

Gaston County Schools
Curriculum & Instruction Committee Meeting
Monday, September 8, 2025

MINUTES

The Curriculum and Instruction Committee met on Monday, September 8, 2025, at 11:30 a.m. in the Central Office Board Room, 943 Osceola Street, Gastonia, NC. Those members in attendance were: Chairman Jeff Ramsey, Robbie Lovelace, Janna Smith, and A.M. Stephens III, who remotely joined the meeting from 11:40 a.m. to 12:54 p.m.

Additional attendees included: BOE Chairman Josh Crisp, Vice Chairman Dot Cherry, Superintendent Dr. Morgen A. Houchard, Attorney Sonya McGraw, Associate Superintendent Tonya Kales, Assistant Superintendent Bessie Harvey, Executive Directors Bryan Denton, Kevin Doran, Anarah Henderson, and Tyler West, Chief of Staff Tom Nencetti, and Board Clerk Cindy Beck.

Curriculum & Instruction Committee Chairman Ramsey called the meeting to order at 11:30 a.m. and welcomed everyone.

Approval/Correction of Minutes

Motion to adopt minutes of August 4, 2025, as presented was made by Mrs. Robbie Lovelace, seconded by Mrs. Janna Smith, motion carried unanimously. (4-0)

2024-2025 State Data Results

Associate Superintendent of Academic Services, Tonya Kales, and Chief Accountability Officer, Kelly Cunningham, presented the official end-of-year results for the **2024-2025 school year**.

Ms. Kales and Ms. Cunningham provided an overview of the North Carolina Accountability Model and highlighted key data points from the State Accountability results. She noted that the information would be framed using the 3 C's: Clarity, Context of the Accountability Model, and Candor.

(View Presentation)

Strategic Plan Discussion

Chief of Staff Tom Nencetti presented the information on the Gaston County Schools Strategic Plan 2030 as a draft. Mr. Nencetti shared that the District information has been carefully curated to help align the entire District with a shared vision.

Mr. Nencetti presented SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) Goals– Academics that Build Pathways to Student Success, Sustainable Financial Stewardship, Efficient & Responsive Operations, Comprehensive Student Support, Talent and Workforce Development, Effective Communications/Public Relations, and Technology Goals.

Mr. Necetti advised that the next steps with the Strategic Plan would be to gather input from Board Members, Teachers, Principals, Assistant Principals, Staff, Students, Parents, and Community Leaders.

(View Presentation)

Legal Updates

Attorney Sonya McGraw presented the information on House Bill 959, which created a new requirement for School Boards to have a policy prohibiting students from displaying devices or having them turned on during instructional time (with few exceptions) and to establish consequences for violations.

Executive Director Bryan Denton proposed revisions on the following Policies for discussion. This will come to the full Board for approval at the Regular Meeting:

Policy 3420 - Student Promotion and Accountability

Policy 3400 - Evaluation of Student Progress; Report Cards

Policy 4050 - Closing Exercises

Policy 3480 - Attendance Policy

(View Presentation)

EC Student Records Contract

Executive Director for the Department of Exceptional Children presented information on the Student Records Contract, projected to potentially save \$300,000. The Contract would maintain and archive student records and permit their destruction following our procedures.

Next Committee Meeting Date/Time

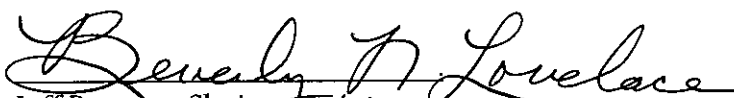
The next C&I Committee Meeting is scheduled for October 6, 2025, in the Central Office Board Room beginning at 11:30 a.m.

Adjournment

All business being conducted, Motion to adjourn was made by Mrs. Janna Smith, seconded by Mrs. Robbie Lovelace. Motion carried unanimously. (4-0)

The Curriculum & Instruction Committee Meeting adjourned at 1:08 p.m.

Approved:


Jeff Ramsey, Chairman *(in the absence of Chairman Ramsey)*

Date Approved: 10-6-25

Curriculum and Instruction Committee Meeting

September 8, 2025

Gaston County Schools
Curriculum & Instruction Committee Meeting
Monday, August 4, 2025

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Additional attendees included: BOE Chairman Josh Crisp, Vice Chairman Dot Cherry, Superintendent Dr. Morgen A. Houchard, Attorney Sonya McGraw, Associate Superintendent Tonya Kales and Assistant Superintendents Rebekka Powers and Bessie Harvey, Executive Director of Human Resources Beth Suber, Executive Directors Bryan Denton, Kevin Doran, and Tyler West, Chief of Staff Tom Nencetti, Board Clerk Cindy Beck.

Curriculum & Instruction Committee Chairman Ramsey called the meeting to order at 11:30 a.m. and welcomed everyone.

Approval/Correction of Minutes

Motion to adopt minutes of June 2, 2025, as presented was made by Mrs. Janna Smith, seconded by Mrs. Robbie Lovelace, motion carried unanimously. (4-0)

HR Update for Opening of Schools

Executive Director of Human Resources Beth Suber gave an update on Staffing.

(View PowerPoint)

Facilities Update for Opening of Schools

Assistant Superintendent of Operations Bessie Harvey presented the following updates on Summer Projects: Grier Middle School, LED Conversion Upfits, Freezer, Cooler Replacements, Bottle Fillers, Kitchen Piping, and Drain Replacement, Boiler Replacements, School Nutrition Dock Curtain Replacements, Chiller Replacements, Cooling Tower Replacements, Ida Rankin Drainage Reconfiguration, Fencing, and In-house projects.

Mrs. Janna Smith asked Assistant Superintendent of Operations Bessie Harvey to ensure that the Forestview High School roof access was secure.

Assistant Superintendent of Operations Bessie Harvey presented the Construction Manager at Risk (CM-at-Risk) method that will be used at the Belmont Central addition to work alongside the architect and engineer to help oversee this project and potentially larger projects in the future.

