmanned aircraft used on school property or at a school-sponsored event must be operated either by or under the direct supervision of an FAA-certified drone pilot in

⁴ “Recreational” purposes are not defined in federal law or regulation; however, this interpretation is consistent with the definition used by the Federal Aviation Administration. See <https://www.faa.gov/faq/what-definition-recreational-or-hobby-use-uas-or-drone>. It is unlikely that any use of unmanned aircraft by school personnel will constitute recreational use. Typical uses, such as for instructional or maintenance purposes, are subject to Part 107, requiring operation by or under the direct supervision of an FAA-certified drone pilot (see subsection B.1).

⁵ Alternatively, the use of unmanned aircraft on school property or at a school-sponsored event may be approved by “the principal or site supervisor.”

⁶ See generally 14 C.F.R. Part 107 (“Part 107”) and 49 U.S.C. 44809 (Exception for Limited Recreational Operations of Unmanned Aircraft). See also Federal Aviation Administration, Advisory Circular 107-2A (February 1, 2021), available at https://www.faa.gov/documentLibrary/media/Advisory_Circular/Editorial_Update_AC_107-2A.pdf. A comprehensive summary of federal regulations governing unmanned aircraft under Part 107 is available at https://www.faa.gov/sites/faa.gov/files/2021-08/Part_107_Summary.pdf.

⁷ ~~See generally G.S. 63, art. 10. A comprehensive summary of North Carolina state law governing unmanned aircraft is available at <https://www.ncdot.gov/divisions/aviation/uas/Documents/nc-uas-regulations.pdf>.~~

⁸ Alternatively, the board may prohibit recreational use at any time when groups of students or employees may be present indoors or outdoors. The board also may prohibit all use of unmanned aircraft for recreational purposes at any time and may modify this policy accordingly.

accordance with subsection B.1, below, or by a recreational flyer in accordance with subsection B.2, below.

1. Use by or under the Direct Supervision of an FAA-Certified Drone Pilot

An FAA-certified drone pilot, or an individual under the direct supervision of an FAA-certified drone pilot,⁹ may operate an unmanned aircraft for any commercial, educational, recreational, or other school system-related purpose as approved by the superintendent or designee. To qualify as an FAA-certified drone pilot, an individual must obtain a Remote Pilot Certificate from the FAA and have the certificate easily accessible during all use.¹⁰

An FAA-certified drone pilot and any individual under the direct supervision of an FAA-certified drone pilot must comply with all federal, state, and local laws and regulations, including all applicable requirements under 14 C.F.R. Part 107 (“Part 107”).¹¹ ~~In addition, if the use of an unmanned aircraft is not solely for hobby or recreational purposes, an FAA-certified drone pilot and any individual under the direct supervision of an FAA-certified drone pilot also must comply with the training and permit requirements of G.S. 63, art. 10, as applicable.~~¹²

2. Use by a Recreational Flyer

A recreational flyer may operate an unmanned aircraft strictly for recreational purposes as approved by the superintendent or designee.¹³ A recreational flyer is not required to be an FAA-certified drone pilot or under the direct supervision of

⁹ See 14 C.F.R. 107.12. No person may manipulate the flight controls of an unmanned aircraft under this section unless that person is an FAA-certified drone pilot or unless that person is under the direct supervision of an FAA-certified drone pilot who has the ability to immediately take direct control of the flight of the unmanned aircraft.

¹⁰ To obtain a Remote Pilot Certificate, the individual must be at least 16 years; be able to read, speak, write, and understand English; be in a physical and mental condition to safely fly an unmanned aircraft; pass an initial aeronautical knowledge test; and complete the appropriate application, including a TSA security background check. The certificate is valid for two years and may be renewed. Additional information on how to obtain a Remote Pilot Certificate and become an FAA-certified drone pilot is available at https://www.faa.gov/uas/commercial_operators/become_a_drone_pilot/.

¹¹ Some operational limitations under Part 107 are eligible for a waiver, and the FAA has the authority to review and approve certain operations otherwise outside of the requirements of Part 107. See 14 C.F.R. 107.200 and 107.205. In addition, in the event of an in-flight emergency requiring immediate action, an FAA-certified drone pilot may deviate from any rule under Part 107 to the extent necessary to respond to the emergency. See 14 C.F.R. 107.21.

¹² ~~North Carolina state law requires a permit, including passage of the N.C. Department of Transportation’s UAS Knowledge Test, to operate an unmanned aircraft for commercial purposes. See G.S. 63-95 and -96. However, these training and permit requirements generally do not apply to the use of an unmanned aircraft that is solely for hobby or recreational purposes. See G.S. 63-94.~~

¹³ A recreational flyer may not operate an unmanned aircraft for a non-recreational purpose. Use of an unmanned aircraft for any commercial, educational, or other non-recreational purpose is subject to the federal and state requirements described in subsection B.1.

an FAA-certified drone pilot.¹⁴ However, a recreational flyer must comply with all federal, state, and local laws and regulations, including all applicable federal requirements under the *Exception for Limited Recreational Operations of Unmanned Aircraft* (49 U.S.C. 44809).¹⁵

C. UNAUTHORIZED USE OF UNMANNED AIRCRAFT

School system employees shall reasonably attempt to monitor school property and school-sponsored events for the unauthorized use of unmanned aircraft. Employees must report any known or suspected unauthorized use of an unmanned aircraft as soon as practicable to the principal or other school official responsible for supervising the school property or school-sponsored event. If the unauthorized use poses a threat to the safety, security, or privacy of people or property, the employee should attempt to intervene directly if it is possible to do so safely and effectively and ask the operator to discontinue the use. If the employee is unable to identify the individual operating the unmanned aircraft, or if the unmanned aircraft is grounded and unattended, the employee should immediately notify the principal or other school official responsible for supervising the school property or school-sponsored event.

A student or school system employee who uses an unmanned aircraft in violation of this policy will be subject to disciplinary action, up to and including suspension or expulsion for students and termination for employees. A contractor or vendor, school visitor, or other member of the general public who uses an unmanned aircraft in violation of this policy will be asked to discontinue the unauthorized use and/or asked to leave school property or the school-sponsored event in accordance with policy 5020, Visitors to the Schools.

School officials may also report the unauthorized use of an unmanned aircraft to local law enforcement and/or the FAA, as appropriate.

D. GUIDELINES FOR ALL USE OF UNMANNED AIRCRAFT¹⁶

¹⁴ A recreational flyer is not required to obtain a remote pilot certificate from the FAA. See 49 U.S.C. 44809(a). However, recreational flyers are required to pass The Recreational UAS Safety Test (TRUST) and provide proof of passage to the FAA or law enforcement upon request. See 49 U.S.C. 44809(a)(7); *The Recreational UAS Safety Test (TRUST)*, Federal Aviation Administration, updated January 18, 2022, available at https://www.faa.gov/uas/recreational_fliers/knowledge_test_updates/.

¹⁵ Under the *Exception for Limited Recreational Operations of Unmanned Aircraft* (49 U.S.C. 44809), a recreational flyer is required to operate an unmanned aircraft in accordance with a community-based organization's (CBO) set of safety guidelines developed in coordination with the FAA. See Federal Aviation Administration, Advisory Circular 91-57C (October 20, 2022), available at https://www.faa.gov/documentLibrary/media/Advisory_Circular/AC_91-57C_FAA_Revised.pdf. For purposes of this policy, we have incorporated existing FAA safety guidelines based on industry best practices in subsection D.1. Alternatively, the board may incorporate an FAA-recognized CBO's safety guidelines. A list of FAA-recognized CBOs is available at <https://www.faa.gov/uas/recreationalfliers/faq-recognized-community-based-organizations>.

¹⁶ This section is optional but recommended. Alternatively, the guidelines in this section may be omitted from this policy and incorporated into a separate administrative regulation issued by the superintendent.

1. FAA Safety Guidelines¹⁷

A student, school system employee, contractor or vendor, school visitor, or other member of the general public who is authorized by the superintendent or designee to operate an unmanned aircraft on school property or at a school-sponsored event must comply with all applicable FAA safety guidelines, including, but not limited to, the following.

- a. The unmanned aircraft must be registered with the FAA and marked with the registration number.¹⁸
- b. No later than September 16, 2023, the unmanned aircraft must be equipped with remote identification¹⁹ unless flying within an FAA-recognized identification area.²⁰
- c. The unmanned aircraft must have a maximum groundspeed of 100 mph or less.²¹
- d. The operator must keep the unmanned aircraft within his or her visual line of sight at all times.
- e. The operator must not fly the unmanned aircraft above 400 feet in uncontrolled airspace and must not fly the unmanned aircraft in controlled airspace (e.g., near airports) without FAA authorization. The operator must comply with all other FAA airspace restrictions (e.g., near military bases).²²

¹⁷ These general safety guidelines are adapted from Part 107 and 49 U.S.C. 44809; however, this list of guidelines is not exhaustive, and FAA-certified drone pilots and recreational flyers should be expected to refer to and comply with the more detailed requirements under Part 107 and 49 U.S.C. 44809, respectively. Alternatively, all the requirements under Part 107 and 49 U.S.C. 44809 may be listed here or elsewhere in this policy or an administrative regulation.

¹⁸ Any unmanned aircraft weighing more than 0.55 pounds (250 grams) must be registered with the FAA. Registration costs \$5, is valid for three years, and may be renewed. Additional information on how to register an unmanned aircraft is available at https://www.faa.gov/uas/getting_started/register_drone/. Online registration is available at <https://faadronezone.faa.gov/#/>.

¹⁹ See 86 Fed. Reg. 4390; *UAS Remote Identification Overview*, Federal Aviation Administration, updated October 13, 2021, available at https://www.faa.gov/uas/getting_started/remote_id/.

