Supporting Your Child In Third Grade

Our Road To Success

2025-2026

The world of education is always changing to ensure the success of all students. Higher standards and new ways of teaching will prepare students for the demands of college and careers now and in the future. Davidson County Schools' curriculum is based on the Common Core State Standards (CCSS) and the North Carolina Essential Standards (NCES).

This guide provides an overview of what your child will learn by the end of fifth grade. You will also find ideas for helping your child at home.

3

Your future. Our focus.
DAVIDSON COUNTY SCHOOLS

Supporting Your Child in English Language Arts

In third grade, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts.

Activities in these areas will include:

- Reading a variety of books and telling the moral of the story
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Learning the rules of spoken and written English
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Gathering information from books, articles, and online sources to build understanding of a topic
- Using higher level comprehension skills such as comparing and contrasting, making connections, inferring, summarizing, visualizing, and drawing conclusions in literature, informational text, and poetry

Adapted from Parent Roadmap: Supporting Your Child in Third Grade Language Arts, Council of the Great City Schools

Suggested Books to Read With Your Child:

- Abe Lincoln's Hat, by Martha Brenner
- The Titanic: Lost and Found, by Judy Donnelly
- Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst
- The Art Lesson, by Tomie dePaloa
- Boundless Grade, by Mary Homan
- Molly's Pilgrim, by Barbara Cohen

By the end of Third grade, your child should be able to read texts similar to the following:

"Did Mama sing every day?" asked Caleb. "Every-single-day?" He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones. "Every-single-day," I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years? "And did Papa sing, too?" "Yes. Papa sang, too. Don't get so close, Caleb. You'll heat up." He pushed his chair back. It made a hollow scraping sound on the hearthstones. And the dogs stirred. Lottie, small and black, wagged her tail and lifted her head. Nick slept on. I turned the bread dough over and over on the marble slab on the kitchen table. "Well, Papa doesn't sing anymore," said Caleb very softly. A log broke apart and crackled in the replace. He looked up at me. "What did I look like when I was born?" "You didn't have any clothes on," I told him. "I know that," he said. "You looked like this." I held the bread dough up in a round pale ball. "I had hair," said Caleb seriously. "Not enough to talk about," I said. "And she named me Caleb," he went on, lling in the old familiar story. "I would have named you Troublesome," I said, making Caleb smile. "And Mama handed me to you in the yellow blanket and said…" He waited for me to finish the story. "And said…?" I sighed. "And Mama said. 'Isn't he beautiful, Anna?'" "And I was," Caleb nished. Caleb thought the story was over, and I didn't tell him what I had really thought. He was homely and plain, and he had a terrible holler and a horrid smell. But these were not the worst of him. Mama died the next morning. That was the worst thing about Caleb.

-- From Sarah Plain and Tall COPYRIGHT © 1985 BY PATRICIA MACLACHLAN.

Parents Guide To Student Achievement

Continued: What are some resources to support my child's health and wellbeing?	The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education's Healthy Active Children Policy, SHLT-000. More information is located at the following link: 7.11 Student Wellness Policy Helpful Links for Student Wellness NC 211 Facts from the CDC on Electronic Cigarettes Davidson County Health Department Davidson County Social Services Family Services of Davidson County Centers for Disease Control and Prevention Mental Health Resources
Additional Helpful Parent Websites	Additional Helpful Parent Websites NC Department of Public Instruction NCDPI's Page for Parents and Families US Department of Education American Library Association Financial Aid Resources Family Education Federal Aid College Foundation of NC http://www.scholarshipplus.com College Board Big Future http://www.fastweb.com http://www.ncseaa.edu http://www.ipl.org

Direct questions and comments to:
Director of Elementary Education
P.O. Box 2057 | Lexington, NC 27293-2057
Call: 336.249.8181 | FAX: 336.249.1062
www.davidson.k12.nc.us

Your future. Our focus.
DAVIDSON COUNTY SCHOOLS

The Davidson County Board of Education believes all students and employees should be free of unlawful discrimination, bullying and harassment, including sexual harassment as part of safe, orderly and inviting learning/working environments. The Board is committed to nondiscrimination in all educational and employment activities and expressly prohibits unlawful discrimination and harassment on the basis of race, color, national origin, sex, pregnancy, religion, veteran status, age or disability. The Board prohibits retaliation against a student or employee exercising rights made available through state or federal law, also prohibits retaliation for reporting such violations. Policy violation is serious; appropriate action will be taken in response. Students and employees area advised that if conduct prohibited by this policy is established, disciplinary action will be taken, up to and including suspension (for students and termination (for employees)

Parents Guide To Student Achievement

What is the contact information for the schools and district office	District phone numbers are located here. Individual school information can be obtained by accessing the DCS Website. The specific contact information for Davidson County Schools is: 250 County School Rd Lexington, NC 27292 (336) 249-8181 www.davidson.k12.nc.us
What are some resources to support my child's health and wellbeing?	Student Services is an integral part of the academic and social-emotional success of our students. School Counselors and School Social Workers advocate for the needs of all students and collaborate and coordinate with staff, parents, and community entities to meet those needs. Student Services include: • Individual and small group counseling • Class guidance and presentations • Academic advising • Career and post-secondary planning • Referrals to outside agencies • Crisis response and management School Counselors and School Social Workers work to ensure that students have the resources they need to grow and learn. School social workers partner with parents, teachers, and students in a combined effort to help all of our students reach their individual goals for growth in academic, social, and behavioral development. School social workers provide a vital link to community resources and services for both schools and families. The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development, and readiness to learn.

