

Scotland County Schools 2026-2027 Curriculum & Instruction Handbook



Relationships **I**nstruction **S**afety **A**ccountability
RISA 2.0 ... Leveling Up

**Curriculum and Instruction Handbook
2026-2027**

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Curriculum & Instruction Department



C & I: Who to Ask?

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Field Trips	Jocelyn Giles	11321	jocelyn.ramos
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RTA	LaTonya Mclean Tina Smith	11323 11330	lmclean tsmith
Testing & Accountability	Lucia Jordan	11382	ljordan

Digital Instructional Facilitators

Digital Instructional Facilitators	School	Principal/Director	Contact Phone Number
Lindsey Spangler & Misty Peed	Laurel Hill Elementary	Jeremiah Moore	910-542-8071
Allison Franklin	South Johnson	Dr. Tanya McLean	910-276-2469
Frances McLean	Sycamore Lane Primary	Wenona Mishue	910-384-0673
Chiquita McNeil	Sycamore Lane Elementary	Kachina Singletary	910-384-0679
Gabrienne McBride	Wagram Elementary	Jennifer Carter	910-384-0735
Jennifer Cooper	Carver Middle	Charlotte McMillian	910-542-8077
Tara Hancock	Spring Hill Middle	Lamont Graves	910-384-0751
Shannon Brayboy	SEarCH	Brent Smith	910-410-1945
Wendi Hinson	Scotland High	Dr. Laura Bailey	910-384-0675
Marie Mitchell	Shaw Academy	Antony Brewington	910-276-0611
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*Lead Academic Coaches

Excerpts from ACADEMIC POLICY HANDBOOK

Purpose

The purpose of this handbook is to outline the academic policies and expectations of Scotland County Schools that will be followed by all Scotland County School teachers.

GRADING POLICY GRADES 3 - 12

Grading Scales

In each course, the academic grade a student earns shall reflect the student's mastery of NCSCOS content objectives and satisfaction of attendance requirements. The content grade should not reflect the student's conduct or social habits. Students should not be graded on student and parent behaviors (i.e. progress report signatures, student talking during a quiz, etc.).

Academic Grading Scale for Grades 3 – 12

A	=	90 – 100	Superior Mastery
B	=	89 – 80	Mastery
C	=	79 – 70	Progress Toward Mastery
D	=	69 – 60	Partial Mastery
F	=	Below 60 or excessive absences	Not yet Mastered

*Mastery is synonymous with “proficiency”; thus, a student mastering 80% of objective-based work is deemed proficient in that content area.

Grading Criteria

- Standard Level Courses
 - 10% Homework
 - 40% Class work (includes class work, quizzes, etc.)
 - 50% Tests (includes unit tests, projects, common assessments, essays, etc.)
 - Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.
 - Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student's IEP.
 - Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to parents via phone calls, conferences or written communication, or handled through the school's disciplinary policies and procedures.

No Zero Policy

- For clarification purposes the following grading will be required:
 - The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks report card grade. Progress

reports should reflect the actual average at that point in the quarter.

- If a student still has an opportunity to submit make-up work, missing assignments should be left as blanks, as opposed to 0s.
 - If the student is not required to complete the assignment, click “Exempt” on the “Enter Marks/Comments” page.
 - Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was “not submitted”, “not yet mastered”, etc.

Note:

A grade of 50 is entered per policy at the end of the nine weeks, even if the actual average is lower. Teachers should use comments or follow up with families to clarify true performance.

Test Retakes

- Philosophy
 - The purpose of an assessment is to measure a student’s mastery of an objective. While pre- determined dates are set for all assessments, it is unrealistic to believe that *every* student will master the given material in the same amount of time; however, the demands of a pacing guide require us to have a timely structure in place. Therefore, after a student takes an initial test where mastery is not yet obtained, more time may be needed to complete the mastery learning process. In this case, the student must engage in an intervention prior to re-taking a test to show mastery. Therefore, the goal of re-taking a test is not only the improved grade, but mastery of the concepts and skills.
- Opportunity
 - In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.
- Guidelines
 - Evidence of Intervention
 - This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances.

The following interventions include, but are not limited to: mClass Interventions, Curriculum Interventions, FCRR Resources, Standard Protocol Interventions.
 - If less than 80% of a class has “not yet mastered” an objective, **TIER I interventions should be documented.**

- Logistics
 - Re-takes should be administered within approximately 10 days of the original test and after the **MTSS process** has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during lunch. When applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached “mastery”.
- Grading

For any re-take, a student will receive the grade of their greatest mastery. In other words, if they initially received a “54” and then scored a “75” on the re-take, the highest grade will be entered into PowerSchool, not the average.

(Highest grade received on a test retake of 80)

Homework

- Homework assignments shall be meaningful and aligned to standards being taught.
- They shall be directly related to the course outcomes, rigorous and differentiated based on individual students’ needs.
- Homework should be used to prepare students for subsequent lessons.
- Homework should be used as practice or review to strengthen concepts and skill development.
- Homework should be used to evaluate what students know by applying, extending or refining their knowledge and understanding through projects or other assignments.

Amount

- The amount of homework should be appropriate to the students’ needs and abilities; moreover, the total amount of homework from all the students’ classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.

- Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such homework can present for our students and families. Teachers should adjust their expectations accordingly to reflect the best interest of all students involved.

Pass the Final Exam and Fail the Course

Any student who passes the final exam and still has a failing grade must go in front of a committee, made up of the administration and teachers, and prove that he/she has mastered at least 70% of the material as pre-determined by the content area teachers.

Professional Learning Communities (PLCs) Overview

Professional Learning Communities (PLCs) are collaborative groups of educators working together to improve teaching practices and enhance student learning outcomes. Utilizing DuFour's model, our PLCs are structured to focus on results-driven practices and foster a culture of continuous improvement.

DuFour's Four Essential Characteristics of Effective PLCs:

1. **Shared Mission, Vision, and Goals:** All members of the PLC work towards a common purpose, with clearly defined mission and vision statements and specific, measurable goals.
2. **Collaborative Teams:** Educators work together in collaborative teams to analyze student data, share expertise, and develop strategies to address students' needs.
3. **Results Orientation:** PLCs focus on student outcomes, using data to inform practice and drive decisions. The commitment to continuous assessment and improvement is key to the PLC's success.
4. **Reflective Practice:** Teams regularly reflect on their practice, evaluating the effectiveness of their strategies and making necessary adjustments to enhance student learning.

The Four Critical Questions:

In our PLCs, we address the following four critical questions to guide our work:

1. **What do we want our students to know and be able to do?**
Clearly define the essential learning outcomes and standards for each grade level and subject area.

2. How will we know if they know it?

Develop and utilize formative and summative assessments to measure student understanding and progress.

3. What will we do if they don't know it?

Implement intervention strategies and additional support to assist students who are struggling to meet learning objectives.

4. What will we do if they already know it?

Provide enrichment opportunities and advanced challenges for students who demonstrate mastery of the material.

Implementation Guidelines

- **Principal Leadership:** Principals actively attend and lead PLCs by fostering collaboration, supporting data use, and ensuring follow-through on action plans.
- **Regular Meetings:** Schedule consistent PLC meetings to review data, discuss instructional strategies, and plan interventions.
- **Data-Driven Discussions:** Use student performance data to guide discussions and decision-making.
- **MTSS Protocol:** Use the MTSS data protocol to identify students, monitor progress, and guide instruction.
- **Ongoing Professional Development:** Engage in continuous learning to stay current with best practices and educational research.
- **Collaborative Culture:** Foster an environment of trust and openness where all team members contribute and support each other.

By adhering to DuFour's model and addressing the 4 Critical Questions, our PLCs will drive meaningful improvements in teaching practices and student achievement across the district.

Scotland County Schools'

CLASSROOM NON-NEGOTIABLES

Teaching/Learning Ready" Classroom Environment
 Standard and Annotated Essential Question(s) Posted
 Limited Lecture (2 min. processing after every 10 min. of Lecture)
 Graphic Organizers
 Key Vocabulary (Explicit Instruction)
 Anchor Charts
 Small Groups (Differentiated Instruction)
 Authentic Student Engagement
 Academic Monitoring
 Movement
 Collaboration
 Technology
 Student Interest
 Higher-Ordered Questions & Tasks

Student Actions Examples

Discussion	Organizing	Writing	Vocabulary
Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary	Power Thinking Pattern Puzzles Graphic Organizers Venn Diagram/Comparisons Selective Underlining/Highlighting Column Notes History Frame/Story Map Sticky Notes Opinion-Proof/Conclusion-Support Problem-Solution	Summarizing Sum It Up Framed Paragraph Writing Template Journal/Learning Log RAFT Spool Paper Sentence Synthesis Word Combining	Word Map Concept of Definition Map Graphic Organizers Sentence/Word Expansion Word Combining Capsule Vocabulary Semantic Feature Analysis Journal/Learning Log Frayer Diagram

Field Trips

All field trips will go through an approval process through the Curriculum and Instruction Department. The request for approval should be done through EZActivity Trips by the Assistant Principal. The request will need the approval of the principal before reaching the C&I Administrative Assistant.

If students enrolled in an RCC class will be attending a field trip with the college, a field trip permission form from RCC, signed by the President or designee must accompany the Scotland County Field Trip Request Form.

Field trips should be an extension of learning and linked to a curriculum area. For approval, all field trips must have a lesson plan attached that illustrates what will be completed before, during and after the field trip.

All field trips during the fall semester should be submitted to the C&I Department through EZActivity Trips by **Sept. 30, 2026**. All field trips during the spring semester should be submitted to the C&I Department through EZActivity Trips by **Jan. 20, 2027**.

Field trips will not be able to be submitted without all required information. The field trip should not take place until approval from the C&I department is given.

If you have students that may be able to attend state or national conferences, competitions and/or events, please submit those field trips as well for approval. Please plan ahead to avoid last minute submissions. All out of state and international field trips shall be submitted 30 days prior to the field trip. International field trips require board approval.

[Field Trip Form](#)

[Administrative Field Trip Guidelines](#)

[Field Trip Recommendations](#)

3-6 Alternative Learning Program

The 3-6 Alternative Learning Program is designed for 11th and 12th grade students who need additional support and an alternate schedule to complete required coursework for their high school diploma. Students are recommended by their school administrator and school counselor. Enrollment requirements and processes can be found in the appendix (3 to 6 Alternative Learning Program).

Students who are approved by the committee for enrollment will be enrolled in Shaw Academy.

Students enrolled in the 3-6 Alternative Learning Program will attend in-person on the campus of Scotland High School on Tuesdays and Thursdays. Students will attend from 3pm to 6pm. Monday, Wednesday and Friday, students will complete assignments virtually through Campus Learning.

Homebound

Homebound services are designed for students who are not able to attend school in-person for medical reasons as documented by a medical provider. Homebound services must be approved by the head of the C&I Department. A request for homebound services should be submitted and approved prior to homebound services beginning. The  Homebound Services Request Form is found on the Curriculum and Instruction page on the Scotland County Schools website.

Schools will select the teacher to provide homebound services. Homebound teachers are paid their hourly rate. Hours will be determined based on the needs of the student. Should a student have permission to return to school earlier than the date provided on the original approval, the student's medical provider will complete the  Return-to-School-Form.pdf . Homebound services that will continue past the end of the school year, will need to go through the approval process at the start of each school year.