²⁰ See 14 C.F.R. 89.201 *et seq.* (effective September 16, 2022).

²¹ The board may omit this provision and establish a lower groundspeed limit in subsection D.2.

²² The national airspace, including both controlled and uncontrolled airspace, is highly regulated by the FAA. Additional information about controlled and uncontrolled airspace and any permanent or temporary airspace restrictions is available at https://www.faa.gov/uas/recreational_fliers/where_can_i_fly/. This website also includes a link to the B4UFLY mobile app with interactive maps. In addition, authorization to operate within controlled airspace may be obtained through the FAA's Low Altitude Authorization and Notification Capability (LAANC). Additional information about LAANC is available at https://www.faa.gov/uas/programs_partnerships/data_exchange/.

- f. The operator must not fly the unmanned aircraft near other aircraft and must always yield the right of way to all other aircraft, especially manned aircraft.
- g. The operator must not fly the unmanned aircraft near emergency response activities.
- h. The operator must not fly the unmanned aircraft under the influence of drugs or alcohol. In addition, the operator must not fly the unmanned aircraft if he or she knows or has reason to know of any other physical or mental condition that would interfere with the safe operation of the unmanned aircraft.
- i. The operator must not otherwise fly the unmanned aircraft in a careless or reckless manner.

2. Other Guidelines²³

A student, school system employee, contractor or vendor, school visitor, or other member of the general public who is authorized by the superintendent or designee to operate an unmanned aircraft on school property or at a school-sponsored event also must comply with the following guidelines established by the board.

- a. The operator of any unmanned aircraft on school property or at a school-sponsored event must provide appropriate documentation of approval from the superintendent or designee immediately upon request by any school system employee.
- b. Students are prohibited from operating an unmanned aircraft on school property or at a school-sponsored event without appropriate faculty or other adult supervision whether or not such supervision is required under federal regulations.
- c. The superintendent or designee, as well as the principal or other school official responsible for supervising school property or a school-sponsored event, may require the operator of an unmanned aircraft to temporarily or permanently suspend further use of the unmanned aircraft on school property or at a school-sponsored event at any time for any reason.
- d. The use of an unmanned aircraft to photograph or to record audio and/or video of the following is prohibited without the express written approval of the superintendent:²⁴ (a) students, employees, visitors, or other individuals,

²³ The guidelines in this subsection are optional but strongly recommended, unless otherwise noted. These guidelines may be further modified to better reflect your local practices; however, please consult your board attorney before modifying any of the guidelines included in this subsection.

²⁴ Alternatively, the board may authorize the superintendent to delegate approval authority to a designee.

- (b) school- or school system-sponsored activities and other events, or (c) school buildings or other school system facilities. Any such photographs or other audio and/or video recordings obtained through the use of an unmanned aircraft may not be used for any marketing or other commercial purpose or otherwise distributed to a third party without the express written approval of the superintendent.²⁵
- e. Unmanned aircraft may not be flown over people or moving vehicles without the express written approval of the superintendent.²⁶ As a precondition of receiving approval, the operator must provide the superintendent information sufficient to determine that the flight will be conducted in compliance with applicable FAA regulations.²⁷
- f. Any data or other information collected through the use of an unmanned aircraft may not be sold for profit.
- g. The use of an unmanned aircraft inside any enclosed school or other building on school property (including any school or other building under construction) or indoors at a school-sponsored event off school property is prohibited without the express written approval of the superintendent or designee.²⁸
- h. The use of unmanned aircraft within the physical confines of any stadium, field, arena, or other structure, including the playing area of the venue, during a North Carolina High School Athletic Association contest, including pre- and post-game activities, is prohibited.²⁹
- i. Any incident resulting in an injury to a person or damage to property caused by the use of an unmanned aircraft must be reported immediately or as soon as practicable thereafter to the principal or other school official responsible for supervising the school property or school-sponsored event where the incident occurred. This requirement applies whether or not the incident is also subject to the mandatory reporting requirements under federal

²⁵ If the board authorizes the superintendent to delegate approval authority to a designee in the first sentence of this paragraph, add “or designee” to the end of this sentence.

²⁶ Alternatively, the board may authorize the superintendent to delegate approval authority to a designee.

²⁷ See 14 C.F.R. Part 107, Subpart D. The FAA regulations set out specific requirements for different types of operation of unmanned aircraft over people and moving vehicles.

²⁸ The indoor use of unmanned aircraft is not subject to the FAA requirements described in Section B because such use does not involve the national airspace controlled and regulated by the FAA. However, prior to approving the indoor use of an unmanned aircraft, the superintendent or designee should consider the safety, security, and privacy of people and property, and impose any additional safety requirements or other restrictions, as appropriate.

²⁹ See North Carolina High School Athletic Association Handbook, Section 2.2.3(c), available at <https://www.nchsaa.org/handbook>.

regulations.³⁰

- j. Any unmanned aircraft owned by a school or the school system must be properly insured and must be scheduled (i.e., listed on the policy) and operated as required by the school system's liability coverage agreement.³¹

The superintendent or designee may develop any additional administrative procedures or other regulations necessary to implement the requirements of this policy or to further protect the safety, security, and privacy of people and property.³²

Legal References: FAA Reauthorization Act of 2018, P.L. 115-254;³³ 49 U.S.C. 44801 *et seq.*; 14 C.F.R. Part 89, Part 107; Federal Aviation Administration, Advisory Circular 91-57C (October 20, 2022), available at https://www.faa.gov/documentLibrary/media/Advisory_Circular/AC_91-57C_FAA_Revised.pdf; Federal Aviation Administration, Advisory Circular 107-2A (February 1, 2021), available at https://www.faa.gov/documentLibrary/media/Advisory_Circular/Editorial_Update_AC_107-2A.pdf; G.S. 14-7.45, -280.3, -401.24, -401.25; 15A art. 16B; ~~63 art. 10~~; 113-295; North Carolina High School Athletic Association Handbook, available at <https://www.nchsaa.org/handbook>

Cross References: Student Behavior Policies (4300 series), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030)

Other Resources: Federal Aviation Administration, Unmanned Aircraft Systems (UAS) website, available at <https://www.faa.gov/uas/>; North Carolina Department of Transportation, Division of Aviation, Unmanned Aircraft Systems website, available at <https://www.ncdot.gov/divisions/aviation/uas/Pages/default.aspx>

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³⁰ See 14 C.F.R. 107.9. An FAA-certified drone pilot must report to the FAA within 10 days any operation of an unmanned aircraft involving (1) serious injury to any person or any loss of consciousness or (2) more than \$500 worth of damage to any property other than the unmanned aircraft itself.

³¹ Many commercial insurance policies contain broad coverage exclusions for aircraft, including unmanned aircraft or drones. The school system may be liable for property damage and bodily injury caused by an unmanned aircraft, as well as for any physical damage to the unmanned aircraft itself. Please consult your board attorney and/or insurer or other liability coverage provider as appropriate regarding the school system's potential liability and coverage for injuries to people and damage to property. The N.C. School Boards Trust (NCSBT) offers Drone Liability Coverage and Inland Marine Coverage (miscellaneous property coverage) for members' scheduled drones. For more information, please contact NCSBT directly.

³² This provision is optional and may be omitted. Administrative procedures may further outline the process for requesting and obtaining approval for the use of unmanned aircraft on school property and at school-sponsored events, as well as additional regulations and other guidelines regarding the authorized use of unmanned aircraft (such as the permissible uses of unmanned aircraft or restrictions on the time or location of any authorized use, etc.).

³³ The FAA Reauthorization Act of 2018 (P.L. 115-254) repealed the Special Rule for Model Aircraft (Section 336 of P.L. 112-95), which previously regulated the hobby or recreational use of unmanned aircraft.

Revised: March 31, 2022; September 30, 2022; March 31, 2023; October 18, 2023; September 30, 2024

USE OF UNMANNED AIRCRAFT (DRONES)

Policy Code: 4334/5035/7345

The Jackson County Board of Education supports and encourages the use of innovative and emerging technologies, including unmanned aircraft or drones, to further the goals and objectives of the educational program. However, the board also must consider how the use of such technologies may impact the safety, security, and privacy of people and property. Therefore, the board authorizes some use of unmanned aircraft on school property and at school-sponsored events in accordance with the requirements of this policy and to the extent that such use is not otherwise prohibited by federal, state, or local law or regulation.

This policy applies to all students, school system employees, contractors and vendors, school visitors, and other members of the general public on school property and at school-sponsored events.

A. DEFINITIONS

For purposes of this policy, the following definitions apply.

1. An “unmanned aircraft” or “drone” is an aircraft weighing less than 55 pounds that is operated without the possibility of direct human intervention from within or on the aircraft. The board strictly prohibits the use of an unmanned aircraft weighing more than 55 pounds on school property or at a school-sponsored event.
2. The “use” of an unmanned aircraft includes the launch, operation, and/or recovery of the unmanned aircraft.
3. “School property” includes any property that is owned, leased, or otherwise controlled by the board.
4. Use of an unmanned aircraft is for a “recreational” purpose if the use is solely for personal interests or enjoyment. Use for work or business purposes or for compensation or hire is not considered to be recreational.

B. AUTHORIZED USE OF UNMANNED AIRCRAFT

The use of an unmanned aircraft on school property or at a school-sponsored event for any purpose must be approved in writing by the superintendent or designee and must comply with the requirements of this policy and all other applicable board policies, including the public use requirements of policy 5030, Community Use of Facilities, when applicable. Such use also must comply with all applicable federal, state, and local laws and regulations, including any current registration, certification, permit, safety, and other requirements established by the Federal Aviation Administration (FAA).