In third grade, students will read stories, plays, and poems. Here are a few examples of how your child will develop important reading skills across grade levels:

Reading Literature

Second Grade Reading	Third Grade Reading	Fourth Grade Reading
● Students retell stories and determine their central message, lesson, or moral. ● Students acknowledge differences i n the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.	● Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text. ● Students distinguish their own point of view from that of the characters or narrator.	● Students determine the theme of a story, play, or poem using details in the Text. ● Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.

Reading for information

Second Grade Reading	Third Grade Reading	Fourth Grade Reading
● Students ask and answer questions such as who, what, where, when, how, and why to show understanding of key details in the text. ● Students explain how specific images or illustrations are useful.	● Students ask and answer questions about what they read by referring directly to parts of the text. ● Students use information gained from images or illustrations.	● Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Students interpret information presented in charts, graphs, or other visual sources of information explain how the information contributes to an understanding of the text.

Adapted from Parent Roadmap: Supporting Your Child in Third Grade Language Arts, Council of the Great City Schools

Help Your Child Learn at Home

- Read with your child daily.
- Have a discussion about the book they are reading.
- Have your child read a book and watch the movie version of the book. Talk about the similarities and differences.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.
- As your child reads, have him or her make a list of words that were difficult or unfamiliar. Spend time together talking about the meanings of those words and look them up in a dictionary.

Third grade students will write for many different reasons: to tell a story, share an opinion, or present information. Here are some examples of how your child will develop important writing skills across grade levels:

Second Grade Writing	Third Grade Writing	Fourth Grade Writing
● Students introduce a topic and use facts and definitions to develop points. ● Students provide a concluding statement or section.	● Students introduce a topic and use facts, definitions, and details to develop points. ● Students provide a concluding statement or section. ● Students group related information together. ● Students use linking words and phrases to connect ideas, such as also, another, and but.	● Students introduce a topic clearly and develop the topic with facts, definitions, details, quotations, or other information. ● Students provide a concluding statement or section related to the information or explanation Presented. ● Students group related information in paragraphs and sections and use formatting, illustrations, and multimedia when useful.

Adapted from Parent roadmap: Supporting Your Child in Third Grade Language Arts. Council of the Great City Schools.

By the end of third grade, your child should be able to write text similar to the following:

Horses
by Gwen

Why I Chose This Animal
I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families
A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings
A star is a little white diamond on the forelock. The forelock is a horse's forehead. A race is a white line down the middle of the horse's face. A blaze is kind of like a race but wider. If the white line on its face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horse's mouth.

Breeds and Color Coats
Icelandics and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very often. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos are a yellowish coat and a shiney mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes, tails, and legs. Whites are white all over.

Breeds I Like
I like thoroughbreds because they are such a pretty brown. I like Arabians because their derent coats are very beautiful and they are one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Help Your Child Learn at Home

- Encourage your child to write for different reasons:
  - Letters
  - Making lists
  - Labeling
  - Opinions
  - Observations
  - Stories
- Let your child write the grocery list as you tell them what you need from the store.
- Have your child write a letter to a family member or friend.
- Encourage your child to find a picture from a magazine, Internet source, or newspaper and write a story about it.
- Talk to your child about his or her activities of the day.

Parents Guide To Student Achievement

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

Special education is designed to be a continuum of services that support student's acquisition of skills within the regular or adapted curriculum. Whenever possible, students are served in schools within their home district with support from special education personnel and related service providers. For those students who require a specialized setting or more intensive services in order to benefit from their special education, classes are based on school campuses that house age-appropriate peers.

The Public Schools of North Carolina Exceptional Children Division provides local units with detailed procedures for the delivery of special education services. These rules and regulations are detailed in Policies Governing Services for Students with Disabilities. Services are provided under the following areas of identification:

- Autism Spectrum Disorder
- Deaf/Blindness
- Deafness/Hearing Impairment
- Developmental Delay
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Serious Emotional Disability
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

All of our staff members are here to assist students as they learn and progress. If you have questions or need assistance, please don't hesitate to contact your student's teacher or central office staff member. We are happy to consult with parents who need information about specific disabilities, community resources, or have concerns about their child's education. More information can be found at the Exceptional Children's Assistance Center of NC, the North Carolina EC Parent Rights Handbook, Project Child Find and the NCDPI EC Website