Professional Development

Professional Development Requests

- In-School Professional Development requests that are to be facilitated by the Building-Level Leadership should be documented by the Academic Coach. Academic Coaches should have completed PD spreadsheets that include the date, content, facilitator, CEU credits, and CEU type for all PDs. Academic Coaches will enter all CEUs into the LINQ system within one week of delivering the PD.
- All In-School Professional Development requests that are to be facilitated by Central Office Personnel must be requested through the Assistant Superintendent of Curriculum and Instruction. As stated above, Academic Coaches will be responsible for completing PD spreadsheets that include the date, content, facilitator, CEU credits, and CEU type for all PDs. Academic Coaches will enter all CEUs into the LINQ system within one week of delivering the PD.
- Professional Development is offered both on demand and through scheduled sessions. Sessions will be included in the C & I Calendar (and C & I Chronicle) and updated as often as necessary. These sessions include professional development offered by the district C & I team as well as NCDPI.
- Safety and Compliance training for staff will be provided through Vector Solutions.
- Support services staff will receive additional training through NC School Health Training Center-ECU, PESI, Center for Safer Schools, UNCP, and through their professional organizations to meet the requirements of SCS Mental Health Policy.

Elementary Curriculum

Math - HMH Into Math

ELA - Benchmark Advance

Phonics instruction is supplemented with Heggerty, a phonemic awareness program that enhances foundational reading skills. Heggerty provides daily lessons focused on rhyming, segmenting, blending, and manipulating sounds. This program, integrated with the core curriculum, supports reading fluency and comprehension, especially for struggling readers and English language learners. Its structured approach helps build strong phonological awareness essential for reading success.

Science, Social Studies and Electives

Teachers will use resources provided in the Scotland County Schools resources for instruction. Resources include Studies Weekly for Social Studies and Science Weekly for Science.

Elementary FAQs

What assessments are required at the elementary level?

Early Learning Inventory ELI (State)

The ELI Assessment is ongoing. It provides a snapshot of a child's development and is used to assess the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional knowledge. In accordance with state law (G.S. 115C-83.5), the KEA is: administered at the classroom level; aligned to North Carolina's standards; and is reliable, valid and appropriate for use with all children.

M-CLASS Dibels 8 (State)

Dibels 8 is a diagnostic and formative assessment intended to inform instruction for young readers. It is administered three times a year to all K-3 students as a state assessment. Per State Board policy, the Dibels 8 Home Connect Letter should be sent home three times a year after benchmarking to inform parents of reading progress. mClass cannot be accessed outside of the window, but students can be progress monitored to determine their starting point.

Beginning of Grade 3 (BOG3) Assessment

Students take the BOG3 assessment between instructional days 11 and 15. The

BOG3 is administered in paper-and-pencil format only. Schools administer the BOG3 in one school day (except for administrations involving students with documented special needs requiring accommodations, such as Multiple Testing Sessions.)

Benchmarks/NC Check-ins (District/State)

Benchmarks are administered at the end of each quarter. **They are not to be used as a part of the student's grade.** They provide information to teachers about the instruction delivered.

CogAT 2nd Grade AIG - Sweep

All second grade students are provided the opportunity to be assessed for the Scotland County Schools AIG program. The Cognitive Abilities Test (CogAT) is a multiple-choice assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.

The CoGAT assessment is administered during the spring of each school year. The assessment will be administered online beginning the 2024-2025 school year. Parents must be provided notification of testing prior to the assessment. Parents may opt out of testing, if they do not wish for their child to participate in the assessment.

End of Grade (State)

Every student grades 3-5 in North Carolina Public Schools is required to take an EOG in ELA, Math, and Science (Grade 5). An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards. These assessments are administered the last 10 days of school.

What is the process when schools are considering retention of students?

Student retention should only be considered in extreme situations.

All efforts must be made to support student growth, prior to discussing retention. Schools must use the MTSS framework to guide and ensure success for all students.

If a school is considering retaining a student, they should ensure that multiple conversations and interventions have been documented using the MTSS framework. There should be clear documentation of multiple conversations with parents about the specific lack of progress for a student and specific documentation of interventions tied to address issues. Prior to retaining a student, the documentation checklist for retention should be completed and given to the Assistant Superintendent of Curriculum & Instruction by April 15, 2027. ([Retention Recommendation](#))

What is expected of principal walk-throughs in their buildings?

As the instructional leader in the school building, the principal must ensure that he or she knows what is going on in classrooms daily.

For this to happen, administrative team members must make sure they are visiting classrooms (15 each per week **at minimum**), and engaging in conversations with teachers and students about instruction. Review the Coaching Tiered Plan for Information on support (including walkthroughs) for teachers based on their coaching needs.

Can a student be assessed in M-CLASS after the window closes?

New students from out of state can be assessed through M-Class. See your Academic Coaches for further details.

What must be considered when approving field trips?

Field trips must be educational and standards-aligned. Students must not be charged to attend a field trip. All deadlines established for submitting field trip requests must be followed.

School administrators must review the field trip request form to ensure the form is; complete, current, and appropriate, prior to signing and submitting to the Assistant Superintendent of Curriculum & Instruction.

Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day. **(Please refer to the C & I website for current forms and deadlines.)**

Secondary Curriculum

6-8 Math - HMH Into Math

6-8 ELA - SAVVAS My Perspectives

6-8 - Science - District Curriculum Resources

9-12 Science - HMH (Earth Science and Biology)

6-8 Social Studies - District Curriculum Resources

9-12 Social Studies - District Curriculum Resources

9-12 Math - SAVVAS

9-12 ELA - HMH Into Literature

Electives and CTE Teachers will use resources provided in the Scotland County Schools resources for instruction.

High School Graduation Criteria

Scotland County Schools high school graduates are required to have 28 credits for graduation. The breakdown of required credits can be found in [Board Policy 3460](#). This can be found linked in the Appendix. The NC State Policy can be found here:

 [Policy GRAD-004 State Graduation Requirements.pdf](#)

Secondary Education - FAQs

What is the new grading policy for credit recovery courses starting in 2025–26?

Beginning with the 2025–26 school year, all credit recovery ([New Policy](#)) courses linked to non-elective graduation requirements must have a numeric grade assigned. This grade will be combined with the student's existing Incomplete (I) or Fail (F) grade to calculate a final passing numeric grade on their transcript (This combined grade should reflect the percentage of the course completed through credit recovery, resulting in a final passing numeric grade.)

This policy ensures consistency in GPA calculation and graduation reporting and does **not** apply to elective courses.

Instructions for grading setup and a list of affected courses will be shared when available. For more details, see SBE policy CCRE-001 (section 6.3)

How is Edmentum used at the middle and high school level?

Scotland County Schools will be implementing Edmentum's Courseware, a rigorous 6-12 digital curriculum solution during the 2026-27 school year to increase high school graduation rate and to support blended learning opportunities for students in grades 6-12. The solutions will be used for Credit Recovery, InitialCredit, and Supplemental Blended Learning.

Credit Recovery: APs, Counselors, or Lab Facilitators will enroll students in an SCS Customized Credit Recovery Course. According to SCS Board policy, students will retake a subset of skills for knowledge needed to recover the credit.

This will be determined by pre-tests, which must be administered securely, at the beginning of each unit.

To that end, completion of the entire course is expected, unless otherwise indicated by an IEP/504 Plan. Final Exams and teacher graded activities are not required for credit recovery. Note: Grade weighting for Credit Recovery content/activities –Mastery Test - 60% and Post Test - 40%.

Initial Credit: During times of teacher vacancies, catalog expansion, student transfer, alternative learning placement, and/or homebound situations, students will continue to

have access to rigorous curriculum through Edmentum Courseware. Students will be enrolled in the district's Customized Initial Credit Course.

Supplemental Blended Learning: Instructors will have access to the Courseware curriculum to create supplemental assignments within Flex Assignments for enrichment, remediation, short term absences, content/unit recovery, college & career readiness, & substitute lesson plans.

All teachers & instructional staff enrolled in courses/classes will provide daily support, monitor engagement, score teacher-graded activities, and provide additional instruction as needed.

Administrators will review, analyze, & monitor the administrator dashboard for usage and course completion, providing ongoing support to teachers as necessary.

 Credit RecoveryFAQ.pdf

What is the process when schools are considering retention of students?

Student retention should only be considered in extreme situations.

All efforts must be made to support student growth, prior to discussing retention. Schools must use the MTSS framework to guide and ensure success for all students. If a school is considering retaining a student, they should ensure that multiple conversations and interventions have been documented using the MTSS framework. There should be clear documentation of multiple conversations with parents about the specific lack of progress for a student and specific documentation of interventions tied to address issues. Prior to retaining a student, the documentation checklist for retention should be completed and given to the Assistant Superintendent of Curriculum & Instruction, April 15, 2027.

[Retention Recommendation](#) (SCS BOE Policy 3420).

How High School Credits Work

Credits are awarded per semester course - 1 credit per class. Students must earn a final passing grade of 60 or higher and be in good attendance standing (no more than 6 unexcused absences or have completed all credit recovery) to obtain credit for the class. Promotion to the next grade level at year's end is based on accumulating credits appropriate for each grade (e.g., around 6 credits per year) -

- 9th to 10th grade: Students need 6 credits during 9th grade, including English I and two credits in mathematics, social studies, or science. If a student earns less than 6 credits and/or fails to get a credit in the specific courses above, they will remain a Freshman (9th grader).
- 10th to 11th grade: Students need a total of 12 credits, including English I, English II, Math I, one credit in social studies, and one credit in science. If a student earns less than 12 credits and/or fails to get a credit in the specific courses above, they will remain a Sophomore (10th grader).

- 11th to 12th grade: Students need a total of 18 credits, including English I, English II, and English III. If a student earns less than 18 credits and/or fails to get a credit in the specific courses above, they will remain a Junior (11th grader).

What must be considered when approving field trips?

Field trips must be educational and standards-aligned. Students must not be charged to attend a field trip. All deadlines established for submitting field trip requests must be followed. School administrators must review the field trip request form to ensure the form is; complete, current, and appropriate, prior to signing and submitting to the office of the Assistant Superintendent of Curriculum & Instruction.

Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day. **(Please refer to the C & I website for current forms and deadlines.)**

What is expected of principals in terms of walk-throughs in their buildings?

As the instructional leader in the school building, the principal must ensure that he or she knows what is going on in classrooms daily. For this to happen, administrative team members must make sure they are reviewing lesson plans, visiting classrooms, and engaging in conversations with teachers and students about instruction. Review the Coaching Tiered Plan for Information on support (including walkthroughs) for teachers based on their coaching needs.

What is Dual Enrollment?

Students who are dually enrolled in their high school and at Richmond Community College, receive both high school and college credit for courses taken through the program. *See the Dual Credit Allowances document in the Appendix section.* Best of all, CCP classes are tuition-free during the fall and spring semesters.

College College and Career Ready Pathway (CCR)

Through this opportunity, students who meet certain GPA (2.2 - 2.8), attendance, and behavior requirements, may be able to enroll in Richmond Community College courses. The goal is to help students prepare for college, build confidence as college learners, and take advantage of community college coursework before graduation through supplemental courses (ex: ENG 025, MAT 025, and ACA). Students will have access to in-person and online courses taught by Richmond Community College instructors.

End of Grade & End of Course Exams (State)

Every student in grades 6-8 in North Carolina Public Schools is required to take an EOG in ELA, Math, and Science (Grade 8). An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards. These assessments are administered the last 10 days of school.

High School students are required to take EOCs in English II, Math I, Math III (for students who took math 1 in 8th grade), and Biology. These assessments are administered the last 5 days of school. An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards.

How do students earn high school diploma endorsements?