The superintendent or designee may grant approval for use on a case-by-case basis with any additional requirements or restrictions deemed appropriate, including, for example, to protect the safety, security, and privacy of people and property. However, the superintendent or designee shall not approve the use of unmanned aircraft for recreational purposes on school property or at school-sponsored events during the school day or at any other time when groups of students or employees may be present outdoors.

Prior to obtaining approval from the superintendent or designee, the operator of any unmanned aircraft may be required to provide proof of insurance, including adequate liability coverage for any claims arising out of the use of an unmanned aircraft, and proof of any registration, certification, permit, and/or waiver required by the FAA to operate the unmanned aircraft for the intended purpose(s).

An unmanned aircraft used on school property or at a school-sponsored event must be operated either by or under the direct supervision of an FAA-certified drone pilot in accordance with subsection B.1, below, or by a recreational flyer in accordance with subsection B.2, below.

1. Use by or under the Direct Supervision of an FAA-Certified Drone Pilot

An FAA-certified drone pilot, or an individual under the direct supervision of an FAA-certified drone pilot, may operate an unmanned aircraft for any commercial, educational, recreational, or other school system-related purpose as approved by the superintendent or designee. To qualify as an FAA-certified drone pilot, an individual must obtain a Remote Pilot Certificate from the FAA and have the certificate easily accessible during all use.

An FAA-certified drone pilot and any individual under the direct supervision of an FAA-certified drone pilot must comply with all federal, state, and local laws and regulations, including all applicable requirements under 14 C.F.R. Part 107 ("Part 107").

2. Use by a Recreational Flyer

A recreational flyer may operate an unmanned aircraft strictly for recreational purposes as approved by the superintendent or designee. A recreational flyer is not required to be an FAA-certified drone pilot or under the direct supervision of an FAA-certified drone pilot. However, a recreational flyer must comply with all federal, state, and local laws and regulations, including all applicable federal requirements under the *Exception for Limited Recreational Operations of Unmanned Aircraft* (49 U.S.C. 44809).

C. UNAUTHORIZED USE OF UNMANNED AIRCRAFT

School system employees shall reasonably attempt to monitor school property and school-sponsored events for the unauthorized use of unmanned aircraft. Employees must report

any known or suspected unauthorized use of an unmanned aircraft as soon as practicable to the principal or other school official responsible for supervising the school property or school-sponsored event. If the unauthorized use poses a threat to the safety, security, or privacy of people or property, the employee should attempt to intervene directly if it is possible to do so safely and effectively and ask the operator to discontinue the use. If the employee is unable to identify the individual operating the unmanned aircraft, or if the unmanned aircraft is grounded and unattended, the employee should immediately notify the principal or other school official responsible for supervising the school property or school-sponsored event.

A student or school system employee who uses an unmanned aircraft in violation of this policy will be subject to disciplinary action, up to and including suspension or expulsion for students and termination for employees. A contractor or vendor, school visitor, or other member of the general public who uses an unmanned aircraft in violation of this policy will be asked to discontinue the unauthorized use and/or asked to leave school property or the school-sponsored event in accordance with policy 5020, Visitors to the Schools.

School officials may also report the unauthorized use of an unmanned aircraft to local law enforcement and/or the FAA, as appropriate.

D. GUIDELINES FOR ALL USE OF UNMANNED AIRCRAFT

1. FAA Safety Guidelines

A student, school system employee, contractor or vendor, school visitor, or other member of the general public who is authorized by the superintendent or designee to operate an unmanned aircraft on school property or at a school-sponsored event must comply with all applicable FAA safety guidelines, including, but not limited to, the following.

- a. The unmanned aircraft must be registered with the FAA and marked with the registration number.
- b. No later than September 16, 2023, the unmanned aircraft must be equipped with remote identification unless flying within an FAA-recognized identification area.
- c. The unmanned aircraft must have a maximum groundspeed of 100 mph or less.
- d. The operator must keep the unmanned aircraft within his or her visual line of sight at all times.
- e. The operator must not fly the unmanned aircraft above 400 feet in uncontrolled airspace and must not fly the unmanned aircraft in controlled airspace (e.g., near airports) without FAA authorization. The operator must

comply with all other FAA airspace restrictions (e.g., near military bases).

- f. The operator must not fly the unmanned aircraft near other aircraft and must always yield the right of way to all other aircraft, especially manned aircraft.
- g. The operator must not fly the unmanned aircraft near emergency response activities.
- h. The operator must not fly the unmanned aircraft under the influence of drugs or alcohol. In addition, the operator must not fly the unmanned aircraft if he or she knows or has reason to know of any other physical or mental condition that would interfere with the safe operation of the unmanned aircraft.
- i. The operator must not otherwise fly the unmanned aircraft in a careless or reckless manner.

2. Other Guidelines

A student, school system employee, contractor or vendor, school visitor, or other member of the general public who is authorized by the superintendent or designee to operate an unmanned aircraft on school property or at a school-sponsored event also must comply with the following guidelines established by the board.

- a. The operator of any unmanned aircraft on school property or at a school-sponsored event must provide appropriate documentation of approval from the superintendent or designee immediately upon request by any school system employee.
- b. Students are prohibited from operating an unmanned aircraft on school property or at a school-sponsored event without appropriate faculty or other adult supervision whether or not such supervision is required under federal regulations.
- c. The superintendent or designee, as well as the principal or other school official responsible for supervising school property or a school-sponsored event, may require the operator of an unmanned aircraft to temporarily or permanently suspend further use of the unmanned aircraft on school property or at a school-sponsored event at any time for any reason.
- d. The use of an unmanned aircraft to photograph or to record audio and/or video of the following is prohibited without the express written approval of the superintendent: (a) students, employees, visitors, or other individuals, (b) school- or school system-sponsored activities and other events, or (c) school buildings or other school system facilities. Any such photographs or other audio and/or video recordings obtained through the use of an

unmanned aircraft may not be used for any marketing or other commercial purpose or otherwise distributed to a third party without the express written approval of the superintendent.

- e. Unmanned aircraft may not be flown over people or moving vehicles without the express written approval of the superintendent. As a pre-condition of receiving approval, the operator must provide the superintendent information sufficient to determine that the flight will be conducted in compliance with applicable FAA regulations.
- f. Any data or other information collected through the use of an unmanned aircraft may not be sold for profit.
- g. The use of an unmanned aircraft inside any enclosed school or other building on school property (including any school or other building under construction) or indoors at a school-sponsored event off school property is prohibited without the express written approval of the superintendent or designee.
- h. The use of unmanned aircraft within the physical confines of any stadium, field, arena, or other structure, including the playing area of the venue, during a North Carolina High School Athletic Association contest, including pre- and post-game activities, is prohibited.
- i. Any incident resulting in an injury to a person or damage to property caused by the use of an unmanned aircraft must be reported immediately or as soon as practicable thereafter to the principal or other school official responsible for supervising the school property or school-sponsored event where the incident occurred. This requirement applies whether or not the incident is also subject to the mandatory reporting requirements under federal regulations.
- j. Any unmanned aircraft owned by a school or the school system must be properly insured and must be scheduled (i.e., listed on the policy) and operated as required by the school system's liability coverage agreement.

The superintendent or designee may develop any additional administrative procedures or other regulations necessary to implement the requirements of this policy or to further protect the safety, security, and privacy of people and property.

Legal References: FAA Reauthorization Act of 2018, P.L. 115-254; 49 U.S.C. 44801 *et seq.*; 14 C.F.R. Part 89, Part 107; Federal Aviation Administration, Advisory Circular 91-57C (October 20, 2022), available at https://www.faa.gov/documentLibrary/media/Advisory_Circular/AC_91-57C_FAA_Revised.pdf; Federal Aviation Administration, Advisory Circular 107-2A (February 1, 2021), available at

https://www.faa.gov/documentLibrary/media/Advisory_Circular/Editorial_Update_AC_107-2A.pdf; G.S. 14-7.45, -280.3, -401.24, -401.25; 15A art. 16B; 113-295; North Carolina High School Athletic Association Handbook, available at <https://www.nchsaa.org/handbook>

Cross References: Student Behavior Policies (4300 series), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030)

Other Resources: Federal Aviation Administration, Unmanned Aircraft Systems (UAS) website, available at <https://www.faa.gov/uas/>; North Carolina Department of Transportation, Division of Aviation, Unmanned Aircraft Systems website, available at <https://www.ncdot.gov/divisions/aviation/uas/Pages/default.aspx>

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

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

1. successful completion of all State Board of Education course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

A. COURSE UNITS

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student's year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post-graduation plans.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade nine, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board

endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE

Policies CCRE-001 and GRAD-004.

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

‡ It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

^ This course must, at a minimum, include the standards established by the second edition of the

Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time Between 2021-2022 and 2025-2026

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

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

‡ Students entering grade 9 for the first time in the 2025-2026 school year must complete at least one arts education course in grades 6-12 that satisfies the standard course of study for that course, unless exempt due to transfer status.

4. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2026-2027

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 plus two additional courses identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and an earth/environmental science course)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy; Economics and Personal Finance;† American History; and World History)	
Health/P.E.	1	
Computer Science	1±	
Electives	5 (2 must be any combination of Career and Technical Education, Arts Education, or World Language; 3 may be from any subject area or cross-disciplinary course)^	
Total Credits	22	

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

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

± Students who are exempt from this requirement due to a disability or because they enrolled in a NC public school after completion of grade 11 must earn one additional elective credit.

^ Students must complete at least one arts education course in grades 6-12 that satisfies the standard course of study for that course, unless exempt due to transfer status.

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

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

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

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

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

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

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

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

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management, and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science, Biology, and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	

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

B. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING

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

C. SPECIAL CIRCUMSTANCES

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

Students have the option of graduating early by completing the State Board of

Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board Policy GRAD-010.

6. Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0503, .0506, .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

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

Adopted: July 1, 2002
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 Updated: August 28, 2006
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 Updated: October 22, 2013
 Updated: April 22, 2014
 Updated: April 28, 2015
 Updated: January 24, 2017
 Updated: May 23, 2017
 Updated: October 30, 2017
 Updated: September 25, 2018
 Updated: July 27, 2021
 Updated: October 26, 2021
 Updated: November 19, 2024

STUDENT HEALTH SERVICES

Policy Code:

6120

A. STUDENT HEALTH SERVICES GENERALLY

¹The board will provide health services to students as required by law. State law authorizes school employees to administer medication prescribed by a health care practitioner upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student; and perform any other first aid or lifesaving technique in which training has been provided to school employees.² A registered nurse will be available to provide assessment, care planning, and ongoing evaluation of students with special health care service needs in the school setting.³

The superintendent may develop procedures or delegate the development of procedures to each principal for providing these health services and meeting the board requirements listed below.

1. The principal shall determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will be selected to participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by the governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.⁴
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases – Students, and policy 6125, Administering Medicines to Students.

¹ This policy primarily addresses legal requirements related to student health services. Local boards may choose to expand the policy to more fully describe available services. Depending on services provided, the board may want to consider more fully addressing parental consent to services.

² Under G.S. 115C-375.1, “[n]o employee, however, shall be required to administer drugs or medication or attend lifesaving techniques programs.” The board may choose to include this information in the policy.

³ See 16 N.C.A.C. 6D .0402.

⁴ References to particular manuals may be included, such as the *North Carolina School Health Program Manual*, published by the N.C. Department of Health and Human Services, Division of Child and Family Well-Being, School, Adolescence and Child Health Unit.

5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.
7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also will be provided for input from staff, parents, and students on the health services provided.

B. SCHOOL SYSTEM MENTAL HEALTH PLAN

The superintendent shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy SHLT-003. The superintendent shall submit the plan to the board for approval and direct implementation of the plan within all applicable deadlines.⁵

By September 15 of each year, the superintendent shall report to the Department of Public Instruction all information required by State Board of Education Policy SHLT-003.⁶ ~~on~~

⁵ Session Law 2020-7 established a deadline of July 1, 2021, for the board to adopt its initial school-based health plan. Employees must receive required training within six months of employment and subsequent trainings the next school year and annually thereafter.

⁶ This includes: (1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol; (2) the school system's prior school year compliance with the requirements of State Board of Education Policy SHLT-003; (3) quantitative instances of student contacts for referrals, interventions, and services provided by specialized instructional support personnel, related to mental health and overall student wellness, as reported in the NC Student Information System; and (4) numbers/vacancies of school counselors, nurses, social workers, psychologists, clinicians, etc. related to mental health and overall student wellness, as reported in the NC Student Information System.

~~(1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol, and (2) the school system's prior school year compliance with the requirements of State Board of Education Policy SHLT-003.~~ The board will review the components of the school system's mental health plan at least every five years, starting August 1, 2025, and will update the mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 90-21.10B; 115C-12(12), -12(31), -36, -307(c), -375.1, -375.3, -376.5; 16 N.C.A.C. 6D .0402; 21 N.C.A.C. 36 .0221, .0224; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies EXCP-000, SHLT-003

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases – Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

Issued: June 1997

Revised: May 7, 2004; January 31, 2006; April 28, 2009; January 27, 2012; November 13, 2015; April 28, 2017; September 29, 2017; September 30, 2019; March 31, 2021; August 25, 2023; September 30, 2024

A. STUDENT HEALTH SERVICES GENERALLY

The Jackson County Board of Education will provide health services to students as required by law. State law authorizes school employees to administer medication prescribed by a health care practitioner upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse will be available to provide assessment, care planning, and ongoing evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each principal for providing these health services and meeting the board requirements listed below.

1. The principal shall determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will be selected to participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by the governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases – Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.

7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also will be provided for input from staff, parents, and students on the health services provided.

B. SCHOOL SYSTEM MENTAL HEALTH PLAN

The superintendent shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy SHLT-003. The superintendent shall submit the plan to the board for approval and direct implementation of the plan within all applicable deadlines.

By September 15 of each year, the superintendent shall report to the Department of Public Instruction all information required by State Board of Education Policy SHLT-003. The board will review the components of the school system's mental health plan at least every five years, starting August 1, 2025, and will update the mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 90-21.10B; 115C-12(12), -12(31), -36, -307(c), -375.1, -375.3, -376.5; 16 N.C.A.C. 6D .0402; 21 N.C.A.C. 36 .0221, .0224; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies EXCP-000, SHLT-003

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases – Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

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FEDERAL GRANT ADMINISTRATION

Policy Code:

8305

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

A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS

¹The finance officer shall be responsible to the superintendent to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all terms and conditions of the awards as well as all requirements of the U.S. Constitution² and federal law and regulation, including the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”)³ issued by the U.S. Office of Management and Budget (except to the extent

¹ This policy addresses the requirements of the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”), issued by the U.S. Office of Management and Budget in 2013, amended in August 2020, and adopted by the U.S. Department of Education as an administrative rule. See 2 C.F.R. 3474.1. The Uniform Guidance establishes standards for financial and program management for recipients of federal grant awards, replacing requirements found in eight previous OMB circulars. The administrative rules emphasize results-oriented accountability for grants and the need for strong financial management systems and other internal controls aimed at controlling fraud, waste, and abuse. Many internal controls for federal grant administration are required and several must be in writing. Specifically, the board must have written policies and procedures to address the following: payments (2 C.F.R. 200.302(b)(6) and .305); procurement ~~solicitation~~ transactions (2 C.F.R. 200.318); competition (2 C.F.R. 200.319); methods of procurement (2 C.F.R. 200.320); allowability of costs (2 C.F.R. 200.302(b)(7)); compensation (2 C.F.R. 200.430(a)); fringe benefits (2 C.F.R. 200.431); employee relocation costs (2 C.F.R. 200.464); and travel costs (2 C.F.R. 200.475). This policy is intended to establish the board’s expectations and standards for financial management and other internal controls necessary to meet its obligations when receiving federal grant awards. This policy is not sufficient, alone, to serve as the written controls required by the Uniform Guidance. It must be supplemented with written procedures as described in the policy. The specific federal agency awarding a grant may impose requirements on grant recipients beyond those in the Uniform Guidance. For example, the U.S. Department of Education’s General Administrative Regulations at 34 C.F.R. Parts 75-77 and 81 apply to grants from that agency. This policy does not address any such additional agency-specific requirements.

² The explicit requirement to comply with the U.S. Constitution and federal laws extends to requirements protecting free speech, religious liberty, public welfare, and the environment, and those prohibiting discrimination. ~~was added when the regulations were amended in 2020. Consequences may be imposed for noncompliance.~~ See 2 C.F.R. sections 200.300, 200.303, and 200.339, ~~and 200.341(b).~~ As described in the preamble to the amended regulations, ~~this addition was intended to underscore the obligation of federal grant recipients to comply with the First Amendment’s principles of free speech and religious liberty.~~ See 85 Fed. Reg. 49511, Section D.

³ The Uniform Guidance generally consolidates and streamlines grants administration regulatory language from eight previous OMB circulars into one consolidated set of guidance in the Code of Federal Regulations. The rules went into effect for new or non-competing continuation federal grants (both formula and discretionary) awarded on or after December 26, 2014. The Guidance was amended in August 2020 for grants awarded on or after November 12, 2020, except for two sections of the revised Guidance that went into effect immediately. The Guidance was further amended in April 2024 for grants awarded on or after October 1, 2024. Specifically, new restrictions on the use of funds for telecommunications and video surveillance equipment and services (2 C.F.R. 200.216; see footnote

that an exception to the Uniform Guidance has been authorized by the relevant federal agency⁴), and any applicable state requirements, and shall be based on best practices.⁵

⁶The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds;⁷ (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.⁸

At a minimum, the systems and controls shall address the following areas.⁹

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance,¹⁰ including how charges made to the grant for personnel are to be determined.¹¹ Costs will be charged to a federal grant only when the cost is

~~15 below) and enhancement to federal agencies' authority to terminate a federal award (2 C.F.R. 200.340) were effective August 13, 2020. In part, the amendments were intended to shift the balance between compliance and performance towards results-oriented accountability for federal grants.~~

⁴ Section 200.102 of the ~~amended~~ Uniform Guidance gives federal agencies flexibility to make exceptions or adjustments to the Uniform Grant requirements for a particular award or award recipient in support of innovative program designs. ~~Changes to that section were made in the 2020 revision to emphasize that federal awarding agencies are encouraged to request exceptions to certain provisions of the Uniform Guidance in support of innovative program designs.~~ Accordingly, the requirements set out in this policy may not fully apply to some grants ~~awarded after November 12, 2020.~~

⁵ Source documents for best practices include the Comptroller General's "Green Book" and the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO). See 2 C.F.R. 200.303. The Uniform Guidance does not require adherence to these best practice sources. School officials should exercise judgment in determining the most appropriate and cost effective internal control in a given environment or circumstance to provide reasonable assurance of compliance with federal program requirements.

⁶ These requirements for financial management are found at 2 C.F.R. 200.302.

⁷ Records must adequately identify the amount, source, and expenditure application of funds provided for federally-funded activities and must contain information pertaining to awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest and must be supported by source documentation. See 2 C.F.R. 200.302(b)(3). See also 34 C.F.R. 75.730 and 76.30 (establishing record requirements for grants from the U.S. Department of Education, specifically). For federal purposes, records generally must be retained for three years (but the state record retention schedule may require a longer retention period). See 2 C.F.R. 200.334 for the complete federal records retention requirements.