Parents Guide To Student Achievement

Continued: What rights do students with disabilities have based on the law?	To the maximum extent appropriate, children with disabilities are educated in their home school. Reassignment of children with disabilities from the regular educational environment only occurs if the nature and/or severity of the disability is such that the student is unable to access the general curriculum even with the use of supplementary aids and services. Individualized instruction and student achievement are valued in Davidson County Schools. This is evident through the services that are available, including: • Specially designed instruction to meet the needs of all students with disabilities • Access to the general curriculum and intervention programs designed to provide maximum opportunities for instruction in the general education setting • Full continuum of service, including: consultation, co-teaching, small group classes per core area, self-contained settings and public separate schools • Curriculum-driven instruction: North Carolina Standard Course of Study and North Carolina Extended Content Standards • Related services that include but are not limited to speech, occupational and physical therapy • Modified materials, including but not limited to books on tape, large-print materials, and specialized equipment and furniture • Accessible space in schools to meet the needs of students with physical disabilities • Assistive technology Individual Education Plan (IEP) teams consider service delivery options based on the needs of each student. Teams may consider regular, resource, or separate settings which are available at every school for students participating in the North Carolina Standard Course of Study. Teams may also consider self-contained classes for students with significant behavioral challenges or students with significant intellectual disabilities who participate in the North Carolina Extended Content Standards.

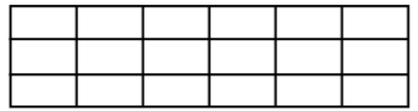
Supporting Your Child in Math

In grade three, students continue to build upon their knowledge of number sense, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem solving skills and strategies for multiplying and dividing numbers up to 100 to solve word problems. Students will make the connection between area of a rectangle and multiplication of whole numbers.

Activities in these areas include:
- Understanding the concepts behind multiplication and division of numbers within 100
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers in multiples of 10 (for example 20, 30, 40)
- Solving two-step word problems using addition, subtraction, and multiplication
- Understanding the concept of area and how it relates to multiplication and addition
- Understanding fractions as numbers
- Understanding and identifying fractions on a number line
- Comparing two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths: thirds and sixths
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that 3/1 and 3 are the same number)
- Estimate and measure capacity, weight and length in customary units and solve one-step word problems involving these measurements
- Representing and interpreting data using graphs

Adapted from Parent Roadmap: Supporting Your Child in Third Grade Math, Council of the Great City Schools and NCDPI Unpacking Documents.

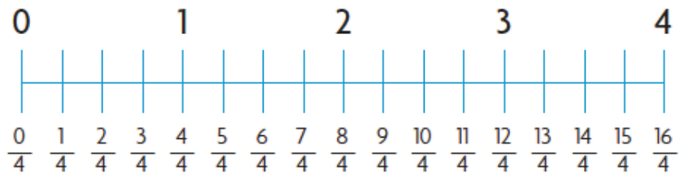
Children will apply their understanding of place value to add, subtract, multiply and divide in third grade. Here are a few examples of how they will use their understanding of place value in third grade.

Multiplication	There are 3 rows of apples with 6 apples in each row. How many apples are there? 6 x 3 = 6 groups of 3 = 18  Create a 3 x 6 array These are just two examples of how students may solve this problem.
Division	If 18 apples are arranged into 3 equal rows how many apples will be in each row?  Begin by placing the 18 apples into three equal rows. There will be 6 apples in each row.

Here are a few examples of how students will learn about and work with fractions in third grade:

Second Grade Math	Third Grade Math	Fourth Grade Math
● Students break circles and rectangles into two, three, or four equal parts. ● Students describe parts of a whole using the words halves, thirds, half of, a third of, a fourth of, etc. ● Students describe a whole as being two halves, three thirds, or four fourths.	● Students determine a fraction's place on a number line by defining the length from 0 to 1 as the whole and "cutting it" into equal parts. ● Students understand two fractions as equal if they are the same size or at the same point on the number line. ● Students compare the size of two different fractions of the same size object. For example, which is bigger, 1/8 of a pizza or 1/6 of that same pizza?	● Students break down a fraction into smaller fractions with the same denominator, or the bottom number, in more than one way. (3/8 = 1/8+1/8+1/8 = 2/8+1/8) ● Students explain why a fraction is equal to another fraction. ● Students add and subtract mixed numbers (whole numbers mixed with fractions, example 2 2/3) with the same denominators. ● Students multiply a fraction by a whole number using area and length models.

Using a number line helps students think of a fraction as a number.



Adapted from Parent Roadmap: Supporting Your Child in Third Grade Math, Council of the Great City Schools and NCDPI Unpacking Documents

Help Your Child Learn at Home

- Look for real-life problem solving opportunities such as, "Nicole has 373 beads to make a necklace. If 174 are purple, how many beads are not purple?"
- Multiplication: Notice everyday occasions when you find yourself using the times tables such as to determine how many days there are in four weeks. Ask your child for the answer.
- Division: Involve your child when you notice yourself using division to share objects equally, like a bag of candy between three children.
- Fractions: Ask your child to help you divide foods such as cake and pizza into equal parts. Also ask your child to help you with cooking at home.
- Time: Solve everyday problems involving time within the same hour.