(View PowerPoint)

August 4, 2025

Curriculum and Instruction Committee Minutes

Gaston County Schools

2024-2025 Student Performance Results

Operations and Curriculum and Instruction
Committee Meetings
September 8, 2025

North Carolina Accountability Model



Elementary/Middle School	High School
End-of-Grade (EOG) Test Proficiency • Reading Grades 3–8 • Math Grades 3–8 • Science Grades 5 and 8 End-of-Course (EOC) Test Proficiency • Math I English Learner (EL) Progress EVAAS Growth	End-of-Course (EOC) Test Proficiency • English II • NC Math 1 • NC Math 3 • Biology English Learner (EL) Progress ACT/WorkKeys (combined) Math Course Rigor Cohort Graduation Rate EVAAS Growth

Achievement Levels on State Assessments



NP	NOT PROFICIENT	
Level 3	GRADE LEVEL PROFICIENT (GLP)	
Level 4		COLLEGE AND CAREER READY (CCR)
Level 5		

Looking Back: 2024–2025 Academic Goals

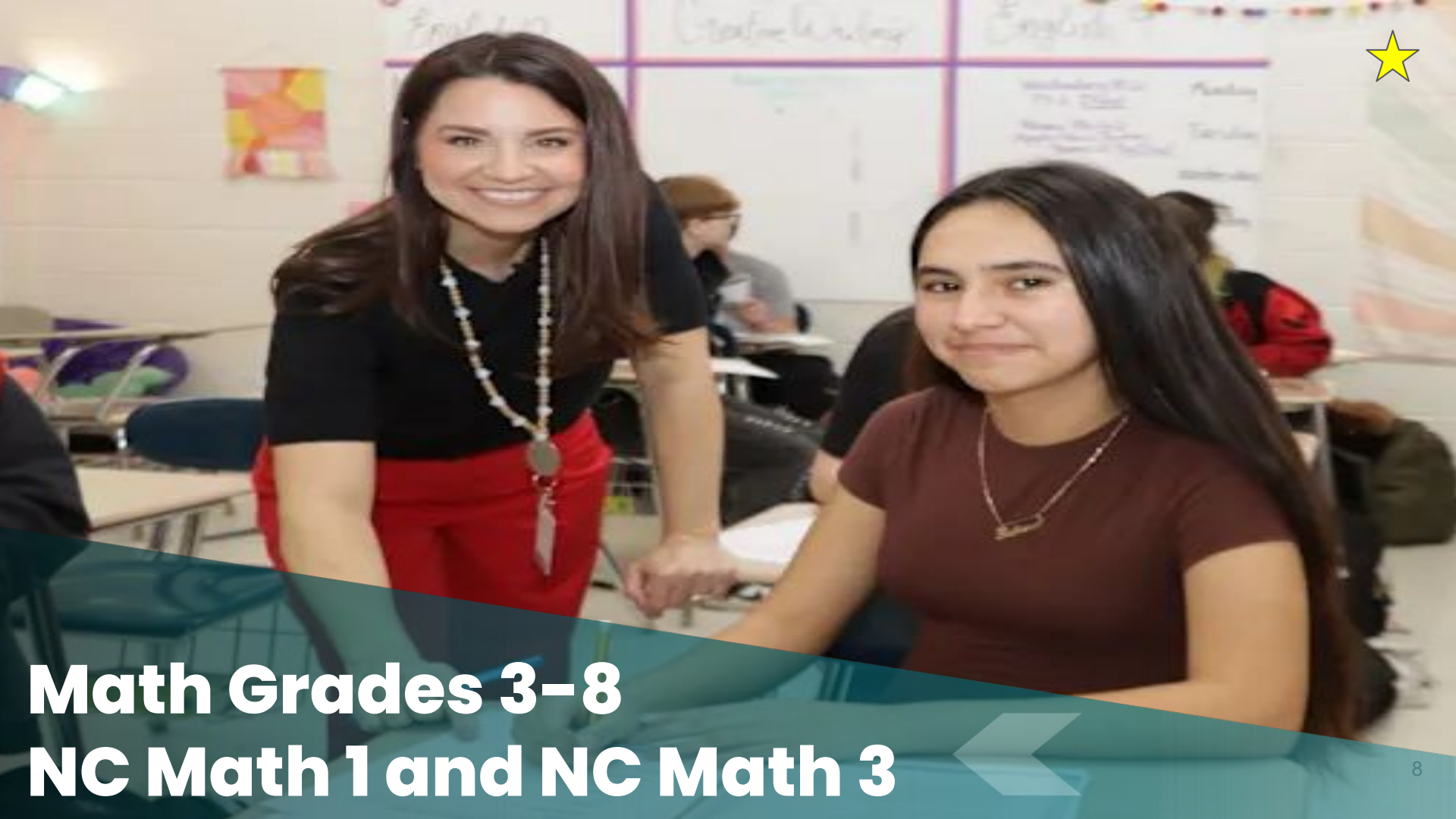


- 
- A thick red arrow pointing to the right, positioned to the left of the first goal.
- Increase the number of students that achieve grade level proficiency (GLP)
 - Increase the number of schools that meet/exceed growth
 - Decrease the number of schools identified as low performing based upon student proficiency and growth

Achievement Levels on State Assessments



NP	NOT PROFICIENT	
Level 3	GRADE LEVEL PROFICIENT (GLP)	
Level 4		COLLEGE AND CAREER READY (CCR)
Level 5		



Math Grades 3–8

NC Math 1 and NC Math 3

Math Grades 3–8



	Percent of Students	Change from 23–24 to 24–25
Level 3, 4 or 5 Grade Level Proficiency (GLP)	49.8	+2.3

Grades 3–8 Math

Levels 3, 4 or 5 (Grade Level Proficient/GLP)



Test	2023–2024 Percent Level 3, 4, 5	2024–2025 Percent Level 3, 4, 5	Pct. Pt. Change Level 3, 4, 5
Math 3	54.0	57.1	+3.1
Math 4	46.3	50.6	+4.3
Math 5	47.2	49.0	+1.8
Math 6	49.6	50.6	+1.0
Math 7	45.5	46.5	+1.0
Math 8	43.1	44.9	+1.8

NC Math 1 Middle School



	Percent of Students	Change from 23-24 to 24-25
Level 3, 4 or 5 Grade Level Proficiency (GLP)	>95	0.0