High school diploma endorsements are based on grade point averages and the ACT reading score (22) or SAT score (480). Students can submit test scores to their school counselor when they have met the qualifying test score. ([High School Diploma Endorsements](#))

The five diploma endorsements available to NC public school graduates are:

- **Career Endorsement** indicating completion of a rigorous course of study that includes a Career Technical Education concentration;
- **College Endorsement** indicating readiness for entry into NC Community Colleges;
- **College/UNC Endorsement** indicating readiness for entry into a four-year university in the University of North Carolina system;
- **NC Academic Scholars Endorsement** indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- **Global Languages Endorsement** indicating proficiency in one or more languages in addition to English.
- **Arts Proficiency Endorsement** indicating completion of required arts courses and 40 hours of approved arts-related extracurricular activities.
- **Citizenship Proficiency Endorsement** indicating successful completion of a USCIS-based civics test demonstrating knowledge of U.S. citizenship.

Students are encouraged to discuss diploma endorsements with their school counselor.

How does financial aid work and how do I apply?

You will need to complete the Free Application for Federal Student Aid (FAFSA). The application is available on Oct. 1st. Financial aid is essential for students planning to attend college (2-year or 4-year) or a vocational school. You should start planning early. Financial aid can come from grants, scholarships, student loans, and work study opportunities at the college or university. Students should work closely with their counselor and parents when applying for any type of financial aid. *Resources and guides are linked in the Appendix section.*

AIG Curriculum and Services

- **School Contacts:**

At each school site K-12, there will be a lead AIG facilitator. The AIG Facilitator will maintain all AIG paperwork at the building level. All referrals will be turned into the AIG facilitator who will then submit the referrals to the AIG Director. Referrals are promptly processed. Parents are notified to participate in a conference once the gathering of assessment data and documentation(s) are completed.

School	AIG Contacts & Facilitators
Laurel Hill Elementary	LaTonya McLean & Penny Killough
South Johnson Elementary	LaTonya McLean & Deborah Swinney
Sycamore Lane Primary & Elementary	LaTonya McLean & Deborah Swinney
Wagram Elementary	LaTonya McLean & Penny Killough
Carver & Spring Hill Middle	Pam Lewis
Scotland High School, SEarCH & Shaw	Dr. Kesha Hood

* District Directors/Principal Coaches & AIG Facilitators

Qualifications for AIG--FTAP Form

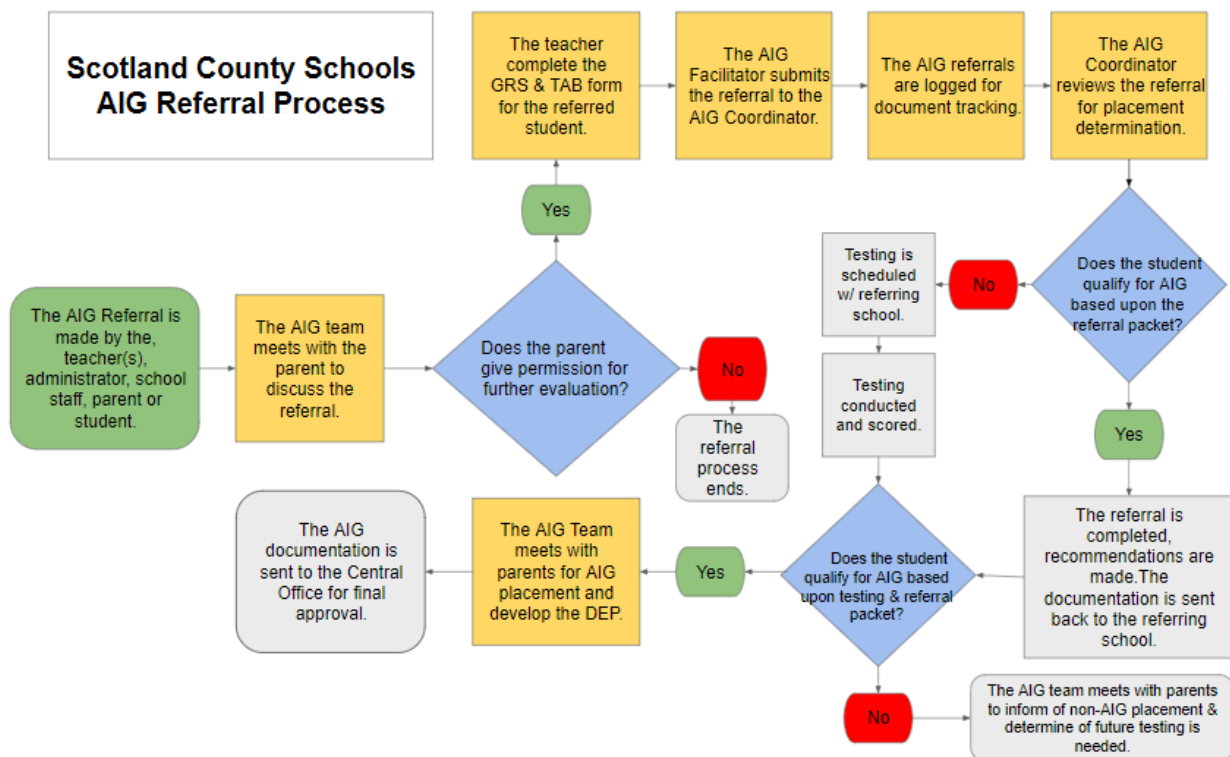
- 3 out of 5 areas at level 8 or higher on TAB (Traits, Aptitude and Behaviors)
- 3 out of 5 areas at 88% or higher on GRS (Gifted Rating Scale)
- 88% or higher in math and/or reading in and/or
 - Ability (CogAT)
 - Achievement testing (ITBS/EOG)
- 4 Scenarios for identification
 - GRS, TAB, and Ability Qualifying Scores (Reading and/or Math)
 - GRS, TAB, and Achievement Qualifying Scores (Reading and/or Math)
 - GRS, Ability, AND Achievement Qualifying Scores (Reading and/or Math)
(Ability and Achievement qualifying scores must be in the same subject)
 - TAB, Ability, AND Achievement Qualifying Scores (Reading and/or Math)
(Ability and Achievement qualifying scores must be in the same subject)

To be identified and placed in the program, students must qualify in 3 out of 4 areas on FTAP(Frasier Talent Assessment Profile)-with one area being either Ability and/or Achievement Testing.

If ability and achievement will be used for placement, 88% or higher must be in the same subject area in both. ***98% or higher does not require additional areas only test score in either ability or achievement (GRS and TAB are not needed for placement)

➤ **Application / Referral Process:**

(Any person who is associated with the student may refer that student for gifted services at any time during the school year).



➤ **Parent/Community/Self-Referral**

- When a parent/guardian refers a student for gifted services, the parent/guardian completes the Parent Referral form. The parent will return the form to the AIG facilitator assigned to that school.
- When a community member refers a student for AIG, the AIG facilitator will first secure parent permission and then the community member will complete the referral form(s). Once completed the forms should be returned to the AIG facilitator assigned at the assigned school.

- Students may also nominate themselves for the AIG program. Students who wish to self-refer should complete the Parent/Guardian Referral forms about themselves. Once the student completes the form it should be given to the AIG facilitator at his/her school.

➤ **Teacher Referral**

- When a teacher refers a student for gifted services, the teacher will complete a Teacher Referral form(s). The teacher will return the form(s) to the AIG facilitator at the assigned school. After a review of records, the Parent/Guardian may be contacted for permission to test if needed.

➤ **Services:**

- All second grade students will be assessed for the AIG program in the Spring of 2027. AIG services for 3rd Grade students will begin in the Fall of 2026.
- AIG instruction takes place in a cluster classroom for grades 3-8. A cluster classroom is a classroom where the majority of the students are AIG students along with some high performing non-AIG identified students. The instruction is taught by an AIG certified teacher. The instruction is both rigorous and challenging to meet the academic needs of AIG students. High Schools AIG students are enrolled in Honors, Advanced Placement (AP) and College Courses.
- All AIG students in grades 3-8 must be serviced by an AIG certified teacher, at a minimum, in either Reading or Math. If they are not serviced by an AIG certified teacher, in Reading or Math, then their DEP needs to be changed to consultative.
- All Schools must maintain an AIG enrichment plan that indicates AIG enrichment services beyond the classroom (clubs, afterschool programs, field trips, guest speakers etc.)
- Schools are required to submit their AIG School Plan to the district AIG Director by October 15, 2026. *A copy of the current AIG Plan can be found in the Appendix.

All of the detailed information about the Scotland County Schools AIG Plan can be reviewed in the School District's AIG Plan. The AIG plan was developed based upon [Article 9B](#), the current legislation mandating identification and services for gifted

education K-12 in North Carolina. The district AIG plan is updated every three years, to address and meet the needs of Scotland County Schools students.

Instructional Technology

What is STEM Education?

STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

The Use of Technology Should:

- Enhance the acquisition of lifelong learning skills by students;
- Support, complement and enhance instruction and model for students the use of technology in post-secondary education and in the workplace;
- Foster individual and cooperative problem solving for students in the learning process and for staff in the decision making of curriculum and services;
- Increase accessibility of information for all constituencies and facilitate the required reporting of information to the state and federal governments;
- Improve operations and communication capabilities for the district;
- Be made available to all students to use either during or after school hours to accommodate those whose families do not have access to technology.

Remote Learning / Virtual Instruction

Introduction and Purpose

Scotland County Schools is committed to maintaining instructional continuity when in-person learning is disrupted. This section provides an overview of the district's remote learning expectations, procedures, and resources for teachers, staff, and students.

Expectations

- Remote learning days are **instructional days**, not days off. Instruction may include online lessons, learning packets, and other student-specific resources.
- Staff will follow the school's schedule for PLCs, meetings, and professional development, using virtual tools as needed.

- Certified and non-certified staff may work on-site or remotely, with accountability measures in place to ensure consistent instructional support.
- Families and students should have access to materials and guidance needed to continue learning at home.

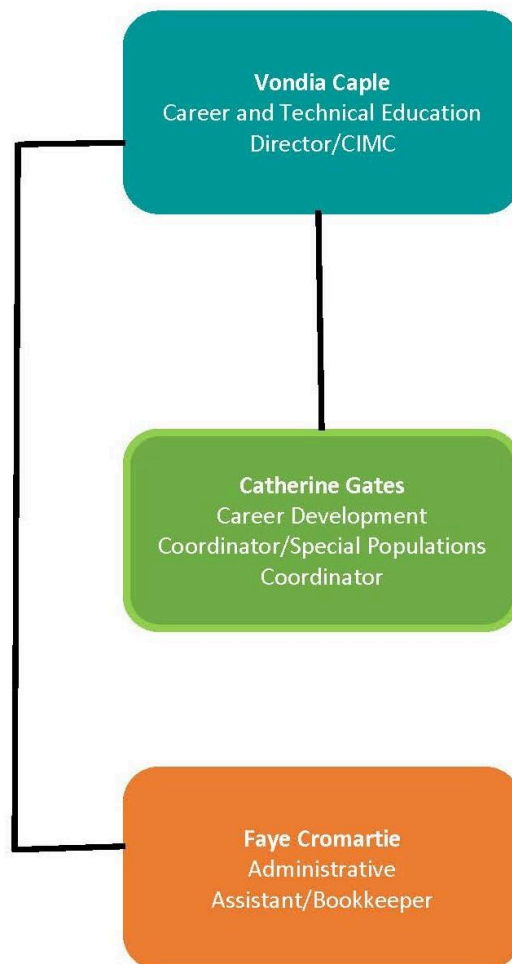
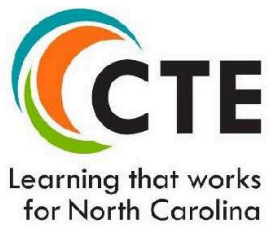
Our goal is to keep learning going for all students, even when we can't be in the classroom. By following the procedures outlined here, staff, students, and families can stay on track and make the most of remote learning days. Staying connected, communicating clearly, and sticking to these expectations will help ensure instruction continues smoothly and effectively.