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

We also provide related services that include, but are not limited to speech, occupational therapy, and physical therapy. Students follow the North Carolina Standard Course of Study or the North Carolina Extended Content Standards. The Davidson County Schools EC department strives to work as a collaborative team to serve and advocate for students with disabilities through the provision of individualized instruction in the least restrictive environment in order for students to grow academically, socially, emotionally, and vocationally.
Programs.

At the high school level, students with disabilities may participate in the Occupational Course of Study (OCS), which leads to a North Carolina diploma while also providing work experience so that students following this pathway graduate with marketable skills to enter the workforce. Participation in OCS is determined by the student's IEP team. Students with significant intellectual disabilities participate in the NC Extended Content Standards. This curriculum teaches the essential elements of the traditional course of study while also emphasizing the acquisition of daily living skills for students.

Davidson County Schools offer a variety of academic and support programs to challenge students to be prepared for the 21st century. Exceptional Children teachers use a variety of strategies to help students make progress toward grade-level standards which may include co-teaching with general education teachers. All schools in the Davidson County system provide services to students identified as having special needs. Students with disabilities are served in the least restrictive environment (LRE) by certified professionals and paraprofessional teachers.

Parents Guide To Student Achievement

Continued: What school choices are available for my child?	Nonpublic education is overseen by the NC Division of Non-Public Education. For a list of private schools, visit this website: NC Private Schools. For information on how to start a homeschool visit: Homeschool Information Scholarship grant programs/voucher information is available via the NC State Education Assistance Authority.
What rights do students with disabilities have based on the law?	Davidson County Schools is committed to providing a free and appropriate public education designed to meet the unique needs of students with disabilities. Programming for exceptional learners provides the support and related services necessary to implement the student's educational plan and assure that students' and parents' rights are followed in the process. It is the policy of the Davidson County Schools to comply with applicable federal and state laws relating to the education of children with special needs, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and applicable amendments thereto. Information regarding procedures for compliance will be made available to the public at each school and in the office of the Exceptional Children's program. The goal of the Exceptional Children's Department is to support students with disabilities while they are in school and ensure that they are prepared for adulthood, including higher education, competitive employment, and independent living. We provide specially designed instruction to meet the unique needs of the learner with a full continuum of services which may include consultation, co-teaching, small group instruction, adapted curriculum programs, as well as a public separate school.

Supporting Your Child in Science

Students should be actively involved in exploring science concepts by asking questions, seeking answers, making predictions, and conducting experiments.

This is a sample of what your child will be learning in Science:

- Understand the structure and properties of matter before and after they undergo a change
- Understand motion and factors that affect motion
- Understand how energy can be transferred form one object to another
- Understand human body systems and how they are essential for life: protection, movement, and support
- Understand how plant structures aid in survival
- Understand how environmental factors aid In the survival of plants
- Remember the major components and patterns observed in the earth/moon/sun system
- Understand the structures of the Earth's surface using models

Help Your Child Learn at Home

- Allow your child to help you in the kitchen when boiling water or filling ice trays and discuss the changes that occur.
- Go outside during the day to observe shadows and their changes.
- Go outside at night and observe the patterns of the stars.
- Help plant seeds with your child and discuss the stages of plant development.

Supporting Your Child in Social Studies

This is a sample of what your child will be learning in Social Studies:

- Understand the various ways values and beliefs influence communities.
- Understand the structure and function of the government
- Understand how economic decisions and resources affect the local economy
- Understand the ways in which geography impacts the development of regions and communities
- Understand how people and historical events shape communities

Help Your Child Learn at Home

- Explore and discuss with your child how local landmarks and events (Boone's Cave, Davidson County Courthouse, the Barbeque Festival, etc.) have impacted our community.
- When traveling, allow your child to help and various locations on a map and discuss landforms and bodies of water you see as you travel.
- Discuss local candidates and political parties during elections.
- Encourage your child to interview a local business owner

.

Supporting Your Child in Healthful Living

This is a sample of what your child will be learning in Healthful Living:
- Identify how stress, or various feelings, can be managed
- Practice proper flossing techniques
- Understand the danger of water, fire, and weapons to prevent and respond to unintentional injury
- Describe the qualities and benefits of a healthy relationship
- Recognize how healthy food, portion size, and exercise are related
- Understand how to use household products and medicines safely
- Identify the negative effects of alcohol, tobacco, and other drugs

Help Your Child Learn at Home:
- Plan and prepare a healthy meal together.
- Floss with your child at night.
- Create an evacuation route with your child and plan a safe place to meet in an emergency.

Supporting Your Child in Technology

This is a sample of what your child will be learning in Information & Technology Skills:
- Apply strategies that are appropriate when reading for enjoyment or information
- Describe resources as appropriate/inappropriate and reliable/unreliable
- Use technology tools and skills to reinforce classroom concepts, activities, and research
- Understand ethical behavior (copyright, not plagiarizing) when using resources
- Understand Internet safety precautions (personal information, passwords)

Help Your Child Learn at Home:
- Monitor your child when he or she is using the Internet for research or social networking.
- Use text features such as bold print, italics, bullets, etc. to create a card or letter for a family member/friend.