NC Math 1 High School



	Percent of Students	Change from 23-24 to 24-25
Level 3, 4 or 5 Grade Level Proficiency (GLP)	38.9	-6.8

NC Math 3 High School



	Percent of Students	Change from 23–24 to 24–25
Level 3, 4 or 5 Grade Level Proficiency (GLP)	59.1	+5.8



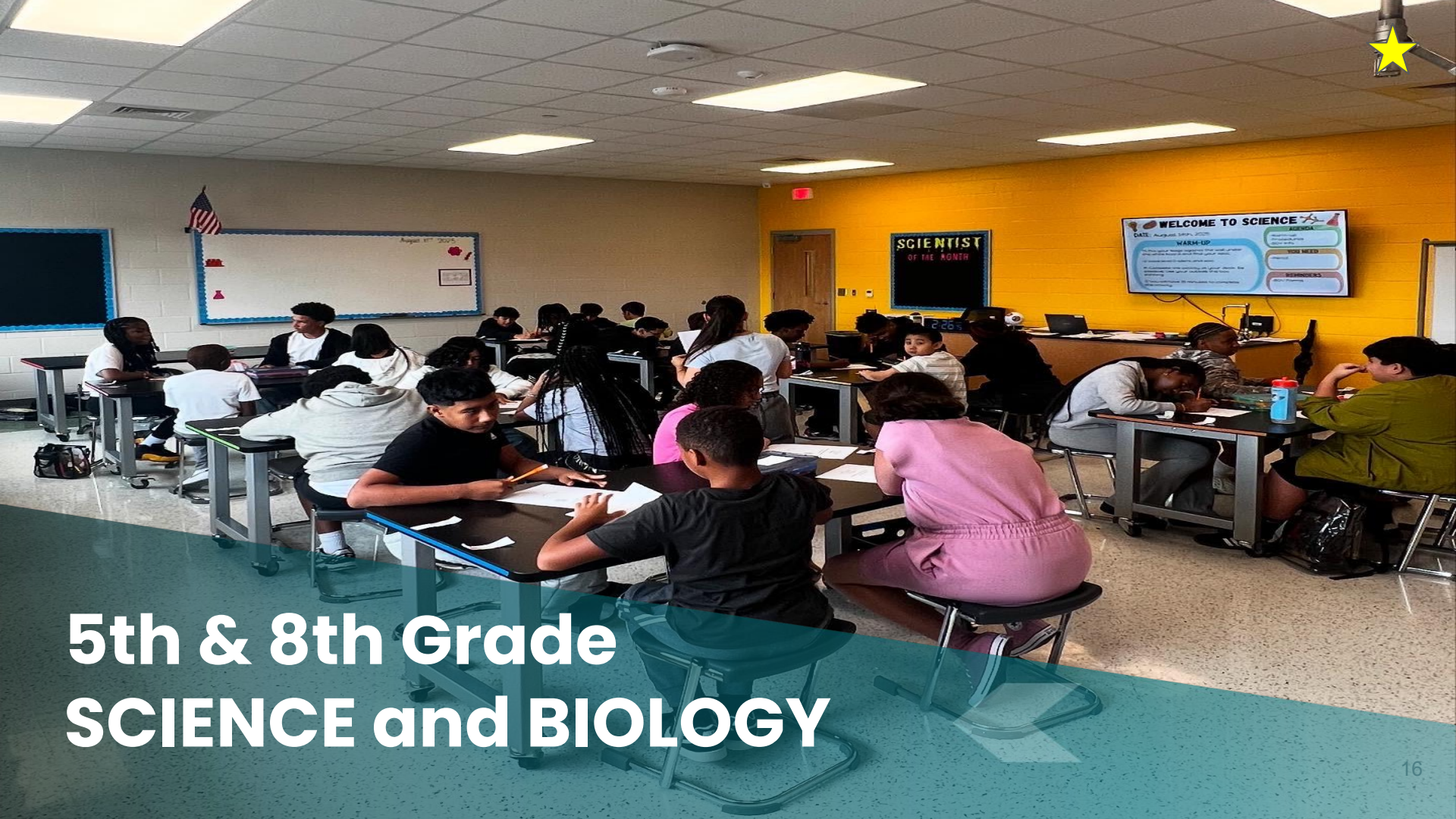
MATH COURSE RIGOR HIGH SCHOOL



Math Course Rigor



	Percent of Students	Change from 23-24 to 24-25
Percentage of 12th Grade Students who Take & Pass NC Math 3	>95	0.0



5th & 8th Grade SCIENCE and BIOLOGY

Grade 5 Science – NEW TEST



	Percent of Students
Level 3, 4 or 5 Grade Level Proficiency (GLP)	55.4

Grade 8 Science – NEW TEST

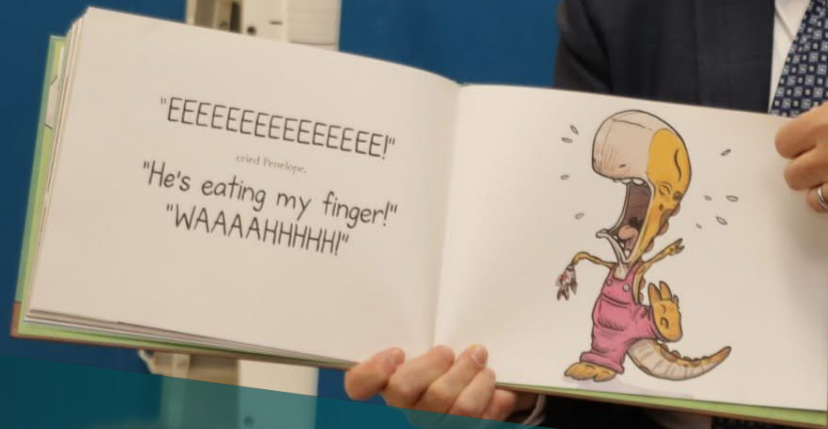


	Percent of Students
Level 3, 4 or 5 Grade Level Proficiency (GLP)	53.0

Biology – NEW TEST



	Percent of Students
Level 3, 4 or 5 Grade Level Proficiency (GLP)	41.2



Reading Grades 3–8 & English

Grades 3–8 Reading



	Percent of Students	Change from 23–24 to 24–25
Level 3, 4 or 5 Grade Level Proficiency (GLP)	45.3	+1.8