C&I Instructional Technology/Curriculum Approval Procedures

Curriculum Resource (Hardware and Software Approval):

- All curriculum resources (hardware and software) need to be approved by the Curriculum & Instruction Department and the Technology Department before a purchase can be made. Principals need to complete the  Computer_Software_request (1).doc (located in the Appendix).
- If the purchase will be funded through Title I, the Title I Director will also need to be notified. Upon completion of the purchase request, the Assistant Superintendent of Curriculum & Instruction will email the principal and the Title I Director the approval or disapproval of the purchase.
-  C & I Purchasing Process.pdf ((located in the Appendix).

**Scotland County Schools
Career and Technical Education Department**



CTE INTRODUCTION

Career and College Ready

The mission of Career and Technical Education (CTE) is to empower students to be successful citizens, workers, and leaders in a global economy. CTE programs are designed to contribute to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process.

Career and Technical Education fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area, earning at least two related technical credits and meeting other criteria, are better prepared for the further education and advanced training required to be successful in 21st century careers. Career and Technical Educators at the state and local levels partner with business and industry and with community colleges and other postsecondary institutions to ensure Career and Technical Education serves the needs of individual students and of the state.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides the framework for Career and Technical Education.

Career Clusters and Programs of Study

The National Career Clusters Framework serves as a guiding organizational structure for Career Technical Education (CTE) leaders and partners to create inclusive, industry-responsive, and learner-centered CTE programs and experiences.

The Framework was first established in 2002 through a collaborative effort of the federal government and states, facilitated by Advance CTE. Since that time, Advance CTE, on behalf of the states, has continued to serve as its steward. The original Framework design was used in some form in all 50 states and multiple territories, and it was used around the world to inform career development tools and platforms. In 2022, Advance CTE launched the multiyear Advancing the Framework initiative to modernize the Framework. North Carolina will implement this new Framework with the 2026-2027 year.

All NC CTE courses align to the modernized Framework. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry validated knowledge and skills statements of student expectations identify what the student should know and be able to do. They prepare students for success in a broad range of occupations/career specialties. Some CTE courses cross over multiple Career Clusters.

The modern Framework consists of 14 Clusters and 72 Sub-Clusters that serve as the primary organizing structures for CTE programs. These structures are supported by five

Cluster Groupings aligned to purpose and impact of included careers, and a Connecting and Supporting Student Success grouping (which includes three Cross-Cutting Clusters) that provide both skills and careers that can stand alone and intersect with all other Clusters. Twelve Career-Ready Practices ensure that every program includes the skills that are essential to every career and life.

Federal law requires each school receiving Perkins funds to offer at least one Program of Study (POS). Programs of Study are synonymous with pathways in North Carolina. A Program of Study provides a clear pathway for students to reach their career goals through secondary CTE courses, opportunities for postsecondary credit while in high school, and academic coursework, combined with a smooth transition to postsecondary education and advanced training. Students are to have a career development plan outlining courses to be taken that will move them toward their tentative career objective, meet high school graduation requirements, and provide a foundation for further education and advanced training.

 CTE-CareerClustersPathways

Career and Technical Student Organizations

A Career and Technical Student Organization (CTSO) is an intracurricular, organized group established for students in Career and Technical Education (CTE) courses to further their knowledge and skills by participating in real world activities, events, and competitions.

Mission and Purpose

Career and Technical Student Organizations (CTSOs) enhance student learning through contextual instruction, leadership, personal development, applied learning, and real-world application. CTSOs are intracurricular and work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real-life and/or work experiences through a CTE program.

CTSOs help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs, and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national levels and attend leadership development conferences to network with other students and business and industry partners.

 NC CTSO Criteria.pdf

NATIONAL TECHNICAL HONOR SOCIETY

NTHS: The Highest Award for Excellence in CTE

Eligibility

- Current Junior or Senior



- A minimum overall 3.0 unweighted GPA
- Achieved CTE Concentrator status
- Clean disciplinary record
- Two faculty and/or staff recommendations
- One-time National Membership Dues: \$30.00

Benefits

- NTHS is an important career investment respected by business, industry and education, adding prestige to members' portfolios
 - Student will receive a membership certificate, honor cord, NTHS diploma seal, pin, white tassel, scholarship and career opportunities
 - Student NTHS Induction Ceremony
-

CTE Presidential Scholars

On June 22, 2015, President Obama signed an Executive Order establishing Career and Technical Education (CTE) Presidential Scholars. The existing Presidential Scholars program recognizes distinguished high school seniors who have demonstrated accomplishment in their academics or in the visual, creative and performing arts. This Executive Order acknowledges that our nation's highest leaders recognize and value CTE and those who choose to pursue that program of study.

Career & Technical Education (CTE) FAQs

1. **What is CTE?** Career and Technical Education is a group of programs that prepares students for entry into professional level employment opportunities, typically within one to four semesters. Career and Technical Education is a model that leads to a CTE endorsed diploma, prepares students for high-demand, high-wage careers, gives real world experience and the opportunity to participate in work-based learning activities, earn college credit, obtain credentials, and more. Whether students plan to further their education in community colleges, technical schools, four-year colleges and universities, receive on-the-job training, or pursue careers in the military, CTE can be the first step in a pathway toward productive employment and citizenship.
2. **What are Career Clusters?** Sector-specific Career Clusters are defined by labor market information and industry sector research and validation from Standard Occupational Classification (SOC) and North American Industry Classification System (NAICS) codes. The 14-Career Clusters function as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating

individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career. Career Clusters serve as a guide for organizing CTE programs, connecting education to workforce needs, and helping learners navigate career pathways that align with their interests, talents, and labor market opportunities.

3. **What is a Career Development Coordinator (CDC)?** A CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.
4. **What is a Career Diploma Endorsement?** Students earning a Career Endorsement must complete a CTE concentration, earn an industry-recognized credential or reach the Silver designation on the National Career Readiness Certificate (WorkKeys), and take a fourth year of math aligned to their post-high school plans and maintain an unweighted 2.6 GPA. Under this approach, students earning this endorsement are able to enter the state's two-year institutions without requiring remedial education and with a credential in hand.
5. **What is the ACT Career Readiness Assessment (CRC)?** The ACT National Career Readiness Certificate (ACT NCRC) is an assessment-based credential powered by ACT WorkKeys®. Issued at four levels, the ACT NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.
6. **What is College and Career Ready?** A high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career; i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training.
7. **What is a CTE Concentrator?** CTE concentrators are those students who have completed two or three courses within one CTE Career Cluster pathway with one of the courses being a second level course.
8. **What is a CTE Pathway?** CTE Pathways are those programs that integrate CTE courses with focus on a particular Career Cluster pathway concentration area while also incorporating a rigorous academic curriculum to include opportunities to earn post-secondary credits through articulation and dual enrollment, industry-recognized credentials and opportunities for work-based learning. Pathways represent the most recent federal effort to better align high school and postsecondary education with

the demands of the changing global economy and provide a more coherent pathway for youth as they move toward adulthood.

9. **What is a CTE Proof of Learning (POL)?** CTE Proof of Learning (POL) for each class is the end-of-course assessment for each CTE course. All POLs are required and cannot be exempted by students. The three types are CTE State Assessment, Industry-recognized Credential, and Performance-Based Measurement (PBM). CTE State Assessments are given during the district testing window at the end of each semester and consist of 100 questions. Industry-recognized credentials vary by course and are assessed throughout the semester. Students will have opportunities to retake industry-recognized credentials if they are not successful the first time. Performance-Based Measurements (PBMs) are made up of a variety of assignments throughout the semester and stored in a portfolio. Students must be proficient in a majority of the assignments to receive credit. The final exam score for CTE State Assessments must be entered as the score earned. The final exam score for Industry-recognized Credentials will be a 100 for students who successfully earn all required credentials.
10. The final exam score for PBMs will be a 100 for students who are proficient. Non-successful students in credentials and PBMs will be given a teacher-made exam for their exam grade.
11. **What is a CTSO?** Career and Technical Student Organizations (CTSOs) are key components to strong CTE programs. CTSOs integrate into CTE programs and courses and extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels.
12. **What is an Industry-Recognized Credential?** The attainment of an industry-recognized certification or credential ensures that students graduate from high school globally competitive for work and postsecondary education. An industry-recognized certification or credential helps businesses a) save many hours of training time because their new hire is already trained and b) be confident that the credential holder has already learned a specific set of skills. A student who has earned an industry-recognized certification or credential a) validates their knowledge and skill attainment with an industry-recognized certification; b) stands out in a field of job applicants; and c) starts at a higher salary level. In 2025, 92% of Scotland County Schools' CTE Concentrators earned a recognized postsecondary credential aligned to a foundation prerequisite, prerequisite, or concentrator course in their pathway of concentration.

13. **What is a Special Populations Coordinator (SPC)?** An SPC ensures that members of special populations receive support services and job training.
14. **Is the CTE Program only for high school students?** Our programs are designed for a wide range of students in secondary and postsecondary students. Our programs are not only designed for those students who want to earn a degree or certificate or who plan to transfer to a higher education, but also for lifelong learners and working professionals who want to update their skills.
15. **Is CTE only for students who are not College-bound?** No. Career and Technical Education is essential for all students, providing them with a foundation of academic knowledge and essential technical skills. CTE courses and programs introduce students to career options and assist them in making informed educational choices.
16. **How does CTE prepare students for life after high school?** Students who graduate from CTE schools have multiple options. They may choose to continue their education at colleges and universities, go directly into the workforce, select technical training programs, apprenticeships, or schools that specialize in their chosen field of interest, or some combination of all of the above.
17. High quality career and technical education programs directly engage students to meet CTE graduation standards through a contextualized program of study that links rigorous academic content with industry requirements and workforce experience.
18. **Why would a student wish to enroll in a CTE?** Students enroll in CTE because they wish to learn “hands-on” career skills while earning a high school diploma in order to prepare for college or other higher education studies. In addition to school laboratory settings, students have the opportunity to take part in internships, mentorships, job shadowing, and other industry-based, real-life experiences.
19. **Is there any Proof that CTE Works?** Yes! Students who take two or more CTE courses are less likely to drop out of high school. In 2025, 95% of Scotland County’s students graduated from high school when they completed a CTE Pathway.
20. **How do CTE internships work?** CTE internship opportunities are available for students who have completed a CTE pathway. The CDC can arrange student internship opportunities and track student progress of CTE course objectives during the internship. Liability insurance is covered by the school district for unpaid internships and by the employer for paid internships.
21. **What is an Articulated Course?** An articulated course consists of high school CTE courses that are included in the North Carolina statewide articulation agreement because the knowledge and skills taught within the curriculum are similar to community college courses. Students who master an articulated course by achieving

at least a 90 scale score on the statewide CTE Proof of Learning and a B in the course can receive college credit for the courses at a North Carolina Community College.

A list of eligible courses can be found below.

[North Carolina High School to Community College CTE Articulation Agreement](#)

22. Where can students find out about CTE classes offered at their high school?

Students should contact their school and career counselors for CTE course offerings and enrollment information.

23. What is Work-based Learning? Work-based Learning (WBL) is an integral educational strategy within the Career and Technical Education (CTE) system, dating back centuries. It provides students with real-life work experiences, allowing them to apply academic and technical skills while developing crucial durable employability skills. These experiences occur at employer worksites, coordinated with school-based activities to illustrate the practical relevance of academic learning.