Useful Links When Helping Your Child At Home

Please visit our Davidson County Schools Elementary website for online resources to support your child's instruction. They are organized by subject area and will be updated with the most current links.

Website: Davidson.k12.nc.us, click Departments, click Curriculum & Instruction, click Elementary Education

For additional information regarding the North Carolina Standard Course of Study and North Carolina Essential Standards, please visit: http://www.ncpublicschools.org/curriculum



Parents Guide To Student Achievement

Continued: What are the rigorous academic programs available to my child? How can I learn more about them?	*Career and Technical Education (CTE):* NC has made a significant investment in developing students and programs to meet the needs of the future workforce. Through Career and Technical Education (CTE) programs, public schools offer opportunities for students to develop career awareness in 5th grade, explore careers in grades 6-8, and experience leadership, career development, and career-aligned content in grades 9-12. Many CTE courses are offered at the honors level. To learn about Career Clusters, Pathways, and Course Information, Standards, and applicable Credentials please visit the NC Course Management System.
What school choices are available for my child?	Students in public school districts are assigned to certain schools based on a local assignment plan approved by the Local Board of Education. Davidson County Schools has one option that allows secondary students and families to choose to go to a school that is not within their attendance zone. This opportunity is to go to South Davidson Middle/High School. More information can be found at the following link: DCS School Board Policy 6.1.1 School Assignment and Student Residence Requirements. There are additional options for families to choose for their education: Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the primary funding sources for charter schools, which have open enrollment and cannot discriminate in admissions, associate with any religion or religious group, or charge-tuition. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the State assessment and accountability system. If you are interested in NC charter schools, visit NC charter school for information, resources, and contacts. Davidson County has one charter school, Davidson Charter Academy.

What are the rigorous academic programs available to my child? How can I learn more about them?	Advanced-level Davidson County Schools students are often provided the following services: • Differentiated curriculum and instruction with flexible student groups; • Accelerated opportunities; • Enrichment experiences, which may be during the school day or beyond, and may be within the regular calendar year or may include summer opportunities; and • Other opportunities for extension of content standards. Below is a list of programs that contain more rigorous content: *AIG Program:* Advanced-level students may be served by the AIG program. Student placement information guides all decisions. The goal of the Davidson County Schools Academically/Intellectually Gifted Program is to provide a challenging and rigorous educational experience for advanced level students. Gifted Education will be integrated into the total school community by actively involving educators, students, parents and the community in extending and enriching the learning opportunities of advanced learners. The DCS AIG Department provides AIG Specialist support at each school. The program is structured around the NC State AIG Program Standards: Identification • Differentiated Curriculum • Professional Development • Comprehensive School-wide Programming • Ongoing Program Accountability. The current DCS AIG plan provides more detail regarding this program. Services for AIG students may be provided by AIG personnel or within the regular classroom by teachers trained to meet the needs of gifted students. *Honors Level Courses:* In Davidson County Schools, students have access to a variety of honors level courses in high school. These courses are available in the High School Program Planning Guide. Honors level courses typically have a faster pace than standard level courses. They offer additional rigor, complexity and creativity than standard level courses.

As a public school system we want you to have this information which is consistent with the way we have always operated. We respect parents' right to raise and nurture their children and have always invited and valued parent participation. Davidson County Schools will work to implement the elements of this bill as expected. The objective of Davidson County Schools is to offer parents and guardians access to information regarding student achievement via the district's Parent's Guide to Student Achievement (PGSA). Should you wish to obtain paper copies of this document and its contents, you can make a request through your child's respective school.

North Carolina Senate Bill 49: Parents' Bill of Rights

Parents have legal rights with regards to their child's education, including the following:

(1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30.
(2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157.
(3) The right to review statewide standardized assessment results as part of the State report card.
(4) The right to request an evaluation of their child for an academically or intellectually gifted program, or for identification as a child with a disability, as provided in Article 9 of this Chapter.
(5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter.
(6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements.
(7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.
(8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements.
(9) The right to participate in parent-teacher organizations.
(10) The right to opt in to certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter.
(11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article.
(12) The right to review all available records of materials their child has borrowed from a school library.
Public school units shall (i) allow parents to exercise these rights and (ii) make the rights contained in this section available to parents electronically or by displaying the information on the website of the public school unit.

In the section that follows, specific questions are answered to promote understanding and provide open communication with parents and families.