⁸ The requirement to have these written procedures is found in 2 C.F.R. 200.302.

⁹ This policy does not address every aspect of federal requirements. Refer to the Uniform Guidance at 2 C.F.R. Part 200 for complete information on the requirements.

¹⁰ The cost principles are found in the Uniform Guidance, Subpart E, 2 C.F.R. 200.~~400~~⁴⁰³ *et seq.*

¹¹ Allowable charges for personnel compensation and benefits are addressed at 2 C.F.R. 200.430-.431.

incurred during the approved budget period¹² and is (1) reasonable¹³ and necessary¹⁴ for the program; (2) in compliance with applicable laws, regulations, and grant terms;¹⁵ (3) allocable to the grant;¹⁶ (4) adequately documented;¹⁷ and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities.¹⁸ Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented.¹⁹ Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.²⁰

¹² See 2 C.F.R. 200.403(h), ~~which was added by the 2020 amendments to the Uniform Guidance.~~ “Budget period” is defined as the time interval from the start date of a funded portion of an award to the end date of that funded portion during which recipients are authorized to expend the funds awarded, including any funds carried forward or other revisions pursuant to 2 C.F.R. 200.308.

¹³ Costs charged to the federal grant must be reasonable in light of the goals of the federal program (i.e., not exceeding the amount a prudent person would incur), the cost of the item, and the needs of the school or school system. See 2 C.F.R. 200.404. If the reasonableness of a charge is uncertain, school officials may seek prior written approval from the awarding agency to avoid having the charge disallowed. See 2 C.F.R. 200.407.

¹⁴ “Necessary” is not defined in the regulations but is generally considered to mean that the costs are essential to the performance or administration of the grant.

¹⁵ Generally, federal funds cannot be used for advertising, including school promotional materials (2 C.F.R. 200.421); alcohol (2 C.F.R. 200.423); bad debts and related collection costs (2 C.F.R. 200.426); contributions and donations (2 C.F.R. 200.434); entertainment (2 C.F.R. 200.438); fundraising (2 C.F.R. 200.442); goods or services for personal use by employees (2 C.F.R. 200.445); lobbying (2 C.F.R. 200.450); or certain telecommunications or video surveillance equipment or services from specific Chinese producers (2 C.F.R. 200.216 and 200.471). This is not an exhaustive list of unallowable costs. Refer to the Uniform Guidance cost provisions at 2 C.F.R. 200.420-476 for additional information on selected items of cost.

¹⁶ “Allocable” means the cost benefits the grant in proportion to the amount charged. The requirements for meeting this standard are set out at 2 C.F.R. 200.405(a). If the allowability of a charge is uncertain, school officials may seek prior written approval from the awarding agency in order to avoid having the charge disallowed. See 2 C.F.R. 200.407.

¹⁷ With a few exceptions, records must be retained for at least 3 years. The records retention requirements are found at 2 C.F.R. 200.334. See also 34 C.F.R. 75.730 and 76.30 (establishing record requirements for grants from the U.S. Department of Education, specifically). State records retention requirements may require a longer period of retention. When practicable, records in electronic or other machine-readable format are preferred. See 2 C.F.R. 200.336.

¹⁸ For example, if the board has established a per diem amount for employees whose salary and travel are paid from state or local funds, there cannot be a separate, higher amount for employees paid from federal funds. The rules must be applied uniformly to both. See 2 C.F.R. 200.403(c). See also, e.g., 2 C.F.R. 200.430 and 200.475.

¹⁹ Documentation requirements for personnel expenses are found at 2 C.F.R. 200.430(~~ig~~)(~~4~~). Documentation records must be supported by a system of internal controls that provides reasonable assurance that the charges are accurate, allowable, and properly allocated. Internal controls must include a process for making any adjustments necessary so that the final amount charged to the federal award is accurate, allowable, and properly allocated. The documentation of personnel expenses must be incorporated into the official records of the school system. In lieu of the documentation requirements established in 2 C.F.R. 200.430(~~ig~~)(~~4~~), the school system may request approval from the Department of Education (as the cognizant agency for indirect costs) to (1) substitute other processes or systems for allocating personnel expenses to the federal award such as random moment sampling, “rolling” time studies, case counts, or other quantifiable measures of work performed; or (2) use an alternative method of documenting personnel expenses based on clearly documented outcomes and milestones for program performance. See 2 C.F.R. 200.430(~~ig~~)(5)-(6).

²⁰ See 2 C.F.R. 200.407 for a list of the regulatory sections in the Uniform Guidance that contain prior approval

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds.²¹ Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.²²

3. Procurement

All purchases for property and services made using federal funds must be conducted in a manner providing full and open competition and in accordance with the Uniform Guidance,²³ all other applicable federal, state,²⁴ and local laws and

requirements.

²¹ 2 C.F.R. 200.302(b)(6) requires the school system to have written procedures to implement the cash management requirements of 2 C.F.R. 200.305(b).

²² Advances must be maintained in insured accounts. With some limited exceptions, the accounts must be interest bearing if the aggregate federal award exceeds \$250,000. Interest earned above \$500 annually must be remitted to the federal government. Amounts up to \$500 per year may be retained for administrative expense. See 2 C.F.R. 200.305(b).

²³ The Uniform Guidance procurement requirements and standards are found at 2 C.F.R. 200.317-.327. Section 200.320 describes five methods of procurement, divided into three categories: informal (micro-purchases, and simplified acquisitions-small purchase), formal (through sealed bids, or proposals), and noncompetitive (single source). The informal methods may be used when the value of procurement for property or services does not exceed the simplified acquisition threshold established in the Federal Acquisition Regulations (FAR) (currently \$250,000), or a lower threshold established by the board. Formal methods must be used when the value of the procurement exceeds the simplified acquisition threshold (or lower threshold established by the board). Noncompetitive procurement is allowed only in limited circumstances, such as in the case of micro-purchases, or when the item is available from a single source only. The current threshold for micro-purchases is \$10,000. With appropriate annual self-certification and documentation, the board may increase the threshold for micro-purchases up to \$50,000; with prior federal approval, the board may exceed \$50,000. The small-purchases-simplified acquisition method may be used when the purchase price is above the micro-purchase threshold (including any higher threshold established by the board) but below the simplified acquisition threshold (or lower threshold established by the board). Quotes are required when using the simplified acquisitions method, but the board may determine the number of quotes that are adequate. All five procurement methods must comply with the procurement standards in 2 C.F.R. 200.318, which can be summarized generally as: (1) purchases must comply with the school system's documented state and federally-compliant procedures in place; (2) purchases must be necessary; (3) purchases must provide for open competition to the extent required by each purchasing method; (4) the school system must have and follow a conflict of interest policy as prescribed by 2 C.F.R. 200.318(c)(1); and (5) the school system must maintain proper documentation for the purchases. The school system must perform a cost or price analysis with every procurement over the small-purchases-simplified acquisition threshold, including contract modifications. See 2 C.F.R. 200.324 for details on contracts cost and price requirements.

²⁴ The Uniform Guidance procurement methods described in the preceding footnote do not supersede state law. See 2 C.F.R. 200.318(a). LEAs can apply the Uniform Guidance's informal micro-purchase and small-purchase-simplified acquisitions procurement thresholds (including any higher thresholds set by the board) only to the extent the thresholds are consistent with the informal and formal bidding thresholds under G.S. 143-131 and 143-129 (currently \$30,000/\$90,000 for the purchase of apparatus, supplies, materials, or equipment and \$30,000/\$500,000 for the purchase of construction or repair work). In addition, G.S. 143-64.31 (the "Mini-Brooks Act") subjects architectural, engineering, surveying, and certain construction contracts to a qualifications-based selection process unless the particular contract has an estimated professional fee of less than \$50,000 and is exempted by the local

regulations, and the school system's written policies and procedures.²⁵ The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319,²⁶ and shall avoid acquisition of unnecessary or duplicative items.²⁷ Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320(c). School officials are encouraged to maximize the purchase and use of goods, products, and materials produced in the United States to the extent consistent with law.²⁸

Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, ~~requests for proposals, or invitations to negotiate,~~ must be excluded from competing for such on those purchases.²⁹

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.³⁰ No contract shall be awarded to a contractor who is suspended or debarred from

board. These state law requirements must be considered when deciding whether informal procurement methods authorized by the Uniform Guidance may be used for a particular purchase using federal funds or whether formal methods must be used. Some methods of purchasing authorized by state law, such as design-build contracts under G.S. 143-128.1A and construction management at risk under G.S. 143-128.1, may be inconsistent with the Uniform Guidance procurement regulations and therefore unavailable for purchases using federal funds. In 2021, the General Assembly provided a temporary solution effective through the end of 2025 for federally-funded design-build contracts that would allow LEAs to contract in a manner consistent with the Uniform Guidance. See S.L. 2021-189, Section 1.6. Boards are encouraged to consult the board attorney for further guidance when making purchases using federal funds.

²⁵ The requirement for full and open competition is stated in 2 C.F.R. 200.319(a). See also 2 C.F.R. 200.320. Written procedures are required for procurement transactions. The procedures must be consistent with state and local laws, see 2 C.F.R. 200.318(a), and must ensure that all solicitations (1) incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured and (2) identify all requirements that the vendor must fulfill and all other factors to be used in evaluating bids or proposals. Lists of prequalified vendors must be current and include enough qualified sources to ensure maximum open and free competition. See 2 C.F.R. 200.319. The school system must have a written method for conducting technical evaluations of proposals received and for making selections. See 2 C.F.R. 200.320(b)(2)(ii).