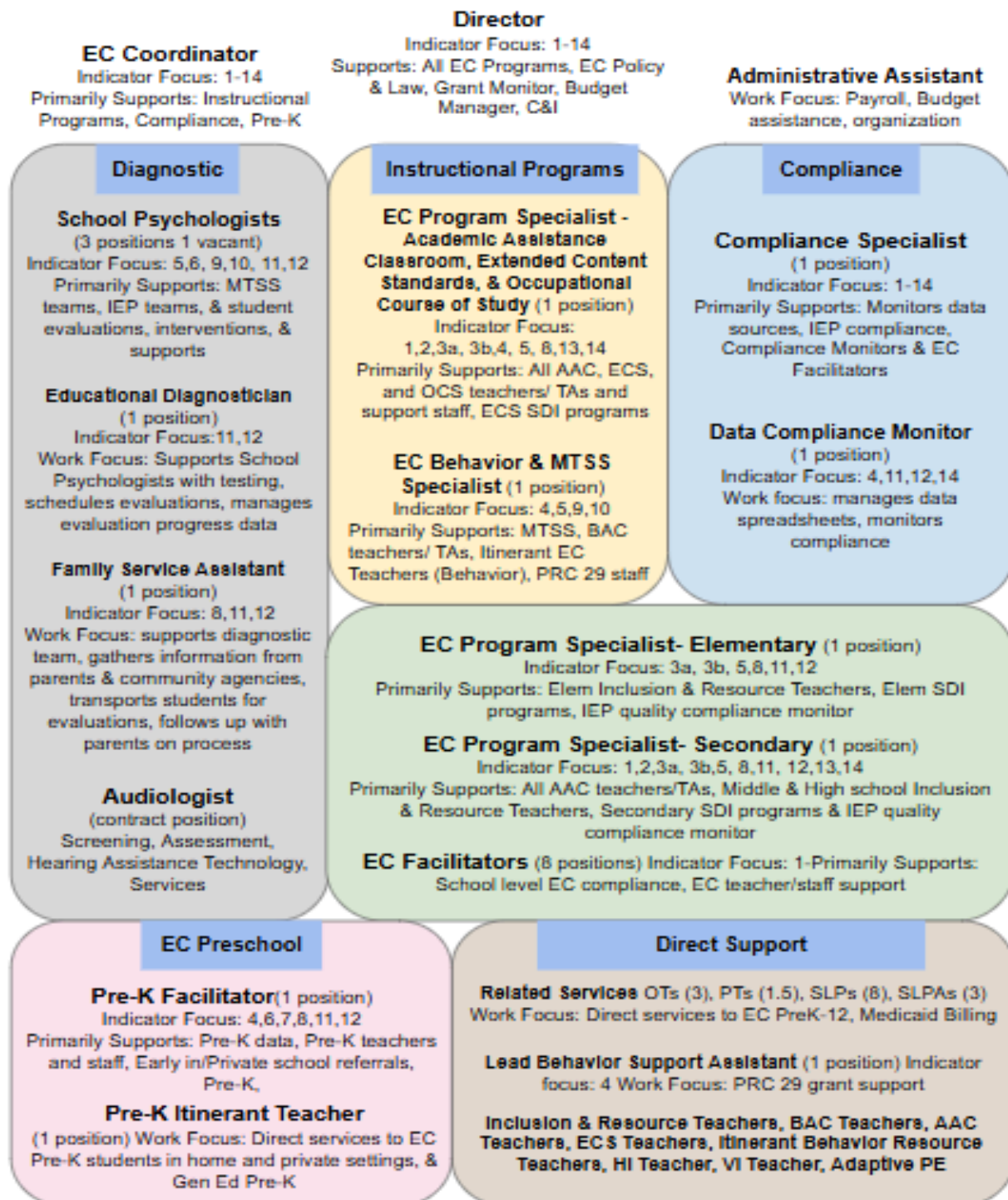
(<https://go.ncdpi.gov/58cew>). Work-based learning strategies, aligned to all CTE career clusters in North Carolina, encompass the four phases of the Career Development Continuum (<https://go.ncdpi.gov/37fgx>) awareness, exploration, preparation, and participation.

Exceptional Children's Department

Corinna Wilkins	Director of Exceptional Children's Services	Ext. 11328
Candace Houg	Exceptional Children's Coordinator (also EC PreK Coordinator)	Ext. 11334
Tracie Brown	Administrative Assistant	Ext.11329
Vacant	Compliance Specialist	Ext. 11361
Tameka Willis	Compliance Data Monitor	Ext. 11359
Latoria Worth	EC Program Specialist - High School	SHS
Jessica Williams	EC Program Specialist - Middle School	Spring Hill
Kim Strickland	EC Elementary Specialist	Ext. 11362
Regina Davis	Lead Behavior Support	Ext. 11358
Vacant	PreSchool Itinerant Teacher	Ext. 11355
Menar Malloy	Occupational Therapist	Ext. 11361

Katharine McLean	Occupational Therapist	Ext. 11350
Stephanie Richardson	Occupational Therapist	Ext. 11351
Cheryl Hicks	Psychologist	Ext. 11347
Lauren Nerverve-Cooley	Psychologist	Ext. 11348
Rebecca DeShazo	Lead Speech Therapist	Ext. 11349
Stephanie Worley	EC Preschool Facilitator	Ext. 11352
Joy Lindey	EC Program Specialist (Extended Content/OCS/AAC) - based at SHS	277-7370
Leslie Sellers (contracted)	System Wide Physical Therapist	276-1138
Anika French	System Wide Audiologist	

Exceptional Children's Services Leadership Organizational Chart SCOTLAND COUNTY SCHOOLS



EXCEPTIONAL CHILDREN'S PROGRAM

Special Education Program Overview

Programs are available in the Scotland County Schools for students with special needs ages 3-21. A broad curriculum of services is available to these children according to their individual needs. Services range from hospital-homebound services, self-contained special classes, resource rooms to consultative services. Related services needed in order for students to benefit from special education are available to children with special needs (these include, but are not limited to speech and language therapy, occupational therapy, physical therapy, special transportation, adapted physical education and diagnostic service). Children may attend schools outside their attendance area based on their individual needs.

Q & A

What does it mean when one says a student is an Exceptional Child (EC)?

Exceptional children (ages 3-21) are those students who because of permanent or temporary mental, physical or emotional handicaps, need special education and are unable to have all of their educational needs met in a regular class without specially designed instruction. It includes students who are:

- Autistic
- Deaf-blind
- Deaf
- Developmentally Delayed (**ages 3-7**)
- Emotionally Disabled
- Hearing Impairment
- Intellectually Disabled
- Multiple Disabled
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disabled
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Children are identified for services through the Child Find Process.

How is a student referred and evaluated for EC?

MULTIDISCIPLINARY DIAGNOSTIC CENTER

A multidisciplinary team approach to evaluation increases efficiency and opportunity for planning. Scotland County Schools operates a multidisciplinary diagnostic center located at the A. B. Gibson Education Center. Services are provided by a team of professionals consisting of psychologist, speech therapists, nurse, audiologist, occupational therapist, educational diagnostician and family service assistant. The Diagnostic Center provides the required screening and evaluations for initial referrals and reevaluations for students in Scotland County. Team members provide the following measures: psychological evaluation, educational evaluation, audiological evaluation, adaptive behavior evaluation, speech and language screening or evaluation, psychomotor screening, neurological screening, occupational therapy screening and evaluation, vision screening, hearing screening, medical screening and social-developmental history.

Diagnostic Center staff schedules evaluations and notifies parents and schools. Students are transported from the home school to the Diagnostic Center and returned to school upon conclusion of the evaluations. Lunch is provided for students when evaluations extend in the lunch hour. Transportation can also be provided for the parent/guardian if needed.

What is Child Find?

Child Find is an on-going legal responsibility of Scotland County Schools set forth in the Federal Regulations of IDEA to ensure that:

- All children with disabilities 3 through 21 residing in Scotland County, including children who are homeless or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.
- All children with disabilities 3 through 21 parentally placed in a private school located in the LEA, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

The Exceptional Children's Programs are the vehicles by which the school system provides the additional educational support services that afford these students the opportunity to access the curriculum. The philosophy of the Exceptional Children's Program is based on the following principles:

1. Every exceptional student in Scotland County is just that, a student of Scotland County and is entitled to be treated with respect and dignity while being provided a Free and Appropriate Public Education (FAPE).
2. Every exceptional student is capable of learning when provided specially designed instruction as is outlined in the law.
Each student has the right to an educational program that is designed to meet his/her unique needs. Thus, the instruction provided to these students, like any other, should provide them with maximum opportunities for growth in the cognitive, affective, and social emotional domains.
3. Every exceptional student enrolled in Scotland County Schools has a right to experiences, as well as an environment, that will most benefit him/her in adjusting to life and to becoming an independent and contributing member of society as they work towards being college and career ready.

In order to make the above philosophy operational, the major objectives of the Exceptional Children's Department is as follows:

- To identify the unique needs of each exceptional student and to develop an Individual Educational Plan designed to meet the student's needs that will allow him/her to access the curriculum.
- To implement the Individualized Educational Program in the least restrictive educational setting. Whenever possible the student's needs should and must be met in the general education classroom. However, when the student's needs cannot be met in the general education classroom a number of educational options should be available that ensures a continuum of services.
- To ensure students and parents rights to be involved in the educational planning of each student is protected.
- To advocate for the exceptional children to ensure they are afforded the same opportunities as non EC students.

Confidentiality/Records

All information pertaining to an individual student except directory information is on a "need to know" basis. This is especially important for all the details collected about an individual identified for exceptional services.

At the school level the EC folder that includes the IEP, psychological results, social history, etc. should always be kept in a secure, locked place. Records should not be left in the EC classroom. The information within the EC record should be available to anyone currently teaching the EC student. The sign off sheet located inside the front cover of the EC record should be signed to document whenever anyone reviews the record. Even the EC teachers and regular teachers should be signing off when reviewing the record.

There are instances that information may be shared with another source/agency without parental permission. See the latest edition of [Policies Governing Services for Children with Disabilities - NC DPI](#)

- * If another school contacts your school requesting records because the student has enrolled or intends to enroll there
- * If the court system requests a record by judicial order or subpoena
- * With certain authorized representatives of the state and federal government for determination of eligibility for aid per Public Law 105-17.
- * When the disclosure is in connection with a health or safety emergency.

In the above instances documentation should indicate what data was shared, with whom, and when.

All other sharing of the information on an individual student is only done by specific written permission of the parent/guardian. To share this information, use our release of information form. The receiving agency or person must be specifically identified including an address. Parent or guardian must sign and date the form. A copy of the form with the specific information shared should be attached to the information being shared. Note on the form what information was shared and when. File the original copy of the release of information permission in the EC folder.

Photographing an EC student in certain situations is considered a breach of confidentiality without written permission of the parent or guardian. Whenever a photograph or article publicly identifies the student as exceptional or as receiving special services, there is a breach of confidentiality. The written parental permission must specifically identify that photographs will be taken and the purpose for so doing. That written permission form must be included in the EC record. This form would cover “still” photographs or videos used for progress documentation such as in a portfolio.

Publicly sharing information about an EC student to anyone beyond the “need to know” group is considered a breach of confidentiality. Beware of conversations in the hall or teachers’ lounge or the community or church.

Even if the conversations are between appropriate individuals, having conversations in the presence of others whom are not appropriate, breaches the EC student’s right to privacy. This also applies to gatherings such as teacher’s meetings at school or club meetings. Furthermore, beware releasing information, verbal or photograph, to the newspaper or radio station about individual EC students. It’s all confidential information and should not be shared with individuals not involved with the individual student.

In the case of a breach of confidentiality, there is always the **potential for a lawsuit**. Be cautious and be forewarned. **Students not only deserve their right to privacy, they are legally entitled to it.** Be vigilant in performing your duties.