Grades 3–8 Reading



Levels 3, 4 or 5 (Grade Level Proficient/GLP)

TEST	2023–2024 Percent Level 3, 4, 5	2024–2025 Percent Level 3, 4, 5	Pct. Pt. Change Level 3, 4, 5
Reading 3	39.9	37.0	-2.9
Reading 4	45.6	50.6	+5.0
Reading 5	42.8	44.1	+1.3
Reading 6	43.1	44.9	+1.8
Reading 7	44.3	45.8	+1.5
Reading 8	45.	49.9	+4.5

English II – High School



	Percent of Students	Change from 23–24 to 24–25
Level 3, 4 or 5 Grade Level Proficiency (GLP)	51.8	–1.0



ACT and WORKKEYS

ACT – High School



	Percent of Students	Change from 23–24 to 24–25
Composite ACT Score of 17 or Higher	45.8	+14.9

WorkKeys – High School



	Percent of Students	Change from 23–24 to 24–25
Silver Certificate or Higher	55.9	-5.7



English Learner Progress



English Learner Progress



	Percent of Students	Change from 23-24 to 24-25
English Learner Progress	33.0	+6.4

Looking Back: 2024–2025 Academic Goals



- Increase the number of students that achieve grade level proficiency (GLP)

 Increase the number of schools that meet/exceed growth

- Decrease the number of schools identified as low performing based upon student proficiency and growth



Academic Growth

EVAAS Growth (Met or Exceeded)

EVAAS Growth Met or Exceeded
36 (71%) +16% from 23–24

2024–2025 Growth Status	Number (Percent) of Schools
Exceeded	14 (27%)
Met	22 (43%)
Not Met	15 (29%)
Total	51

In 2024–2025, five schools did not have growth data, as provided by EVAAS/NC (Bessemer City Primary, JB Page Primary, Springfield Primary, Warlick, and Webb Street) and are not included in the denominator.

Schools that Exceeded Growth



Catawba Heights ES

Costner ES

HH Beam ES

Hawks Nest ES

Pinewood ES

Sadler ES

Cramerton MS

Grier MS

Stanley MS

York Chester MS

Highland HS

South Point HS

Gaston Early College

Gaston Medical College

Schools that Met Growth



Belmont Central ES

Chapel Grove ES

Cherryville ES

Gardner Park ES

Kiser ES

Lowell ES

McAdenville ES

New Hope ES

North Belmont ES

Rankin ES

Robinson ES

Tryon ES

WA Bess ES

WB Beam Intermediate

Gaston Virtual Academy
(all levels)

Schools that Met Growth



Belmont MS

Bessemer City MS

Mt Holly MS

Southwest MS

Ashbrook HS

Cherryville HS

Stuart Cramer HS



School Performance Grades

School Performance Grades



80%

Proficiency

A: 85–100

B: 70–84

C: 55–69

D: 40–54

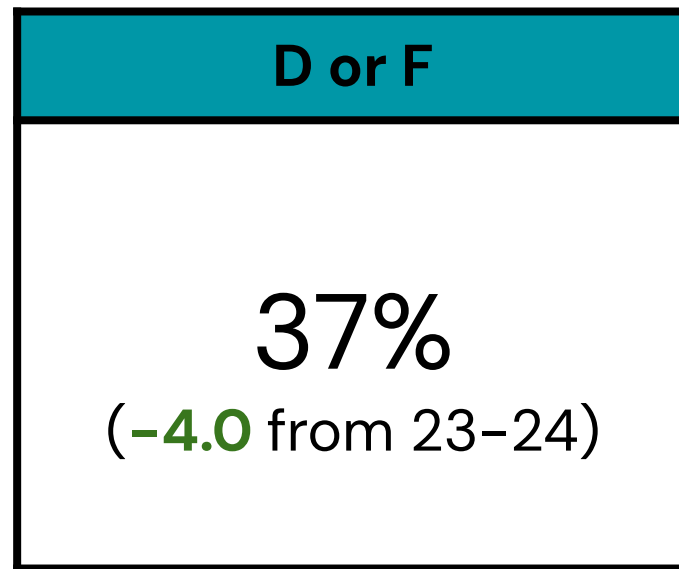
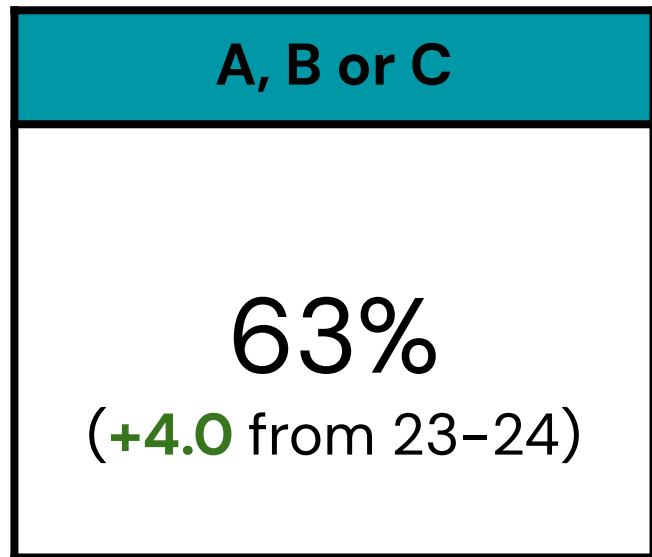
F: Less than 40

20%

EVAAS Growth



School Performance Grades



In 2024-2025, five schools are not included above. Three schools (Bessemer City Primary, JB Page Primary, Springfield Primary) receive the same letter grade as the school they feed the most students to. Two schools (Warlick and Webb Street) receive grades on an alternative model.