²⁶ Competition would be unnecessarily restricted by (1) unreasonable qualification requirements for receiving school system business; (2) unnecessary experience or excessive bonding requirements; (3) noncompetitive pricing practices between firms or affiliated companies; (4) noncompetitive contracts to consultants that are on retainer contracts; (5) "brand name" specifications in lieu of allowing equivalent products that meet performance or other relevant requirements; and (6) any arbitrary procurement actions. This list is not exhaustive. See 2 C.F.R. 200.319.

²⁷ This requirement is found at 2 C.F.R. 200.318(d).

²⁸ This domestic preference for goods, products, or materials (including, but not limited to iron, aluminum, steel, cement, and other manufactured products) is established in 2 C.F.R. 200.322. The provision states that domestic preference should be used "~~as appropriate~~" and "to the greatest extent practicable and consistent with law," and further, "the requirements of this section must be included in all subawards, including all contracts, and purchase orders for work or products under this Federal awards." The preference applies to procurements without regard to dollar value; however, it is unclear the extent to which the domestic preference applies to goods, products, and materials beyond those specifically identified in the regulation.

²⁹ This exclusion is required by 2 C.F.R. 200.319(b).

³⁰ This risk assessment requirement is found at 2 C.F.R. 200.318(h).

eligibility for participation in federal assistance programs or activities.³¹ Contracts shall contain all provisions required by 2 C.F.R. Part 200.³²

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and when applicable, verification that the contractor is not suspended or debarred.³³

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

4. Conflict of Interest³⁴

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

- a. No employee, board member, or agent of the school system may participate directly or indirectly in the selection, award, or administration of a contract supported by a federal grant or award if he or she has a real or apparent conflict of interest.³⁵

A real or apparent conflict of interest³⁶ exists when (1) the employee, board member, or agent of the school system, (2) any member of his or her

³¹ See 2 C.F.R. 200.214, which subjects the school system to the non-procurement debarment and suspension regulations of 2 C.F.R. Part 180. The LEA must take affirmative steps to ensure a contractor is not on the suspension and debarment list if the contract is for \$25,000 or more. See 2 C.F.R. 180.220 and 180.300. However, 2 C.F.R. 180.400 prohibits **all** contracts with a suspended or disqualified party. Violation of that provision could result in disallowance of the cost of the contract. Therefore, it is a best practice to verify the suspension and debarment status of the contractor regardless of the value of the contract.

³² The required provisions are collected in Appendix II to Part 200.

³³ Procurement record requirements are found at 2 C.F.R. 200.318(i). The contracts to which the affirmative steps for verification pertaining to suspension and debarment apply are described in footnote 31.

³⁴ The school system must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award, and administration of contracts. See 2 C.F.R. 200.318(c)(1).

³⁵ This exclusion is required by 2 C.F.R. 200.318(c)(1).

³⁶ This definition of a conflict of interest is established in 2 C.F.R. 200.318(c)(1). It is significantly broader than the definition under North Carolina law which is applicable to board members and school employees in other contexts. G.S. 14-234 prohibits board members and employees from deriving a direct benefit from a contract that they are involved in making or administering. A direct benefit arises under state law when the board member or employee,

immediate family, (3) his or her partner, or (4) an organization which employs or is about to employ any of those parties, has a financial or other interest in or receives a tangible personal benefit³⁷ from a firm considered for a contract. For purposes of this paragraph, “financial interest” means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. “Financial interest” does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual’s employer has no control over the selection of holdings.³⁸

Any employee, board member, or agent of the school system who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.³⁹

- b. No employee, board member, or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts, or other items of monetary value from a contractor, supplier, or a party to a subcontract⁴⁰ except that (1) a single unsolicited item with a nominal value (\$50 or less) or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted.⁴¹

or his or her spouse, (1) owns more than 10% of a firm that is a party to the contract, (2) derives income or commission directly from the contract, or (3) acquires property under the contract. Financial interest and/or benefits to the board member’s or employee’s other immediate family members or partner (“partner” is not defined in the regulation) or to employers of the board member or employee or their immediate family or partner are not addressed in state law. See policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest.

³⁷ See 2 C.F.R. 200.318(c)(1). “Tangible personal benefit” is not defined in the regulation, but the U.S. Department of Education has indicated that the term refers to personal benefits such as improved employment opportunities, business referrals, or political influence, etc. See 80 Fed. Reg. 67261 (Nov. 2, 2015). None of the examples cited by the Department of Education appear to be “tangible” in the usual sense, so board members and employees should be cautious about appearing to gain even intangible benefits from a contract supported with federal funds.

³⁸ 2 C.F.R. 200.318(c)(1) permits the school system to set standards for situations in which the financial interest is not substantial. The standards established here are optional and may be modified, preferably with assistance from the board attorney or finance officer.

³⁹ The disclosure requirement of 2 C.F.R. 200.112 also applies to conflicts of interest as established by the applicable awarding agency’s policy.

⁴⁰ Note that while the federal rule does not explicitly prohibit solicitation and acceptance of gifts from past or potential future contractors, subcontractors, and suppliers, state law does prohibit such gifts when the recipient is a board member or employee involved in certain contracting and construction activities. See policies 2121, Board Member Conflict of Interest, and 6401/9100, Ethics and the Purchasing Function.

⁴¹ Unsolicited gifts of nominal value are permitted by 2 C.F.R. 200.318(c)(1). The school system must set its own standard for “nominal value” and may use a different amount than specified here. If a different amount is established, the board should make conforming changes to policies 2121, Board Member Conflict of Interest;

Violations of this ~~rule~~ subsection are subject to disciplinary action.⁴²

5. Mandatory Disclosures

The superintendent shall promptly disclose in writing to the federal awarding agency ~~in a timely manner~~ credible evidence of the commission of a ~~all~~ violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award.⁴³ The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements.⁴⁴ Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.⁴⁵

7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.⁴⁶

6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest.

⁴² The board's standard of conduct must provide for disciplinary actions to be applied for violations. 2 C.F.R. 200.318(c)(1). The board could provide additional detail here.

⁴³ This disclosure is required by 2 C.F.R. 200.113.

⁴⁴ Regulations pertaining to equipment purchased with federal funds can be found at 2 C.F.R. 200.313. See also 2 C.F.R. 200.310, pertaining to insurance requirements. Supplies are addressed in 2 C.F.R. 200.314. Equipment is defined as tangible personal property (including information technology systems) having a useful life of more than one year and an acquisition cost per unit which equals or exceeds the lesser of the capitalization level used by the LEA for financial statement purposes, or \$~~5~~10,000. All other tangible property is considered to be supplies, including computing devices whose acquisition cost is less than the amount described in the previous sentence. These definitions and the definitions of other relevant terms are found at 2 C.F.R. 200.1. Allowability rules for equipment are found at 2 C.F.R. 200.439, and those applicable to supplies and materials are found at 2 C.F.R. 200.453.

⁴⁵ Adequate controls should be in place to account for the location, custody, and security of equipment purchased with federal funds. Specific equipment management requirements are set out at 2 C.F.R. 200.313(d) and include mandatory investigation of loss, damage, or theft. Disposition requirements are found at 2 C.F.R. 200.313(e).

⁴⁶ Approval by the grant program manager is recommended to help ensure costs are allowable under the applicable grant.

The finance officer shall submit all required certifications and is authorized to sign them on behalf of the board.⁴⁷

8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved.⁴⁸ Financial and performance reports, including reports of significant developments⁴⁹ that arise between scheduled performance reporting dates and final closeout reports, must be submitted as required by federal or state authorities.⁵⁰

B. AUDITS AND CORRECTIVE ACTION

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit.⁵¹ The finance officer will prepare all financial statements, schedules of expenditures, and other documents required for the audit.⁵²
2. At the completion of the audit, the superintendent or designee shall prepare a summary schedule of prior audit findings and a corrective action plan to address any prior audit findings.⁵³ The corrective action plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.

⁴⁷ ~~Certification is required for fiscal reports, payment requests, and indirect cost proposals. See 2 C.F.R. 200.415 and 2 C.F.R. 200.450. An official who is legally authorized to bind the school system must certify to the best of his or her knowledge that the information is true, accurate, and complete. A different school official may be designated to provide the certification. The designee should have a thorough understanding of school system operations and the internal controls in place to ensure costs are allowable under the applicable grant. The language required to be used in the certification is set out at 2 C.F.R. 200.415 and includes the following: "I am aware that any false, fictitious or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise."~~ The board may want to consult the board attorney regarding the possible legal implications of the certification. ~~In addition to the certifications required under 2 C.F.R. 200.415, certification of compliance with the lobbying restrictions in 2 C.F.R. 200.450 may be required.~~

⁴⁸ See 2 C.F.R. 200.329.

⁴⁹ ~~The s~~Significant developments that must be reported are listed in under 2 C.F.R. 200.329; and include (1) problems, delays, or adverse conditions which will materially impair impact the ability to meet the award milestones or objectives; and (2) ~~favorable developments~~ events that enable meeting time schedules milestones and objectives sooner or at less cost than planned anticipated or that producing more or different beneficial results than originally planned. When significant developments occur that negatively impact the award, information on the plan for corrective action and any assistance needed to resolve the situation must be included.

⁵⁰ See 2 C.F.R. 200.328-.329 for program and financial reporting requirements. Closeout reports are addressed in 2 C.F.R. 200.344.

⁵¹ In addition to the audit requirements of G.S. 115C-447 that are addressed in policy 8310, when aggregate federal grant monies expended are ~~\$750,000~~ \$1,000,000 or more, a single audit of all activities supported by the federal funds must be performed in accordance with Subpart F of the Uniform Guidance. 2 C.F.R. 200.501.