How can my child be promoted to the next grade level?	Grades K-2 Math: Students need to demonstrate proficiency on the DPI Math K-2 Summative and on the K-2 Report Card Literacy: Students need to meet state benchmark by the end of the year using the state ongoing reading assessment and demonstrate proficiency on the K-2 Report Card Grades 3-5 Math and Reading: Students must receive a final grade of 60 or higher on the 10-point grading scale Students must also adhere to attendance policy and are at-risk of retention if the student misses more than 16 days in a school year.
What is my child learning at school? How can a parent review these materials?	A successful educational program depends on innovation at the individual school level. The DCS Board of Education is committed to allowing administrators at individual schools to develop and implement plans necessary to ensure the educational success of their students. The board will provide an educational program that offers students the opportunity to receive a sound basic education. The program will meet statewide instructional standards as prescribed by the State Board of Education. Every school follows a Standard Course of Study developed by the North Carolina Department of Public instruction (NCDPI). These standards outline the knowledge and skills that students are expected to master by the end of each course. The NCDPI Office of Academic Standards website contains the standards for various subjects, such as • Arts and Music Education • English Language Arts • English Language Development • Mathematics • Science • Social Studies • Physical Education

Parents Guide To Student Achievement

Continued: What services are available for parents and their children?	Student Counseling Services Individual & group counseling is provided to students as needed by school counselors and the school social worker. Referrals are made to outside agencies when it appears students are in need of ongoing services. Access a comprehensive list of links to community services here. Student Accident insurance information can be located at this link: Student Insurance Before and/or after school tutoring and remediation services are offered at certain schools. Parents can contact their child's school to obtain information about these services.
What are opportunities for parents to participate with school	Parents are partners in the education of their children. Parents are encouraged to attend Open House and Meet the Teacher nights, sporting events, fine arts opportunities, and other events at the school. Parents can participate in parent teacher organizations as well. Davidson County Schools has established a comprehensive Parent Involvement policy (6.39.1) promoting effective communication between schools and parents, outlined in the Parental Involvement Policy, and Title I Parent and Family Engagement at Title I Schools. More information about Title I is located in the DCS board policy Title I Parent and Family Engagement (7.8) NCDPI-developed parent guides offer suggestions for building strong relationships with your child's teacher and supporting communication between home and school, including guides such as "Building Strong Relationships with Your Child's Teacher" and "How You Can Use Questions to Support Your Child's Learning" from the NC Rethink Education Program.

Continued:
What services are available for parents and their children?

- to provide health services in a manner that reinforces the objectives of the healthful living education curriculum;
- to work cooperatively with other governmental agencies and professional associations interested and involved in the health of students;
- to use up-to-date research findings to develop and provide health services to students;
- to meet all legal obligations; and
- to provide courteous service to students and parents.

College/Career Planning:
Counselors are accessible in all Davidson County high schools to assist students in planning their path to college and careers.

- Explore career interests
- Explore college options
- Locate scholarships and internship opportunities
- Upload transcripts for the college application process

We coordinate with the College Foundation of NC, who provides a college planning workshop at our high schools, including information about applying for college and how to apply for the FAFSA. In addition, schools host a FAFSA night, as well as a Community College for a College & Career Promise (CCP) and Career & Technical Education (CTE) night.

Academic Advisement
Our traditional high schools have a 9th grade curriculum night and counselors set up meetings with students for academic advising. Rising 9th grade students develop four year plans to help guide their high school career through the support of counselors and Career & Technical Education (CTE staff). Throughout the year, high counselors also meet with students to work with them on academic questions, schedules and future plans. High school websites do have course information and scholarship information throughout the year. Early College and Valley Academy each have a personalized admissions procedure, which includes academic advising. Interested students should contact the counselor at their current middle or high school.

Continued:
What is my child learning at school? How can a parent review these materials?

Local districts, schools, and teachers have the autonomy to decide the instructional methods for these standards, including curriculum, supplementary materials, books, and other resources. The Department of Curriculum and Instruction of Davidson County Schools supports schools as they rigorously challenge all students to achieve their academic potential.

Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards in support of a balanced curriculum for the whole child. Teachers utilize materials aligned with best practices are supported by the district in the following ways:

- Providing targeted professional development
- Supporting and facilitating PLC teams
- Building relationships and ensuring rigor and relevance within instruction
- Creating partnerships with schools
- Modeling research-based pedagogical practices and resources
- Promoting the belief that all students can learn and advocating for students
- Facilitating the use of data to drive instruction
- Providing social and emotional supports to students
- Providing a common instructional framework
- Supporting school administrators

According to DCS school board policy 7.5 Selection of Instructional Materials, parents may review all instructional materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal. The principal shall schedule a mutually agreeable date and time for the parent to come into the school to review the materials. All efforts should be made to schedule the time as soon as possible but no later than 10 business days from the date of the request.