School Performance Grade



11 Schools Improved School Performance Grade

Belmont Central ES
Chapel Grove ES
Costner ES
HH Beam ES
Kiser ES
McAdenville ES

WA Bess ES
Sadler ES
Grier MS
Southwest MS
Ashbrook HS

Looking Back: 2024–2025 Academic Goals



- Increase the number of students that achieve grade level proficiency (GLP)
- Increase the number of schools that meet/exceed growth
-  Decrease the number of schools identified as low performing based upon student proficiency and growth



State Designations



State Designations

Low Performing & Non-Low Performing Schools

A school in North Carolina is considered low-performing if it receives a School Performance Grade (SPG) of D or F and a growth status of "Met" or "Not Met". The State Board of Education identifies low-performing schools annually.

State Designations

Low Performing & Non-Low Performing Schools



2023-2024	2024-2025
19 Low Performing Schools	15 Low Performing Schools
Change from 2023-2024 to 2024-2025	
7 Schools Removed from the Low Performing List	
12 Schools Remained on the Low Performing List	
3 Schools Added to the Low Performing List	

Removed from Low Performing School Designation



Chapel Grove ES
Costner ES
HH Beam ES
Kiser ES
Sadler ES
Grier MS
Ashbrook HS

EVAAS Growth and School Performance Grades

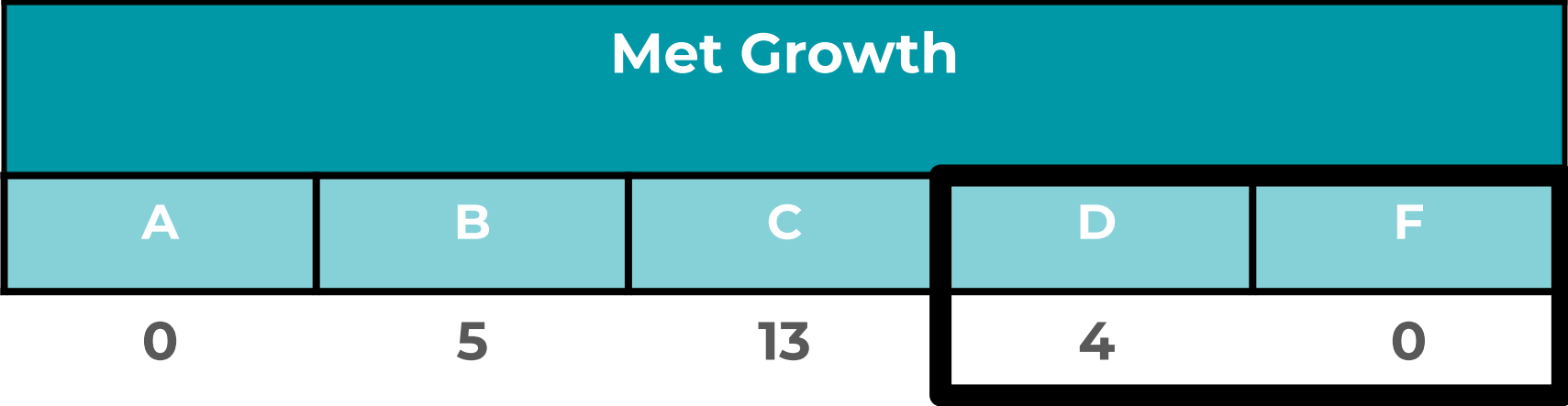


Exceeded Growth				
A	B	C	D	F
3	3	4	4	0

Not Low Performing

Note: In 2024-2025, two schools had an ALT_F school grade (Warlick and Webb Street).

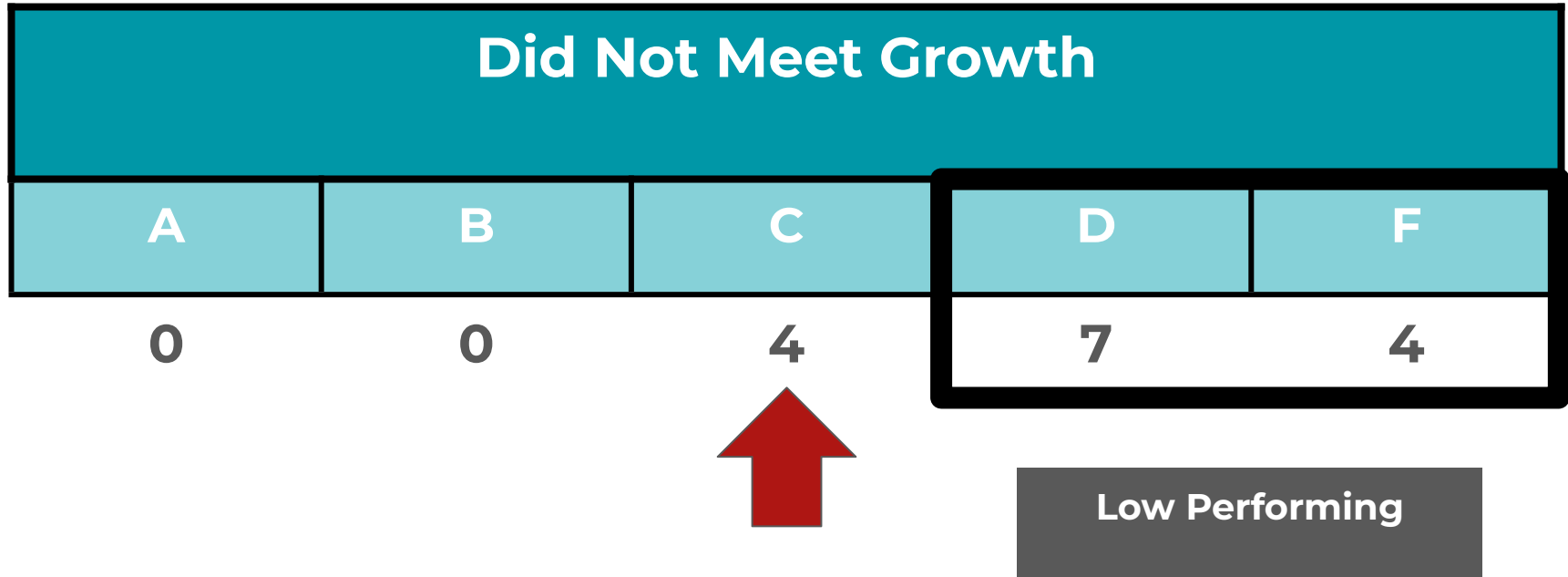
EVAAS Growth and School Performance Grades



Low Performing

Note: In 2024–2025, two schools had an ALT_F school grade (Warlick and Webb Street).