⁵² The requirements for financial statements are found at 2 C.F.R. 200.510.

⁵³ Requirements for the summary schedule and corrective action plan are found at 2 C.F.R. 200.511.

3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. TRAINING

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

D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:⁵⁴

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)
7. Policies protecting the confidentiality of personally identifiable information and other sensitive information⁵⁵ (policies in the 4000, 6000, and 7000 series)

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

E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 1760/7280, Prohibition

⁵⁴ In lieu of this general listing, the board could list specific policies.

⁵⁵ The board's system of internal controls must include reasonable cybersecurity and other measures to safeguard protected personally identifiable information and other information designated as sensitive. See 2 C.F.R. 200.303(e).

Against Retaliation. No employee will be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or body described in 41 U.S.C. 4712(a)(2)⁵⁶ information that the employee reasonably believes is evidence of gross mismanagement of a federal contract or grant, a gross waste of federal funds, an abuse of authority relating to a federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulations related to a federal contract or grant.⁵⁷

Legal References: 41 U.S.C. 4712; 2 C.F.R. Part 180; 2 C.F.R. Part 200; G.S. 14-234; 133-32

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

Other Resources: *Standards for Internal Control in the Federal Government* (“The Green Book”) (U.S. Government Accountability Office), available at <http://www.gao.gov/greenbook/overview> <https://www.gao.gov/greenbook>; *Internal Control — Integrated Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <https://www.coso.org/pages/ic.aspx> <https://www.coso.org/guidance-on-ic>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at <https://www.whitehouse.gov/omb/office-federal-financial-management/>

Issued: March 31, 2016

Revised: September 28, 2018; September 30, 2021; September 30, 2024

⁵⁶ The persons and bodies described in 41 U.S.C. 4712 are (1) a member of Congress or a representative of a committee of Congress; (2) an Inspector General; (3) the Government Accountability Office; (4) a federal employee responsible for contract or grant oversight or management at the relevant agency; (5) an authorized official of the Department of Justice or other law enforcement agency; (6) a court or grand jury; and (7) a management official or other employee of the school system who has the responsibility to investigate, discover, or address misconduct. The school system is required to inform employees in writing of the employee whistleblower rights and protections under 41 U.S.C. 4712.

⁵⁷ See 2 C.F.R. 200.217.

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

A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS

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

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

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

1. Allowability

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

2. Cash Management and Fund Control

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

3. Procurement

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

Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids must be excluded from competing on those purchases.

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

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

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

4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under G.S. 14-234 and accepting gifts and favors from vendors under G.S. 133-32 (see

policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member, or agent of the school system engages in the procurement of goods, services, or construction or repair projects funded in whole or part with federal financial assistance.

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

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

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

- b. No employee, board member, or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts, or other items of monetary value from a contractor, supplier, or a party to a subcontract except that (1) a single unsolicited item with a nominal value (\$50 or less) or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted.

Violations of this subsection are subject to disciplinary action.

5. Mandatory Disclosures

The superintendent shall promptly disclose in writing to the federal awarding agency credible evidence of the commission of a violation of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the

board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

6. Equipment and Supplies Purchased with Federal Funds

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

7. Accountability and Certifications

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

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

8. Monitoring and Reporting Performance

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

B. AUDITS AND CORRECTIVE ACTION

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer will prepare all financial statements, schedules of expenditures, and other documents required for the audit.
2. At the completion of the audit, the superintendent or designee shall prepare a summary schedule of prior audit findings and a corrective action plan to address any prior audit findings. The corrective action plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. TRAINING

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

D. OTHER APPLICABLE BOARD POLICIES

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

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)
7. Policies protecting the confidentiality of personally identifiable information and other sensitive information (policies in the 4000, 6000, and 7000 series)

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

E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation. No employee will be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or body described in 41 U.S.C. 4712(a)(2) information that the employee reasonably believes is evidence of gross mismanagement of a federal contract or grant, a gross waste of federal funds, an abuse of authority relating to a federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulations related to a federal contract or grant.

Legal References: 41 U.S.C. 4712; 2 C.F.R. Part 180; 2 C.F.R. Part 200; G.S. 14-234; 133-32

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

8300)

Other Resources: *Standards for Internal Control in the Federal Government* (“The Green Book”) (U.S. Government Accountability Office), available at <https://www.gao.gov/greenbook>; *Internal Control – Integrated Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <https://www.coso.org/guidance-on-ic>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at <https://www.whitehouse.gov/omb/office-federal-financial-management/>

Adopted: July 31, 2018
Updated: October 23, 2018
Updated: November 19, 2024

PARTICIPATION BY MINORITY BUSINESSES

Policy Code:

9125

The board affirms the State's commitment to encouraging the participation of minority businesses in the school system's building construction contracts. A minority business is defined in accordance with G.S. 143-128.2 and is either (1) one in which at least 51 percent of the business is owned by minority persons or socially and economically disadvantaged individuals¹ and the management and daily business operations are controlled by one or more of the minority persons or socially and economically disadvantaged individuals who own it, or (2) an employee stock ownership plan company in which at least 51 percent of the plan participants are stock ~~is owned by one or more~~ minority persons or socially and economically disadvantaged individuals. Minority persons include African-Americans, those of Hispanic descent, Asian Americans, American Indians, and females.²

A. GOALS³

After notice and public hearing,⁴ the board hereby adopts an aspirational verifiable percentage goal of ____ percent⁵ for participation by minority businesses in the total value of work for each building project costing \$300,000 or more paid entirely from local or other non-state funds. In addition, the board adopts the state's aspirational verifiable goal of 10 percent⁶ participation by minority businesses in the total value of work for each building project costing \$100,000 or more funded in whole or in part with state funds.

Only businesses holding current certification as a historically underutilized business will be considered eligible for inclusion in meeting the board's participation percentage goals.⁷ Lack of certification, however, will not be considered in making a contract award decision.

¹ Under G.S. 143-128.2, "socially and economically disadvantaged individuals" are defined in accordance with federal law, 15 U.S.C. 637.

² This definition is found in G.S. 143-128.2(g).

³ The board is required by statute to establish verifiable goals for (1) building projects costing \$300,000 or more and (2) building projects costing \$100,000 or more for which the board has received state appropriations or grants. For all other building projects in which the costs are between \$30,000 and \$300,000, the board is subject to requirements regarding outreach efforts and reporting, but not goals. See G.S. 143-128.2 and -131(b).

⁴ This notice and hearing requirement must be met for projects costing \$300,000 or more that do not involve the expenditure of state funds in order to comply with G.S. 143-128.2.

⁵ The board must set an appropriate verifiable goal. See G.S. 143-128.2. The goal percentage should be inserted here. Because decision-making that takes race or sex into account raises significant constitutional issues, we recommend consultation with the board attorney regarding the need to conduct a disparity study or to collect other factual evidence to support the appropriateness and validity of the board's participation goal.

⁶ A 10 percent verifiable goal is required by statute for building projects costing \$100,000 or more for which the board has received state appropriations or grants; however, the board may apply a different pre-existing verifiable goal that was adopted prior to December 1, 2001, if the board had and continues to have a sufficiently strong basis in evidence to justify the use of that goal.

⁷ This limitation is established by G.S. 143-128.4(e). LEAs may count only those businesses that are certified through the statewide uniform certification program for historically underutilized businesses to determine whether their participation goals have been met. The requirement applies regardless of the source of funding.

B. SCHOOL SYSTEM GOOD FAITH EFFORTS

The board establishes the following guidelines for contracts subject to Section A to ensure that the school system will make good faith efforts to reach diverse contractors and to encourage participation in the school system's construction contracts by such contractors.⁸ Before awarding a contract, the superintendent or designee shall:⁹

1. make information about the school system's formal and informal bidding process readily available;
2. develop and implement a minority business participation outreach plan to identify minority businesses that can perform building projects and to implement outreach efforts to encourage minority business participation in such projects;¹⁰
3. advertise for bids in media that reach minority businesses;¹¹
4. designate a school official to attend the scheduled pre-bid conference to explain the school system's minority goals and objectives;¹²
5. at least 10 days prior to the scheduled day of bid opening, notify minority businesses of the following:¹³
 - a. a description of the work for which the bid is being solicited;
 - b. the date, time, and location where bids are to be submitted;
 - c. the name of the individual within the public entity who will be available to answer questions about the project;
 - d. where bid documents may be reviewed; and
 - e. any special requirements that may exist.

⁸ G.S. 143-128.2(b) requires the board to establish, prior to solicitation of bids, the good faith actions that it will take to meet its verifiable goals.

⁹ The good faith efforts may be listed in administrative procedures rather than board policy. Except for specific efforts that are required by statute as indicated, the list may be modified or expanded so long as there is no quota used to meet the verifiable goal.

¹⁰ This effort is required by G.S. 143-128.2(e)(1). The plan must include education, recruitment, and interaction between minority businesses and non-minority businesses. 01 N.C.A.C. 30I .0306.

¹¹ This effort is required by G.S. 143-128.2(e)(4).

¹² This effort is required by G.S. 143-128.2(e)(2).

¹³ This notice is required by G.S. 143-128.2(e)(3).

For purposes of this provision, the minority businesses to be notified are those (1) that have requested notices from the school system for construction or repair work, and (2) those that otherwise indicated to the Office of Historically Underutilized Businesses an interest in the type of work being bid or the potential contracting opportunities listed in the proposal;

6. ensure that everyone who requests it has access to bid documents needed for making bids on projects;
7. maintain documentation of any contacts, correspondence, or conversation with minority business firms made in an attempt to meet the goals;¹⁴
8. review, jointly with the designer, the lowest responsible bidder's bid for compliance with all requirements of G.S. 143-128.2(c) and -128.2(f) prior to recommendation of the contract award;¹⁵
9. encourage businesses experiencing difficulty in meeting the bonding, licensing, and bid deposits required by state law in larger construction projects to utilize resources and assistance offered by local, state, and federal agencies; and
10. provide information to bidders about the statewide uniform certification program for historically underutilized businesses.