Continued: What is my child learning at school? How can a parent review these materials?	All materials used in reproductive health and safety education shall be available for review at any time. The family life curriculum can be accessed via the DCS website. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught. The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction. Davidson County Schools gives parents the opportunity to withdraw their child from this instruction and instead receive an alternative health assignment, in an appropriate learning environment during this instructional time, and without any repercussions or negativity from staff. For more information, see DCS School Board Policy 7.7 Comprehensive Health Education. Following DCS procedures, principals will furnish parents with physical or digital versions of specific supplementary instructional materials for examination at home. However, for most copyrighted materials, access for inspection may be limited to in-person viewing. Typically, requests to inspect school library materials will be accommodated by notifying parents of designated hours for browsing the library collection. You can find each school's library catalog online at Destiny Discover. A Request for Consideration of Digital Instructional Materials is located at the following link. For more information regarding inspection of and objection to instructional materials, reference DCS Board Policy 7.5.1 Parental Inspection of and Objection to Instructional Materials.

Parents Guide To Student Achievement

How can a parent strengthen communication with the school/teacher?	The DCS 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. 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. The Davidson County School District Communications Department serves as the connection between the school system, parents, students, staff, and our community at large. The Communications Department is responsible for directing and managing all district communications. The Communications Department promotes district, school and student successes, builds parent and community support, and strengthens public confidence in the district as a whole. A comprehensive list of resources for strengthening school to home communications is located at the following link.
What services are available for parents and their children?	Student Health Services The board recognizes the link between student health and learning. The goals of student health services are: • to encourage the physical well-being of all students; • to integrate health-related services provided in the school setting, including those provided by counselors and health specialists.

Continued: How can a parent help their child develop citizenship, social skills and respect for others?	By incorporating these elements into your parenting approach, you can contribute to the development of your child's citizenship, social skills, and respect for others. Consistency, open communication, and leading by example are key components of this process. Parents can model high expectations and mutual respect for each other as students learn to be productive citizens who interact well with others. Students will attend school with students who may have differing opinions, but it is imperative that, although we may not always agree, we can still treat one another with respect. Students learn about citizenship in their social studies courses and are taught to apply those skills in their everyday lives. Lifelong learning and the importance of being actively involved in the community are stressed in the total school curriculum. Davidson County Schools utilizes the Character Strong curriculum to teach and reinforce responsibility, increase social and emotional skills, and character development. Character Strong is a multi-tiered approach to support whole child success. The North Carolina Portrait of a Graduate defines durable skills that students need to be able to use prior to graduation.

How will a parent learn about my child's progress in school or with a class?	Davidson County Schools communicates students' progress through various channels, including quarterly report cards, progress reports, and feedback on assignments/tests. Quarterly report cards detailing grades and attendance are distributed, with specific quarter-end dates outlined in the school calendar. Direct communication with the teacher(s) via email, phone, or in person is always best. Parents can review up-to-date information about grades and assignments through the student information system (SIS). Parents can access attendance, grades, and testing information through the student information system (SIS). For assistance with access, parents can contact the school data manager. The DCS 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. For more information, parents can review the DCS School Board 7.2 Testing and Assessment Program.
What are the qualifications of my child's teachers?	Only teachers who hold or those who are eligible to hold an appropriate license in the field of an existing vacancy are to be considered initially as candidates for employment. All professional employees in public schools must hold a professional educator's license for the subject or grade level they teach or for the professional education assignment that they hold. The standard basis for professional educator's licensure is the completion of either: a) state approved educator preparation program (EPP) or b) a state approved alternative route to professional educator's licensure

What are the qualifications of my child's teachers?	Parents may verify their child's teacher licensure status at this website. Please note this site does not provide personal information about teachers. Parents/guardians are encouraged to contact their child's principal if they have additional questions about teacher qualifications. In Title I schools, a staff qualifications letter is a federal requirement for Title I schools, and is sent at the beginning of the school year regarding parents' rights to request and be provided with the information regarding the qualifications of their child's classroom teacher and paraprofessionals. This letter is a federal requirement for Title I schools. The letter includes: • Whether the teacher has met the state qualifications for the grade levels and subject areas in which the teacher provides instruction; • Whether the teacher is teaching under an emergency or other provisional status through which the state qualifications have been waived; • What baccalaureate degrees have been earned by the teacher, along with the field • of study and any other certifications; • Whether your child is provided services by paraprofessionals and, if so, their qualifications; and • Whether your child has received four weeks or more of instruction by a non highly-qualified teacher. Please contact the office of Human Resources with any questions you may have regarding an educator's licensure status.
What are the requirements for school enrollment? What are the immunizations needed or recommended for children?	Enrollment State admissions requirements are based on North Carolina law. Requirements for enrollment in Davidson County Schools can be found on the DCS website under School Board Policy 6.1 Student Admissions, 6.1.1 School Assignments and Student Residence Requirements.

Continued: How can a parent help their child develop citizenship, social skills and respect for others?	Problem-Solving Skills: • Help your child develop problem-solving skills to resolve conflicts peacefully. • Encourage them to think critically about solutions and consider the consequences of their actions. • Model effective conflict resolution in your own relationships. Digital Citizenship: • Educate your child about responsible internet use and online etiquette. • Discuss the impact of cyberbullying and the importance of treating others with respect online. • Set guidelines for screen time and monitor their online activities. ○ Visit the DCS Digital Citizenship website for more information and a Parent Resource Guide for more information Community Involvement: • Engage in community service projects as a family. • Support local organizations and charities together. • Help your child understand their role in contributing to the well-being of the community. Encourage Leadership: • Foster leadership skills by involving your child in group activities or clubs. • Support their involvement in school or community leadership roles. • Teach them to lead with integrity and a sense of responsibility. Reflect and Reinforce: • Regularly reflect on experiences and discuss the lessons learned. • Provide positive reinforcement for acts of kindness, empathy, and good citizenship. • Adjust your approach based on your child's individual needs and developmental stage.