EVAAS Growth and School Performance Grades



GOOD NEWS in GCS



2024-25 Academic Goals	Progress Towards Goals
● <u>Increase</u> the number of students that achieve grade level proficiency ● Increase the number of schools that meet/exceed growth ● Decrease the number of schools identified as low performing based upon student proficiency and growth	<u>Increases</u> in grade level proficiency: ○ 3rd Grade Math ○ 4th Grade Math ○ 5th Grade Math ○ 6th Grade Math ○ 7th Grade Math ○ 8th Grade Math ○ Math 3 ○ 4th Grade Reading ○ 5th Grade Reading ○ 6th Grade Reading ○ 7th Grade Reading ○ 8th Grade Reading

GOOD NEWS in GCS



2024-25 Academic Goals	Progress Towards Goals:
● Increase the number of students that achieve grade level proficiency ● <u>Increase</u> the number of schools that meet/exceed growth ● Decrease the number of schools identified as low performing based upon student proficiency and growth	● 71% (36) of our schools met or exceeded growth– 16% <u>increase</u> from the previous year.

GOOD NEWS in GCS



2024-25 Academic Goals	Progress Towards Goals:
• Increase the number of students that achieve grade level proficiency • Increase the number of schools that meet/exceed growth • <u>Decrease</u> the number of schools identified as low performing based upon student proficiency and growth	• 19 low performing schools to 15. A <u>decrease</u> of 4 schools. (7 removed and 3 added)



GRADUATION RATES

4-Year Cohort Graduation Rate



	Percent of Students	Change from 23-24 to 24-25
4-Year Cohort Graduation Rate	88.8	+2.1

5-Year Cohort Graduation Rate



	Percent of Students	Change from 23-24 to 24-25
5-Year Cohort Graduation Rate	87.0	+1.1



Discussion





Strategic Plan Updates

Tom Nencetti

Gaston County Schools Strategic Plan 2030



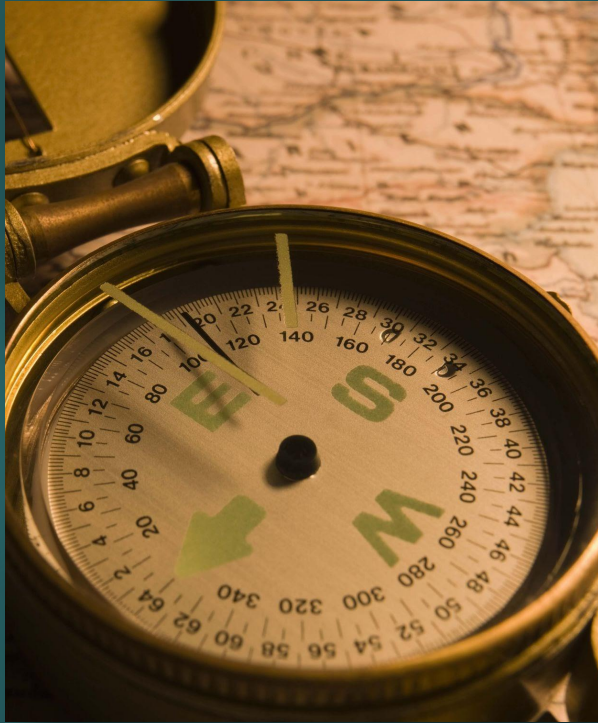
September 8, 2025

What is the purpose of a Strategic Plan?



- Align the entire district around a shared vision
- Set clear priorities
- Provide a transparent framework for decision-making
- Accountability

Gaston County Schools Strategic Plan 2030



What work has been done?

What are our next steps?

What is your part?

Gaston County Schools Strategic Plan 2030

Inspire. Learn. Succeed.
Gaston County Schools
Strategic Plan 2030

Strategic Plan Key Terms & Definitions

Term	Definition
Vision	A forward-looking statement that describes what the district aspires to become in the future. It provides inspiration and a sense of direction.
Mission	A clear statement of the district's purpose — why it exists and what it seeks to achieve for students, staff, and the community.
Core Values	The principles and beliefs that guide decisions, actions, and behaviors across the district.
Priority	Broad themes that identify where the district will direct its attention and resources (e.g., Academics, Operations, Student Support, Human Resources).
Goal	A specific, high-level statement of what the district intends to accomplish within each priority area.

Vision

Mission

Core Value

Priority

Goal

**What work
has been
done?**

Inspire. Learn. Succeed.

**Gaston County Schools
Strategic Plan 2030**



Inspire. Learn. Succeed.Gaston County Schools
Strategic Plan 2030**Vision**

To inspire success
and a lifetime of
learning.

**Mission**

To provide innovative
educational
opportunities for all
students in a safe and
nurturing learning
environment.

DRAFT

Core Values



Excellence - We promise an outstanding educational experience for all students, creating pride in our community.



Integrity - We commit to building trust through transparency, honesty and respect.



Community - We commit to fostering connections grounded in trust where all feel like family, celebrate together, and thrive in high expectations.



Innovation - We embrace new solutions to address the challenges facing our students, staff and community.

Priorities

(Page 2)

Academics that Build Pathways to Student Success	Empower all students to identify, explore, and achieve their career and life goals through high-quality instruction and individualized support.
Sustainable Financial Stewardship	Ensure the strategic and transparent use of financial resources to support high-quality education and maintain long-term fiscal sustainability.
Effective Operations	Maintain efficient and responsive operational systems that provide a safe, healthy, and supportive learning environment for all students and staff.
Comprehensive Student Support	Foster a safe, welcoming, and inclusive school environment by expanding access to comprehensive services that promote students' academic, social, emotional, and physical well-being.
Talent and Workforce Development	Attract, develop, and retain a high-quality workforce by cultivating a culture where every employee feels valued, supported, and empowered to grow professionally.
Engaged Communication and Partnerships	Provide effective school communications / public relations that contributes to promoting and protecting the image of Gaston County Schools.