EC Best Practices

IEP Meetings

- Have an agenda for the IEP meeting that is specific to the child/meeting
- Introduce all IEP team members at the beginning of the meeting even if you think the parent is familiar with the team members
- Make the parent feel like an equal member of the IEP team by actively engaging the parent in all discussions.
- Begin with the positives.
- Bring informal and formal data/progress-monitoring to the meeting.
- Speak in clear, plain language – avoid jargon, acronyms, and discipline-specific terminology.
- Focus on the student’s individualized needs – not your program, classroom, or resource limitations.
- Be willing to say “I don’t know”, but have an avenue for finding the answer.
- If there is a possibility a participant has to leave the meeting early, please share with the parent before the meeting begins.
- Ensure that the LEA Representative is always available for the entire meeting. If another IEP member must leave the meeting before it is over, it is up to the parent to excuse the member and for the meeting to continue.

Compliance

- IEP meetings should be scheduled 7-10 days in advance. All team members should be allotted the same timely notification of a meeting (teachers, school psychologists, related services)
- 2nd notices should be given 2-3 days before your meeting date.
- Paperwork should be logged on the compliance preview form 5-7 days before meeting.
- Finalized paperwork should be logged on the compliance review within 24 hours of the meeting.
- All paperwork should be finalized/signed in the meeting. No draft copies should be signed.
- Parent copies should be mailed or sent by the student by the end of the next school day.
-  Compliance FAQs

Instructional Practices- CO-TEACHING

- The proportion of struggling students does not overwhelm the class.

- EC teachers co-teach with no more than 4 general education teachers. (2 is optimal)
- Co-teachers spend time, prior to the start of school, to discuss roles and responsibilities and do long-range planning.
- Co-teachers have a minimum of 30 minutes per week to plan together, either through common planning blocks or regular work hours.
- School administrators require all co-teachers to spend time co-planning.
- Co-teachers are provided with guidance in how to use their co-planning and reflection time.
- EC teachers are provided with resources such as general education curriculum materials and a desk or workspace in the classroom.
- School administrators have clear expectations regarding parity and the active involvement of the specialist in the classroom.
- Co-teachers use various grouping techniques to meet the needs of students, with whole group instruction no more than 50% of the time.
- Co-teachers collaboratively grade all students in the class.

Instructional Practices- RESOURCE SETTING (PULL-OUT)

- EC teacher uses research-based SDI (Specially Designed Instruction) techniques or programs
- EC teacher posts learning target(s) for the lesson and discusses with students.
- EC teacher explicitly connects new instruction to previously learned skills/concepts
- EC teacher explicitly connects new instruction to the standard course of study for the content areas (ELA, math, even social studies/history, or science).
- EC teacher models the learning process by using the think aloud method.
- EC teacher uses the I Do, We Do, You Do model with sufficient guided practice to enable student success with the learning target.
- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.

Instructional Practices-SEPARATE SETTING (Extended Content Standards)

- ECS Teachers have a class schedule with pictures posted centrally where all students can see AND individual schedules that do not look the same (first-then cards, token boards, mini schedules, etc.).

- ECS Teachers' lessons align to the district pacing for the Extended Standards and contain the vertical alignment of the standards for all grades addressed within the lesson.
- ECS Teachers provide a variety of instructional groupings throughout the day
- ECS Teachers provide direct/explicit instruction throughout the day.
- ECS Teachers use a hierarchy of prompts (starting with the least and fading).
- ECS Teachers provide structured opportunities for students to communicate with or without assistive technology AND every student has at least one way to communicate.
- ECS Teacher incorporates social skills training within daily lessons.
- ECS Teachers provide visual supports throughout the room to:
 - define spaces (visual boundaries, number lines on the floor to help students know where to line up, rugs on the floor circle time/morning meeting),
 - label spaces (to help students know where things go)
 - Foster independence (hand-washing posters at sinks, alphabet/word walls for writing, anchor charts, etc.)
- ECS Teacher assistants, PCAs and other support staff should be actively engaged and supporting instruction through:
 - Leading small groups
 - Monitoring and supporting behavior
 - Providing communication/visual supports for lessons
 - Assisting with the physical needs of a student.
- ECS teacher posts schedule for all support staff and related services.
-  **Extend Content Standards FAQs**

Instructional Practices-SEPARATE SETTING Academic Assistance Classroom (AAC)

- EC teacher uses research-based SDI (Specially Designed Instruction) techniques or programs
- EC teacher meets with and plans with general education teachers of core subjects taught
- In Powerschool, the general education teacher planning with the EC teacher should also be listed as the co-teacher of subject
- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.
- EC teacher progress monitors academic progress at least weekly
-  **AAC FAQs**

Instructional Practices-SEPARATE SETTING Behavior Assistance Classroom (BAC)

- EC teacher implements a classroom behavior management system
- EC teacher progress monitors behavioral progress at least weekly
- EC teacher uses research-based SDI (Specially Designed Instruction) techniques or programs
- EC teacher meets with and plans with general education teachers of core subjects taught
- In Powerschool, the general education teacher planning with the EC teacher should also be listed as the co-teacher of subject
- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.
-  Behavior FAQs

Instructional Practices- Occupational Course of Study (OCS)

- EC teacher uses multisensory strategies to provide opportunities for multiple means of learning (such as manipulatives, visual organizers, movement, touch, audio)
- EC teacher assesses progress towards the learning target using formative and summative assessment.
- EC teacher adjusts instruction throughout the lesson based on student progress towards the learning target.
- EC teacher progress monitors academic progress at least weekly
- Job Coaches are utilized for School-based Enterprises and for academic instruction in the OCS classrooms
- NCVPS is to be used for core classes. The NCVPS OCS Learning program requires a true co-teaching experience where the school's f2f teacher is driving the instructional decisions while working daily with the NCVPS online teacher
-  OCS FAQs

Discipline Practices

- When a student identified as eligible for EC services begins to demonstrate a pattern of behavioral concerns, this first step should be for the IEP team to meet to discuss those concerns
- If a student has a Behavior Intervention Plan (BIP), the IEP team should meet to review the BIP at least after 2 major incident referrals
- All staff members working with a student with a BIP should maintain a copy and implement the BIP in every interaction with the student

- Administrators should maintain access to BIPs of each student in their school and review BIPs when making administrative decisions regarding discipline
- The EC specialist for the program should be contacted when a student exhibits persistent behavioral difficulties
- Physical Intervention for behavioral concerns should ONLY be implemented as a LAST resort when a student is a danger to self or others
- Every effort should be made to limit out of school suspensions to under 10 cumulative days in a school year. If 10 days are reached, the manifestation determination must be implemented
- To consider homebound or modified days for behavioral needs of an EC student, the school administrator must contact the EC Director or EC Coordinator.

Manifestation Determination Procedures

When Should a Manifestation Determination Take Place

- If a student reaches a cumulative number of suspensions from school of more than 10 days in one school year.
- If school administration is recommending long term suspension or alternative placement; EC facilitator should be notified prior to the administrative conference if administration may be considering recommending a long-term suspension at the conclusion of the conference

Steps in Conducting a Manifestation Determination

- Disciplinary change in placement invitation should be provided to the parent at the time of the conference if the administration intends to proceed with the recommendation after the disciplinary hearing
- Contact the EC Program Specialist & Compliance Specialist before the manifestation meeting.
- Program specialist and compliance monitor will provide recommendations for proceeding to the manifestation
- Invite receiving school to the IEP meeting, if applicable
- Contact Compliance Specialist after the meeting is complete for final folder review
- If applicable, once reassignment is approved through student assignment complete transportation information

Factors to Consider

- If the IEP team determines that the behavior in question is NOT a manifestation of the student's disability the student still has to be provided access to their special education services during the disciplinary change in placement (if suspended from school beyond 10 days, EC services are still provided)
- If the IEP team determines that the behavior in question IS a manifestation of the student's disability the IEP team is required to conduct a FBA (if one has not already been conducted related to the behavior in question) and develop (if needed) or revise the BIP.

Testing and Accountability
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Phone: 276-1138 EXT 11382
Mobile: 910-280-6655

TESTING FAQs

How many students are required for a subgroup to be counted as a target for School Performance Grade (SPG) calculations?

Thirty students are required for a subgroup to be counted as a target for SPG calculations.

Which students are required to take an EOC/EOG exam?

Students enrolled in NC Math 1, NC Math 3, Biology, or English II on the first day of testing are required to take an EOC exam for the course. Students are not allowed to be dropped from an EOC course after the first 10 days of the semester or 20 days of the year without a DPI approved 10/20 day request. .

For EOG exams, students will take the EOG exams assigned to the grade they are enrolled on the first day of testing.

How is the 95% Participation Rate calculated?

For EOG exams, students enrolled in the school on the first day of testing are required to participate in all exams assigned to their grade.

For EOC exams, students enrolled in the school on the first day of testing are required to have an EOC score for English II by the end of the spring semester in 10th grade and Biology, NC Math 1, and NC Math 3 by the end of the spring semester in 11th grade. Students who are promoted to 10th or 11th grade at the end of the fall semester are required to have an EOC score by the end of the spring semester.

How do I access my EVAAS account?

The LEA Testing Director is the account administrator for school and district administrators. The LEA Testing Director can access usernames and reset passwords for school and district administrators.

The school administrator can access usernames and reset passwords for teacher accounts. The LEA Testing Director is not able to access this information.

Processes and Procedures

Reporting Irregularities

During test administrations, testing irregularities may occur. All possible testing irregularities should be reported to the school's testing coordinator immediately. The school testing coordinator must notify the LEA Testing Director of the possible irregularity. The testing coordinator should conduct an investigation to determine the nature of the irregularity. Once the investigation is completed the findings of the investigation must be entered into the Online Testing Irregularity SS (OTISS) within 24 hours of completing the investigation. OTISS lists the required information to be included in the report. Once the OTISS report is submitted to the LEA Testing Director, the LEA Testing Director will review the report and determine the status of the irregularity. If required, a more thorough investigation will be conducted by the LEA Testing Director. At this time, the LEA Testing Director will submit the report to NCDPI.

Historical Audit

A historical audit is a report that includes testing data for all students enrolled in a school. Historical audits for each school will be printed monthly for school review. Schools are required to enter the appropriate testing code for students with missing test scores. All students must have either a test score or a testing code entered in the historical audit prior to the first day of spring testing. Missing scores must be entered prior to the next month's audit report.

NC Education

NC Education is the online testing platform used for End-of-Course (EOC), End-of-Grade (EOG), and NC Check-In Exams. The school testing coordinator will serve as the NC Education Administrator for each school. Students are uploaded automatically through Infinite Campus.

The school testing coordinator must review NC Education to ensure all students are enrolled in the appropriate tests. Missing students will need to be added by the testing coordinator. Prior to the test date, all testing accommodations must be reviewed and missing accommodations entered manually in the SIQ section of NC Education. If this is not completed, students will not be provided the appropriate testing accommodations. Prior to 7:00 pm on the test date, the Review of Accommodations Provided and Special Codes sections must be completed or the tests will not be scored.

Sign-Out/In Materials

All test materials for all state and district tests will be picked up by the school testing coordinator in the testing office. Test materials will be available at least 7 days prior to the test date. The school testing coordinator will pick up test materials in the testing department. All materials will be counted prior to signing out the materials.

The testing department should be notified of any missing materials prior to leaving the testing department. All test materials are required to be kept in a secure location at all times. All test materials must be returned to the testing department within 5 days of the final exam date. All materials checked out must be documented on a check out sheet and signed by the testing coordinator. Materials should not be returned until all of the school's testing has been completed, so all of the materials can be checked in at one time. Make sure that you are on time for your appointments to check-in/check-out materials or to scan answer sheets, so the next school will not be delayed.