How can a parent help their child develop citizenship, social skills and respect for others?

Designing a process to strengthen a child's citizenship, social skills, and respect for others involves
incorporating various elements into their upbringing. A comprehensive plan parents can follow:

Lead by Example:
- Demonstrate positive citizenship by engaging in community service or volunteering.
- Exhibit respectful behavior towards others, including neighbors, friends, and strangers.
- Share stories of your experiences that highlight the importance of empathy and social responsibility.

Open Communication:
- Establish an open and honest line of communication with your child.
- Encourage them to express their thoughts and feelings without fear of judgment.
- Discuss current events, social issues, and ethical dilemmas to promote critical thinking.

Civic Engagement:
- Involve your child in age-appropriate civic activities, such as local community events or clean-up initiatives.
- Attend town hall meetings or community gatherings together to instill a sense of civic responsibility.
- Discuss the importance of voting and staying informed about local and global issues.

Teach Empathy:
- Encourage your child to consider others' perspectives and feelings. Engage in activities that promote empathy, such as volunteering at a local shelter or visiting elderly neighbors.
- Discuss real-life scenarios to help them understand the impact of their actions on others.

Respect for Diversity:
- Celebrate diversity within your family and community.
- Introduce your child to different cultures, traditions, and customs.
- Teach them the importance of respecting differences and embracing diversity.

Continued:
What are the requirements for school enrollment?
What are the immunizations needed or recommended for children?

An FAQ document for parents can help provide assistance with enrollment questions. the McKinney-Vento Act includes the following provisions specifically for unaccompanied youth:

- Unaccompanied homeless youth shall be immediately enrolled without proof of guardianship.
- During a dispute over school selection or enrollment, unaccompanied homeless youth shall receive a written statement explaining the school's decision, the youth's right to appeal the decision, and a referral to the local liaison.

Local Liaisons shall assist unaccompanied homeless youth in:

- Selecting a school of attendance and enrolling in school.
- Requesting transportation to and from the school of origin.
- Enrolling in school immediately while disputes are resolved.

More information regarding unaccompanied homeless youth can be found at the National Center for Homeless Education.

Immunizations
The DCS Board of Education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization and health assessments. The principal or designee shall maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state
and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction. Health requirements for immunizations can be located on the DCS website under school board policy 6.1.3 Immunization and Health Requirements for School Admission . Additionally the NC Immunization Requirements document outlines the specific details.

How can a parent help their child learn and make progress?

The primary mission of Davidson County Schools is to ensure that students receive the best education possible. The goal of our team of dedicated professionals is to work closely with families to see that this mission is accomplished. We encourage parents to visit their child's school and meet with our team of teachers, administrators, and staff who are there to help.

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance, informs the student and the student's parents or guardians about the student's performance and progress, and provides a system of notice which allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education. Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course.

We understand that parents are their child's first teacher, and we need a strong cooperative partnership between families and the school team to ensure that students reach their ultimate potential. Active involvement in student education is crucial for their learning journey. Below are some ways that parents can help their child learn and make progress:

<u>Continued:</u>
How can a parent help their child learn and make progress?

- Regularly ask your child about their school day, discussing the topics and assignments they are currently working on.
- Connect with their teacher(s) to gain insights into his/her progress and inquire about ways to support his/her learning.
- Attend various school events to stay connected and learn more about how to assist your child.
- Create a dedicated space at home for homework and studying, if possible, and encourage a reading culture by modeling reading behavior. Discuss your child's progress and efforts, being an engaged participant in their education.
- Maintain open communication with your child's teacher and keep a diverse range of texts at home to encourage reading at different levels.
- Utilize local resources such as homework assistance and refer to parent guides for academic standards.
- Utilize state resources such as the NCDPI Parent's Corner website

Feel free to ask for a conference with your child's teacher(s), counselors, or principal at any time. Parents can help by keeping the lines of communication open with both their child and his/her teachers. It is best to be involved from the beginning and not wait until an issue arises.

Teachers are expected to update grades weekly, and parents can stay informed by accessing the Student Information System (SIS). It is also very important that parents are aware of and understand the attendance policy.

Parents are encouraged to visit the school and district websites frequently and listen to messages sent via School Messenger, the tool we use for sending weekly and emergency messages via phone. Parents can also opt in for SMS text alerts from Davidson County Schools.

The following DCS board policies are helpful in understanding the importance of monitoring and celebrating student progress:
6.8.1 Students at Risk of Academic Failure
6.8.3 Recognizing Excellence