SMART Goals

Specific

Measurable

Achievable

Relevant

Time Bound

 Academics that Build Pathways to Student Success		
 Empower all students to identify, explore, and achieve their career and life goals through high-quality instruction and individualized support.		
Goals	By 2030, Gaston County Schools will:	Data Source
A.1	Increase Grade Level Proficiency (GLP) from 48.4% to 70%* *Note: Goals will be revised based on new baseline numbers if new EOGs/EOCs are implemented based on revised standards	NC End of Grade and End of Course assessments
A.2	Increase the percentage of schools meeting or exceeding growth from 71% to 75%	NC Department of Instruction Accountability Model
A.3	Reduce the number of low-performing schools from 15 to 4 or fewer	NC Department of Instruction Accountability Model
A.4	Increase the NCDPI 4-year cohort graduation rate from 88.8% to 91%	NC Department of Instruction Accountability Model
A.5	Increase the percentage of students meeting the EL progress indicator from 33% to 48%	WIDA Access (Measure of Developing English Language) for English Language Learners
A.6	Increase ACT/WorkKeys composite percentile from 47% to 62% (an increase of 15 percentage points)	ACT/WorkKeys Composite from the NC Accountability System

Priority

Talent and Workforce Development Attract, develop, and retain a high-quality workforce by cultivating a culture where every employee feels valued, supported, and empowered to grow professionally.

SMART Goal (Specific Measurable Achievable Relevant Time bound)

Goal 1: By 2030, decrease the teacher attrition rate from 15.5% in 2024 to 10% or lower and decrease the number of teacher vacancies on the first day of school from 67 in 2024 to fewer than 20 (less than 1%) by 2030.

Continuous Improvement Cycle

The model for improvement consists of three main questions:

What problem are we trying to solve?

What change might we introduce and why?

How will we know that a change is actually an improvement?

Plan-Do-Study-Act (PDSA) Cycle

1. PLAN

Select a change practice to test.
Select measures and develop a data collection plan.

2. DO

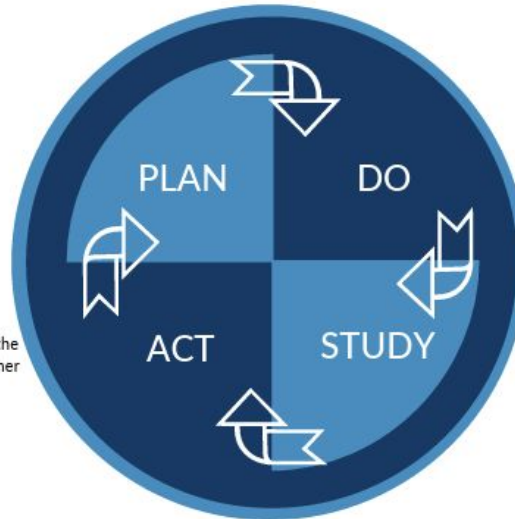
Implement the change practice.
Collect data to inform improvement.

3. STUDY

Collectively examine data to inform improvement.

4. ACT

Based on data study, make improvements to the change practice, take steps to scale the change practice, and/or choose to try another change practice.



Gaston County Schools Strategic Plan 2030

What are our next steps?



Next Steps - Stakeholder Feedback

Teachers

Principals

Assistant Principals

Staff

Students

Parents

Community Leaders

Stakeholder Engagement List

Stakeholder Group	Priority	Meeting Date	Status
Students	High	Date	In progress
Teachers & School Staff	Critical	Date	In progress
Families & Caregivers	High	Date	Not Sched...
Community Partners	Low	Date	Not Sched...
School Board Members	Critical	Sep 8, 2025	Scheduled
Principals	Critical	Sep 16, 2025	Scheduled
Assistant Principals	High	Date	Not Sched...
District Staff	High	Date	Not Sched...

What is your part? Board Feedback

Section 1: Overall Impressions

1. On a scale of 1–5, how clear and understandable is the Strategic Plan?
(1 = Not clear at all, 5 = Very clear)
 2. How well do you feel the Strategic Plan reflects the needs and priorities of students in our district?
(1 = Not at all, 5 = Very well)
 3. In your opinion, how aligned is the plan with the district's mission and vision?
(1 = Not aligned, 5 = Very aligned)
-

Section 2: Priorities & Goals

4. Which goal or priority in the plan do you feel is the most important for our district to focus on first? (Open response)
 5. Are there any goals or priorities missing from the Strategic Plan that you believe should be included?
(Open response)
 6. On a scale of 1–5, how realistic and achievable do you believe the goals in the Strategic Plan are?
(1 = Not realistic, 5 = Very realistic)
-

Section 3: Implementation & Impact

7. How confident are you that the Strategic Plan will have a positive impact on student learning and success?
(1 = Not confident, 5 = Very confident)
 8. What challenges do you think the district may face in successfully implementing this plan?
(Open response)
 9. In your view, how should the district measure success as the plan is implemented?
(Open response)
-