C. GOOD FAITH EFFORTS REQUIRED BY CONTRACTORS¹⁶

All bidders on school construction and renovation projects subject to Section A of this policy who intend to subcontract any part of the project must (1) identify the minority businesses to be used on the project and (2) provide affidavits indicating that a good faith effort has been made in preparing the bid to meet the board's verifiable goal for participation by minority businesses.¹⁷ Upon being named the apparent lowest responsible, responsive bidder, a bidder shall provide additional evidence of its good faith efforts as required by law.¹⁸

¹⁴ This effort is required by 01 N.C.A.C. 30I .0306.

¹⁵ This effort is required by 01 N.C.A.C. 30I .0306.

¹⁶ The board must require bidders to make good faith efforts to encourage minority business participation in their bids, including 10 specific actions listed in the statute. The board may require that additional good faith efforts be taken in its bid specifications. State regulations assign points to be awarded for compliance with the statutory list. Contractors must earn at least 50 points and no contractor can be required to earn more than 50 points. See G.S. 143-128.2(b) and 01 N.C.A.C. 30I .0102. The good faith efforts required of contractors could be included in policy or added to an administrative regulation.

¹⁷ G.S. 143-128.2(c) requires all contractors to identify in their bids the minority businesses to be used on the project and to supply an affidavit that lists the bidder's good faith efforts and the total dollar value of the bid that will be performed by the minority businesses.

¹⁸ G.S. 143-128.2(c)(1)a requires the apparent lowest responsible, responsive bidder to provide, within the time specified in the bid documents, an affidavit that describe the portion of work to be executed by minority businesses,

The level of minority participation in bidders' bids will not affect the contract award decision; however, the failure to provide documentation of a good faith effort to meet the board's goal may result in the bid being rejected as non-responsive.¹⁹

Before recommending the award of a contract, the superintendent shall direct designated school officials to evaluate bidders' documents in accordance with applicable law and regulations to determine whether bidder good faith requirements are satisfied.²⁰

D. MONITORING

The superintendent or designee shall monitor payments made to minority businesses on each project subject to Section A to verify that the minority businesses actually working on the project and their level of participation is consistent with the representations made in the contractor's bid.²¹

E. OTHER MINORITY BUSINESS RECRUITMENT EFFORTS

For building contracts that (1) are not subject to Section A and (2) cost at least \$30,000 but less than \$300,000, the board will solicit participation by minority business enterprises and maintain a record of contractors solicited and efforts to recruit minority participation.²²

F. REPORTING

The superintendent shall ensure that all required reports and other documentation are filed with the Department of Administration in accordance with legal requirements.²³

G. NONDISCRIMINATION

The board will award public building contracts without regard to race, religion, color, creed, national origin, sex, age, or disability. Nothing in this policy should be construed to require the board or contractors to award contracts or subcontracts to minority business

expressed as a percentage of the total contract price, that is equal to or more than the applicable goal. Alternately, the bidder may provide documentation of its good faith efforts to recruit and select minority businesses for participation in the contract.

¹⁹ G.S. 143-128(c) provides that failure to file a required affidavit or documentation that demonstrates that the contractor made the required good faith effort is grounds for rejection of the bid.

²⁰ See G.S. 143-128.2 and 01 N.C.A.C. 30I .0306.

²¹ See 01 N.C.A.C. 30I .0306, which requires review of prime contractors' pay applications for compliance with minority business utilization commitments prior to payment.

²² See G.S. 143-131(b), which requires the board to solicit minority participation, but does not require verifiable goals, in contracts for the erection, construction, alteration, or repair of buildings between \$30,000 and the statutory limit of G.S. 143-129 (currently \$500,000). Because there is overlap between G.S. 143-128.2 and G.S. 143-131(b) for building projects costing \$300,000 to less than \$500,000, this policy applies the more stringent requirements of G.S. 143-128 to building projects costing \$300,000 or more.

²³ Reporting requirements are found at G.S. 143-128.3 and 143-131(b), and at 01 N.C.A.C. 30I .0306.

contractors or minority business subcontractors who do not submit the lowest responsible, responsive bid or bids.²⁴

Legal References: *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469 (1989); G.S. 143-128, -128.2, -128.3, -131(b); 01 N.C.A.C. 30I .0101-0310

Cross References:

Issued: June 1997

Revised: September 24, 1999; May 7, 2004; March 29, 2018; October 18, 2023; September 30, 2024

²⁴ See G.S. 143-128.2(h). This paragraph clarifies that minority businesses are not entitled to preferences when awarding contracts.

The Jackson County Board of Education affirms the State's commitment to encouraging the participation of minority businesses in the school system's building construction contracts. A minority business is defined in accordance with G.S. 143-128.2 and is either (1) one in which at least 51 percent of the business is owned by minority persons or socially and economically disadvantaged individuals and the management and daily business operations are controlled by one or more of the minority persons or socially and economically disadvantaged individuals who own it, or (2) an employee stock ownership plan company in which at least 51 percent of the plan participants are minority persons or socially and economically disadvantaged individuals. Minority persons include African-Americans, those of Hispanic descent, Asian Americans, American Indians, and females.

A. GOALS

After notice and public hearing, the board hereby adopts an aspirational verifiable percentage goal of 10 percent for participation by minority businesses in the total value of work for each building project costing \$300,000 or more paid entirely from local or other non-state funds. In addition, the board adopts the state's aspirational verifiable goal of 10 percent participation by minority businesses in the total value of work for each building project costing \$100,000 or more funded in whole or in part with state funds.

Only businesses holding current certification as a historically underutilized business will be considered eligible for inclusion in meeting the board's participation percentage goals. Lack of certification, however, will not be considered in making a contract award decision.

B. SCHOOL SYSTEM GOOD FAITH EFFORTS

The board establishes the following guidelines for contracts subject to Section A to ensure that the school system will make good faith efforts to reach diverse contractors and to encourage participation in the school system's construction contracts by such contractors. Before awarding a contract, the superintendent or designee shall:

1. make information about the school system's formal and informal bidding process readily available;
2. develop and implement a minority business participation outreach plan to identify minority businesses that can perform building projects and to implement outreach efforts to encourage minority business participation in such projects;
3. advertise for bids in media that reach minority businesses;
4. designate a school official to attend the scheduled pre-bid conference to explain the school system's minority goals and objectives;

5. at least 10 days prior to the scheduled day of bid opening, notify minority businesses of the following:
 - a. a description of the work for which the bid is being solicited;
 - b. the date, time, and location where bids are to be submitted;
 - c. the name of the individual within the public entity who will be available to answer questions about the project;
 - d. where bid documents may be reviewed; and
 - e. any special requirements that may exist.

For purposes of this provision, the minority businesses to be notified are those (1) that have requested notices from the school system for construction or repair work, and (2) those that otherwise indicated to the Office of Historically Underutilized Businesses an interest in the type of work being bid or the potential contracting opportunities listed in the proposal;

6. ensure that everyone who requests it has access to bid documents needed for making bids on projects;
7. maintain documentation of any contacts, correspondence, or conversation with minority business firms made in an attempt to meet the goals;
8. review, jointly with the designer, the lowest responsible bidder's bid for compliance with all requirements of G.S. 143-128.2(c) and -128.2(f) prior to recommendation of the contract award;
9. encourage businesses experiencing difficulty in meeting the bonding, licensing, and bid deposits required by state law in larger construction projects to utilize resources and assistance offered by local, state, and federal agencies; and
10. provide information to bidders about the statewide uniform certification program for historically underutilized businesses.

C. GOOD FAITH EFFORTS REQUIRED BY CONTRACTORS

All bidders on school construction and renovation projects subject to Section A of this policy who intend to subcontract any part of the project must (1) identify the minority businesses to be used on the project and (2) provide affidavits indicating that a good faith effort has been made in preparing the bid to meet the board's verifiable goal for participation by minority businesses. Upon being named the apparent lowest responsible, responsive bidder, a bidder shall provide additional evidence of its good faith efforts as

required by law.

The level of minority participation in bidders' bids will not affect the contract award decision; however, the failure to provide documentation of a good faith effort to meet the board's goal may result in the bid being rejected as non-responsive.

Before recommending the award of a contract, the superintendent shall direct designated school officials to evaluate bidders' documents in accordance with applicable law and regulations to determine whether bidder good faith requirements are satisfied.

D. MONITORING

The superintendent or designee shall monitor payments made to minority businesses on each project subject to Section A to verify that the minority businesses actually working on the project and their level of participation is consistent with the representations made in the contractor's bid.

E. OTHER MINORITY BUSINESS RECRUITMENT EFFORTS

For building contracts that (1) are not subject to Section A and (2) cost at least \$30,000 but less than \$300,000, the board will solicit participation by minority business enterprises and maintain a record of contractors solicited and efforts to recruit minority participation.

F. REPORTING

The superintendent shall ensure that all required reports and other documentation are filed with the Department of Administration in accordance with legal requirements.

G. NONDISCRIMINATION

The board will award public building contracts without regard to race, religion, color, creed, national origin, sex, age, or disability. Nothing in this policy should be construed to require the board or contractors to award contracts or subcontracts to minority business contractors or minority business subcontractors who do not submit the lowest responsible, responsive bid or bids.

Legal References: *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469 (1989); G.S. 143-128, -128.2, -128.3, -131(b); 01 N.C.A.C. 30I .0101-0310

Cross References:

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