Test Security

All test materials are required to be kept in a secure, locked location at all times. At the school, a designated area must be assigned to the testing coordinator for this purpose. The designated area must be accessible by the testing coordinator and their backup only.

Testing Plans

School testing plans must be submitted to the testing department 5 days prior to the start of testing. The school testing plan must include documentation of administrator and proctor training, schedule of testing including locations and administrator/proctor assignments.

Securing Administrators/Proctors

Schools are recommended to utilize all school staff for testing assignments prior to assigning non-staff. Schools should secure any needed administrators or proctors. Business partners, PTA/PTO, local churches are recommended sources for this purpose. The testing department will train Central Office staff to be available for testing.

Testing Accommodations

Testing Accommodations must be documented on a student's IEP to be provided during testing. Testing accommodations for LEP students or students with a 504 plan must be entered in PowerSchool. A student is required to use the testing accommodations throughout the school year. A Review of Accommodations Provided document must be included in the test materials for the test administrator. If a student fails to use the assigned accommodations, this must be documented. The school testing coordinator must contact the EC case manager. The EC Case Manager must contact the parent to notify of the student's failure to use the accommodations before the end of the test day. The Principal must send written notification to the parent by the following day. The EC Case Manager must send home a seven-day notice to request an IEP team meeting. The IEP team is required to reconvene to discuss the failure to use the accommodation. The IEP team will decide if the testing accommodation is appropriate for the student. All documents must be kept in the student's EC folder.

Test Groups

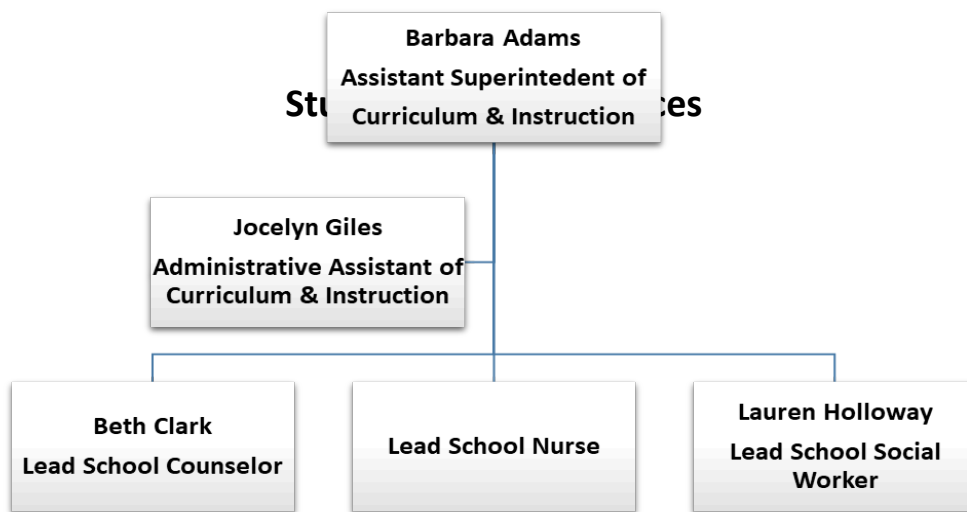
The test coordinator will include a list of the student test groups in the school's testing plan. The test coordinator will group students according to subject and grade.

The numbers of students in each group should be reasonably based on the location used for testing. Students with testing accommodations are required to be grouped based on their accommodations.

95% Participation Rate

All schools are required to test at least 95% of their eligible students for each subgroup on each test. Power School must be updated throughout the year to account for changes in student enrollment.

Participation rates at high schools are based on the schools historical audit. Students without an EOC score will count against participation in 10th grade for English II and in 11th grade for Biology, NC Math 1, NC Math 3, and ACT. The participation rate for ACT WorkKeys is based on the number of CTE completers who graduate. Mid-year promotions and early graduates affect these participation rates and must be closely monitored.



[Elementary Support Staff](#)

[Middle Support Staff](#)

[High Support Staff](#)

Student Support Contact List			
Name	Position	Location	Contact Information
Beth Clark	Lead School Counselor	Wagram Elementary	(910)384-0735 bclark@scotland.k12.nc.us
Lauren Holloway	Lead Social Worker Homeless Coordinator JAC	Spring Hill Middle	(910)384-0751 (910)610-8184 lholloway@scotland.k12.nc.us
Chanta Ratley	Lead School Nurse	Shaw, SEarCH & CO	(910)384-0735 chanta.ratley@scotland.k12.nc.us

Drop Out/JAC Frequently Asked Questions

1. Who attends the Judicial Attendance Council?

The parent/guardian and student are asked to attend. They are welcome to bring other participants if they wish. (i.e. mental health worker, additional family member(s) if appropriate, etc.) The following are members of the committee that attend each meeting from the district level or community: Judge Chris Rhue, Chiquita Harrington, Edward Cain, Patricia Patrick, Wendy Stanton (DSS), Mary Neal Thompson (Scotland Counseling Center) and the school social worker assigned to school.

2. What happens if a parent does not attend Judicial Attendance Council?

The parent/guardian is required to attend JAC. At times, we have parents who do not attend. At that point, Scotland County Schools goes to the magistrate's office to file paperwork for the parent to attend District Court. The parent is then subpoenaed to appear in court.

3. When are documents due for JAC?

All documents are due by the last business day of each month to be heard the next month. Refer to the checklist for items that are required in the packet. The information is in the live binder.

4. Who completes the On Track Progress plan for potential dropouts?

This plan is completed by a team that has knowledge of the student and who will be working with him/her.

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

Each school should have an On Track Progress Team/Attendance Team that meets throughout the school year. The members will review the students on the attendance roster who are missing substantial days (at least 3 consecutive). They will discuss strategies and share any information they may have on the student(s). Following the meeting the team will complete home visits on selected students. Plans will also be developed as needed.

6. What happens when a senior is at-risk of not graduating on-time or may need a Reduction in Elective Credits?

Principals and counselors identify seniors requiring more than eight (8) credits to graduate. These students will be referred to MTSS to ensure interventions are put in place for academic, behavior, and attendance concerns.

Seniors will be identified and names will be entered on a tracking sheet by the end of July. C & I will have access to the student list and provide resources and recommendations as requested.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Supports (MTSS)

MTSS is a comprehensive, schoolwide framework designed to provide all students with the academic, behavioral, and social-emotional support they need to succeed. MTSS uses a tiered approach to instruction and intervention, with Tier 1 representing high-quality core instruction for all students, Tier 2 providing targeted small-group support, and Tier 3 offering intensive, individualized interventions. The framework relies on data-based decision-making, progress monitoring, and collaboration among educators to identify student needs early and respond effectively. MTSS promotes equity, prevents learning gaps, and ensures that every student receives the right support at the right time.

NC's 6 Critical Components of MTSS

North Carolina's Multi-Tiered System of Support (NC MTSS) framework is built around **six** critical components that guide implementation across districts and schools. These components ensure a cohesive, data-driven, and equity-focused approach to supporting all students.

- 1. Leadership**

Strong leadership at the district, school, and team levels is essential for driving MTSS implementation, promoting a shared vision, and supporting continuous improvement.

- 2. Building Capacity and Infrastructure for Implementation**

Developing staff skills and creating supportive structures (such as schedules, resources, and professional learning) ensures MTSS can be implemented effectively and sustained over time.

- 3. Communication and Collaboration**

Open, ongoing communication among educators, families, and stakeholders fosters collaboration and shared ownership of student success across all levels of the system.

- 4. Data-Based Problem Solving**

Teams use a systematic process to analyze multiple sources of data to identify student needs, plan and monitor interventions, and make instructional decisions.

- 5. Three-Tiered Instructional/Intervention Model**

MTSS includes a layered continuum of evidence-based practices and supports across Tier 1 (core), Tier 2 (targeted), and Tier 3 (intensive) to meet the academic, behavior, and social-emotional needs of all students.

- 6. Data Evaluation**

Continuous evaluation of implementation and student outcomes ensures fidelity of MTSS practices and helps guide adjustments and improvements over time.

Facilitated Assessment of MTSS (FAM)

The NC FAM is a self-assessment and reflection tool used by school teams to evaluate the degree to which the six critical components of MTSS are being implemented with fidelity. It supports schools in identifying strengths and areas for growth in their MTSS practices and informs action planning for continuous improvement.

Key Features:

- Aligned to the 6 Critical Components of NC MTSS
- Completed by school leadership or MTSS teams
- Typically administered annually
- Used to track progress over time
- Helps guide professional development, resource allocation, and strategic planning

NC MTSS Belief Survey

The NC MTSS Belief Survey is a self-reflective tool designed to measure how aligned school staff members' beliefs are with the core principles of MTSS. The goal is to help schools understand how well staff support the mindsets and values needed for effective MTSS implementation.

The purpose of the NC MTSS Belief Survey is to identify areas of strength and need related to staff buy-in and understanding of MTSS practices. It helps promote meaningful dialogue and reflection around the beliefs that influence instruction, intervention, and collaboration. The results of the survey are used to guide professional development and communication strategies, ultimately strengthening the overall MTSS culture within a school or district.

Who Completes It?

All school staff—including teachers, support staff, and administrators—are encouraged to complete the survey.

How Is It Used?

Results are reviewed at the school or district level to guide strategic planning and support a shared vision for MTSS implementation.

What is MTSS?

MTSS (Multi-Tiered System of Supports) is a proactive, data-driven framework that provides academic, behavioral, and social-emotional support to all students. It ensures interventions are matched to student needs through tiered levels of support.

What are the three tiers in MTSS?

- **Tier 1:** High-quality, universal instruction and supports for all students.
- **Tier 2:** Targeted interventions for students who need additional support.
- **Tier 3:** Intensive, individualized interventions for students with significant needs.

Can students move between tiers during the year?

Yes. MTSS is a fluid model, and students can move up or down tiers based on their ongoing data and progress. The goal is to provide just the right level of support—no more, no less.

How is MTSS different from RTI or PBIS?

MTSS is a comprehensive model that integrates both RTI (Response to Intervention) for academics and PBIS (Positive Behavioral Interventions and Supports) for behavior. It also includes social-emotional support and database decision-making.

What is my role in MTSS as a classroom teacher?

You are key to MTSS! Your responsibilities include:

- Providing strong Tier 1 instruction
- Monitoring student progress
- Implementing Tier 2 supports when needed
- Documenting interventions
- Collaborating with the MTSS team

How are students identified for intervention within MTSS?

Students are identified for intervention within MTSS through universal screeners, classroom performance, behavior data, and teacher referrals. This data is reviewed by the MTSS team to determine the appropriate level of support. The Branching Minds platform supports this process by flagging students who may need intervention based on risk indicators, data trends, and progress monitoring results—helping teams make timely, informed decisions.

What is Branching Minds?

Branching Minds is a digital platform that supports the implementation of MTSS by helping educators streamline intervention planning, progress monitoring, and team collaboration. It provides a research-based library of academic, behavioral, and social-emotional interventions and uses student data to flag those who may need additional support.

By centralizing information and guiding data-driven decisions, Branching Minds helps schools provide timely, equitable, and effective support for all students.

How do I know when a student needs Tier 2 or Tier 3 support?

Screening data, classroom assessments, and behavioral observations help identify students who are not meeting grade-level expectations. Collaborate with your MTSS team to review the data and decide on next steps.

What platform do we use to track MTSS interventions?

Our district uses Branching Minds to document, monitor, and analyze interventions and student progress across academic, behavioral, and SEL domains.

How do I access Branching Minds?

You will receive login instructions and training. Once logged in, you can view student plans, input progress monitoring data, and access intervention resources. See your MTSS Lead for help getting started.

What kinds of interventions are used in MTSS?