Section 4: Final Thoughts

10. Do you have any additional comments, suggestions, or concerns about the Strategic Plan?
(Open response)



THANK
YOU



Legal/Policy Updates

Sonya McGraw, Kevin Doran
and Bryan Denton

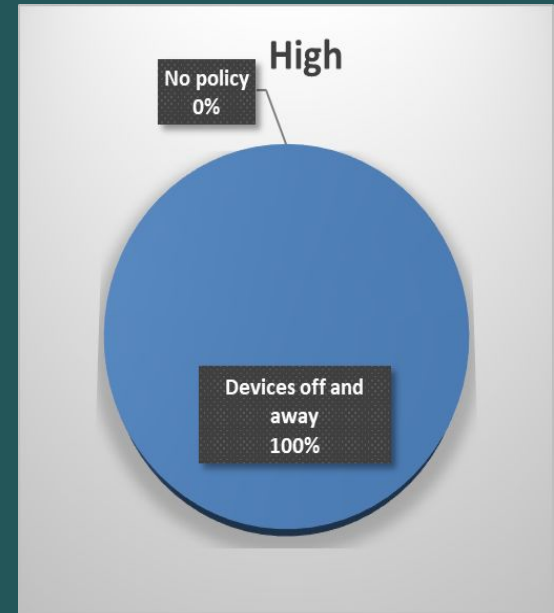
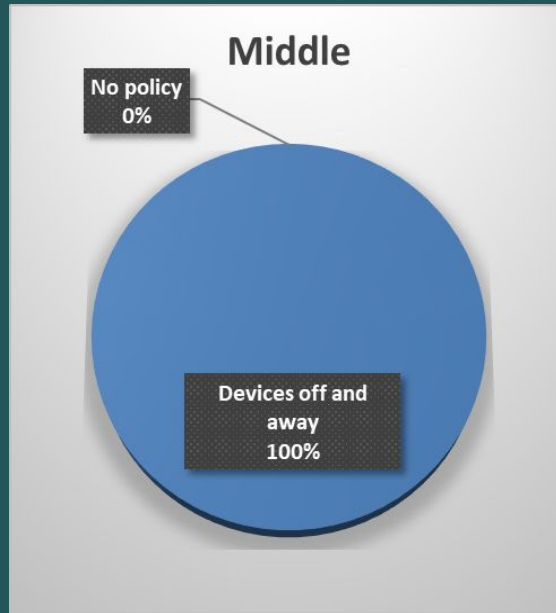
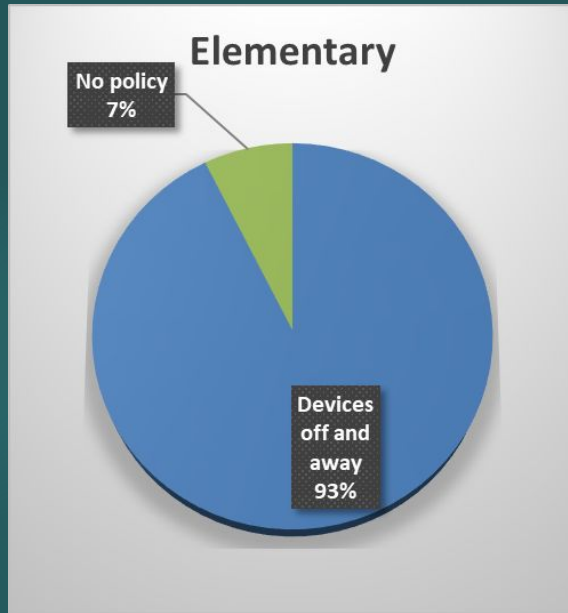
Cell Phone Policy

- **Cell Phone Policy** Current GCS
Policy 4318-Use of Wireless
Communication Devices

Cell Phone Policy

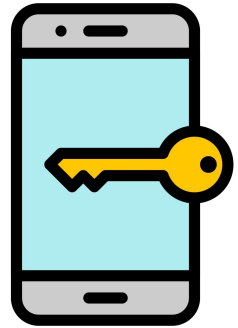
- HB 959- Created a new requirement for school boards to have a policy prohibiting students from displaying devices or having them turned on during instructional time (with few exceptions) and to establish consequences for violations

Current Policy in Place by School Level



Cell Phone Policy

Next Steps



Credit Recovery Policy

- **Credit Recovery Policy** Current
GCS Policy 3420-Student Promotion
and Accountability (Section H)

Credit Recovery Policy

- CCRE-001- SBOE policy revision requires that Credit Recovery courses receive a numeric grade, rather than a Pass/Fail grade.
- We just received technical guidance from DPI on how this will be reflected on student transcripts and will update our procedures accordingly.

Report Cards Policy

- **Report Cards Policy** Current GCS Policy 3400-Evaluation of Student Progress
- Revision allows to the Board to set the day of Report Card distribution as part of the school calendar approval process.

Graduation Policy

- **Graduation Policy** Current GCS Policy 4050-Closing Exercises
- Revision allows to the Board to set the day of high school graduation as part of the school calendar approval process.

Attendance Policy

- **Attendance Policy** Current GCS Policy 3480-Attendance (Section G, Chronic Absenteeism)

Attendance Policy

- GRAD-009- SBOE policy revision prohibits the use of an FF grade for students who have a passing course grade; that has been part of our procedure for students in grades 9-12 with more than 10 absences.
- A proposed further revision to GRAD-009 specifically prohibits a student failing a course due solely to attendance.

EC Student Records Contract

Chris Mills



Gaston County Schools Department for Exceptional Children
Notice Regarding Destruction of Exceptional Children's Confidential Records

Student's Name _____ School _____

Student's DOB: __/__/____ Local ID NO. _____ Category of Eligibility _____

The following are Parent's Rights; however, these rights transfer by law to the student at the age of 18 unless the student is declared incompetent by the court to make sound educational decisions. These rights are as follows:

- To be fully informed that the student's confidential special education records may be destroyed no earlier than five (5) years after an exceptional student has graduated, has completed a course of study, or has exited from the program because the student has attained the age of 22.
- To know that a copy of evaluation and placement records can be provided upon written request when the student exits special education. Exiting includes graduating with a high school diploma. The IEP team will meet to provide the parent/student with prior written notice before the student exits.
- To be fully informed that the evaluation and placement records may be needed in the future by the student or parent for social security benefits or other purposes.
- To know that Gaston County Schools may maintain a permanent record of the student's name, address, phone number, his or her grades, attendance records, classes attended, grade level completed and year completed without time limitation. The EC Office may also maintain a permanent record of the student's date of birth, referral date, most current reevaluation and date of category of eligibility without time limitation.

I have been informed of the above rights and have been given a copy of this form. I have requested a copy of the aforementioned student's confidential special education record: _____ Yes _____ No

Parent's Signature (not required if student is 18 or older, competent
And able to make educational decisions)

Date

Student's Signature (if 18 or older, competent and able to make
Educational decisions.)

Date

The remaining members of the IEP Team shall sign below as witnesses that the Parent and/or Student were given this Notice of the Destruction of Confidential Special Education Records when the student exited special education.

NAME	POSITION	DATE
	LEA Representative	
	Regular Education Teacher	
	Special Education Teacher	

Copy of special education records sent to: PARENT/STUDENT on _____ by: _____
Date Person's Signature



Other Business and Discussion



Thank you

Next Meeting: October 6 @ 11:30
in the Boardroom