Interventions may include small-group instruction, check-in/check-out, targeted reading or math strategies, behavior contracts, or SEL skill building—based on the specific needs of the student.

How long should an intervention be implemented before making changes?

Typically, interventions should be implemented for 6–8 weeks with fidelity before making major changes, unless data shows the need for earlier adjustments. Regular progress monitoring will guide whether to continue, intensify, or change the intervention.

Do MTSS interventions replace core instruction?

No. Interventions are in addition **to** Tier 1 core instruction. All students continue to receive grade-level instruction while also receiving targeted support as needed.

How often are students' progress monitored?

Students receiving Tier 2 or Tier 3 supports are progress-monitored every 1–2 weeks to assess the effectiveness of interventions and adjust as needed.

Who is on the MTSS team, and how do I work with them?

The MTSS team typically includes administrators, instructional coaches, interventionists, counselors, and special education staff. As a teacher, you collaborate with them to review student data, plan interventions, and ensure fidelity of implementation.

Is MTSS only for teachers?

No—MTSS is a schoolwide framework that involves collaboration among all staff, not just teachers.

While classroom teachers play a key role in implementing Tier 1 instruction and identifying students in need of support, MTSS also relies on administrators, counselors, interventionists, special education staff, instructional coaches, and behavior specialists to

design and deliver targeted interventions, analyze data, and support student success across all domains.

&
Required Components
2026-2027



Federal Programs

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Title I, Part A: Overview

Purpose & School Eligibility

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Poverty is usually determined by the district's free and/or reduced lunch count. Since a high incidence of poverty in a school has a direct correlation with low academic student achievement, the goal of the Title I Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and to acquire the knowledge and skills needed to master the state content and performance standards.

Funded Program & Purposes

All Title I schools in Scotland County operate a school-wide program that provides all students with access to services. This particular program permits schools to use Title I, Part A funds under specified guidelines to improve the education program of the school in order to raise academic achievement for *all students* and; should be consistently aligned with the content of the goals written in each school's NC STAR/Title I School Improvement Plan.

Title I funds are to be used to supplement and improve the regular school program with the needed resources. These resources can be used to provide additional teachers, professional development, extra time for teaching, parent engagement activities, and other supplementary instructional activities to enhance overall school improvement. Districts and schools using Title I federal funds are also expected to reach and/or exceed state performance targets. School Improvement Program (SIP) sanctions can be imposed if targets are not met.

Parental Engagement

Section 1118 of the ESSA Waiver formally replacing ESEA requires the involvement of parents of participating children in the planning and implementation of District and School Title I projects. A Parental Engagement Policy/Plan with on-going opportunities for parental engagement must be in place for Title I schools. Programs, activities, and procedures should be planned and implemented with meaningful consultation with parents of participating children. Parents are expected to be involved in how the parental engagement goals are met and how funds will be used to assist with goal attainment. Title I Parent Engagement funds are allotted to help meet each school's parental engagement needs.

Encourage all parents to attend the required Informational Parent Meeting(s), held at the beginning of the year, to learn about the school's participation in Title I, the requirements of the Title I program, their rights as parents to be involved and participate in their child's academic achievement.

Also, continue to build capacity for parental engagement through the provision of professional development training/materials during the year. Remember to be accessible

to all parents and provide full opportunities for their receiving of relevant information in a clear format and offerings of multiple languages that parents can understand.

Title I, Part A: Required Components

Comprehensive Needs Assessment (CNA)

Mandated in various federal legislation and state statutes, the Comprehensive Needs Assessment process is often viewed as the initiation of the school improvement planning cycle to help analyze the needs of the entire school or district using multiple, accurate and auditable data sources. When conducted thoroughly, the CNA provides identified strengths, weaknesses and specifies priorities for developing and revising plans which address student achievement outcomes and staff, parents, community and facility needs through school improvement planning.

School Improvement Planning

School improvement planning is the intentional planning stemming from the results of the Comprehensive Needs Assessment results. The NC STAR/School Improvement Plan (SIP) is a set of goals, objectives and action steps that drives our educational activities relating to school improvement and education accountability. The School Improvement Team (SIT), parents, teachers, and administrators, all have a role in developing these goals. Each SIP should address issues relative to budget, training, instructional materials, technology, staffing, student support services, and specific school safety and discipline strategies. All resource allocations should be based on an analysis of student achievement and other school performance data.

School Improvement Plan Implementation and Monitoring

The NCSTAR/Title I School Improvement Plan must be reviewed, revised accordingly, supported by data and monitored with fidelity to ensure that adequate progress is being made towards the specified goals throughout the school year. School Improvement Plans must be updated annually.

Principals' Attestation

Principals of Title I, Part A schools must attest annually that the school is in compliance with teacher and paraprofessional requirements of Title I, Part A. This form will be provided for completion by your Federal Programs Department.

Highly Qualified Teachers

Scotland County Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom.

To ensure that students are not taught by unqualified, out-of-field, or inexperienced teachers, the hiring of Title I Teachers must be determined by meeting all three requirements:

- Required Educational Credentials (Bachelors' degree)
- Full state certification
- Demonstration of Competency

In addition, the federal Every Student Succeeds Act (ESSA) requires all schools receiving Title I funds to provide notification to every parent in the school whose child is being taught for at least four consecutive weeks by a teacher who is not fully licensed in a particular subject or grade level area. This notification letter will be provided in conjunction with consultation through the Federal Programs and Human Resources Department.

Parents Right to Know (Beginning of Year Title I Informational Meeting)

- Demonstration of Competency
- Parent Involvement Policy
- Annual Meeting
- School-Parent Compact
- Student Achievement
- Non-Highly Qualified Teacher(s) Notice
- Right to Request Meetings

School-Parent-Student Compact

As you and your School Improvement Team begin to pre-plan and/or revise your compact for the current school year, remember to include relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

Each school receiving funds under Title I, Part A of Every Student Succeeds Act of 2015 (ESSA) must develop a written school-parent compact jointly with parents for all children

participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental engagement plan developed by the school and parents under section 1116(d)(2)(D) of the Every Student Succeeds Act of 2015.

The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Title I, Part A: Budgeting & Allowable Expenditure Guidelines

Laws Governing Federal Budgeting & Spending

Federal law directs Title I funds to be used for the purpose of enhancing student achievement, offering staff development opportunities, and building parent capacity to support a child's educational attainment. In general, Title I funds are to be used to enhance the regular school program and should be consistent with the School Improvement Plan.

Federal law also **requires** all LEAS with Title I schools to spend at least 1% of their Title I allocation on parent and family engagement. In addition, any unspent Parent and Family monies are tracked and reallocated the following fiscal year. Scotland County sets aside this amount and awards it to schools using a per pupil allotment based on student numbers. However, the needs assessments along with family engagement school goal(s) should determine how schools spend their individual allotment for parent activities.

Scotland County Schools follows expenditure guidelines for federal programs as set forth in OMB Circular A-87, Cost Principles for Determining Costs of Federal Grants and A-21, Cost Principles for Educational Institutions. These adhere to a standard that all expenditures charged to federal grants must be **reasonable, ordinary and necessary** in order for a cost to be charged to Title I. Some purposes not reimbursable with federal funding may be supported with other local or school resources. In all instances whether or not a specific expenditure is allowable under a grant, district policies must be followed.

Best Spending Practices Guided Questions

When determining if expenditures are appropriate, ask the following questions:

- Is this expenditure directly related to the identified high-need, core student achievement areas addressed in the current school improvement plan?
- Does this expenditure directly support staff professional development needs identified in the School Improvement Plan/NCSTAR Plan?
- Does this expenditure increase the participation of parents in school activities or assist parents to support student achievement?

Title I Funding: Considerations for End-of-Year Spend Down

Re-evaluation of Funds

School improvement planning is an on-going process and you may find that at the start of second semester your school's budget consists of unspent Title I funds. Given the stipulations surrounding federal funding and 75% of school allocated funds being spent by December, it is highly recommended that administrators ensure that as planning takes place with school improvement teams, spend-down dollars are re-evaluated based on the school's needs. Any unspent funds should be planned for and maximized for use via data driven, strategic and intentional planning.

Re-evaluation of funds often results in budget transfers and/or revisions. As you work towards finalizing your request for any budget transfers, please remember that parent money cannot be transferred for any reason and the remaining 25% of your accessible funds (monies the school(s) can spend, excluding any salary line items) must be encumbered by mid-March and be spent on or before the end of May. Remember, funds which are encumbered with a purchase order are not considered to be spent until the vendor is paid. When considering how best to use your spend-down dollars, keep these considerations in mind:

Focus on Intervention Planning/Programming

The Every Student Succeeds Act (ESSA) strongly encourages the use of federal funds, including Title I, to support Multi-Tiered Systems of Support (MTSS) programs. Consider using those dollars to expand your intervention programs in order to further personalize learning and raise achievement for struggling students. Based on the needs of your students' current data and deficits, supplemental remediation resources should also be considered.

Build on What's Working

Student success is the ultimate goal of all school programs. So, when thinking about where your spend-down dollars should go, a great place to start is to simply look at your current Title I funded programming and evaluate what has been most effective. Then, find opportunities to augment those programs (e.g. continuous PD, next level resources, specialty area tutors, etc.).

Think Outside the School Day

For many students who struggle in the traditional classroom setting, after school and summer programs can be incredibly effective. It's important to remember that with strategic planning, Title I funds can be applied to these kinds of programs to enhance these offerings and; in an effort to meet the needs of more at-risk students.

2026-2027 Federal Programs Timeline

Budget Planning Areas of Focus

- Students' Needs
- Resources Needed
- Staff Development Needs
- Parent and Family Engagement Activities

Common Categories of Fund Allocations

- Additional Personnel
- Instructional Programs
- Opportunities for Teacher and Staff Training
- Parent and Family Engagement Activities
- Technology Needs
- Supplies and Materials Purchases

Spending Pitfalls to Avoid

- Unallowable expenditures
- Unreasonable and Unnecessary expenditures to include snack/food related expenses
- Unrelated to SIT goals expenditures
- Late / last-minute spending (monies are intended for use during the fiscal school year for current year's students)

The enclosed Reference Guide to Allowable Title I Expenditures provides a partial listing of allowable Title I expenditures. If you are unsure if a proposed expenditure meets guidelines, please contact the Federal Programs Department for additional assistance. It is easier to do it correctly and legally **before** the expenditures are made!

Reference Guide to Allowable Title I Expenditures

Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable. Billboards, signs, etc. are not allowable		X			X
Alcoholic beverages				X	
Amusement/water park admissions				X	
Appliances (stoves, refrigerators, microwaves, etc.)				X	
Athletics/Athletic Awards/ Yearbooks				X	
Banquets/Award Programs; Carnivals/Fairs; Luncheons/Brunches/Parties or Picnics				X	
Bereavement or congratulatory cards, flowers or gifts				X	
Building Supplies/Repairs/ Modifications (including wiring)				X	
Childcare for parents while attending school sponsored events (Contact Title I Office)	X	X			X
Computers, Smart Boards, Smart TVs, Classroom technology		X	X		X
Computers, printers, etc. for administrative office or personnel				X	
Decorations/flowers				X	
Door prizes/gifts				X	
Employee incentive or recognition gifts				X	
Employee incentives for recruitment/retention		X	X		X
Equipment (non-capital)			X		X
Family Literacy: Activities to promote family literacy are allowable and include strategies such as student/parent reading/math nights, support for lending library on parenting skills or other materials for parent development	X		X		

Field Trips – Educational in nature. Must follow SCS policies and procedures and benefit all students within a grade level.		X	X		X
Sound Systems				X	
Food for staff activities				X	
Food for parent engagement activities – if within the framework of reasonable and necessary (proper documentation must be submitted: agenda, rosters of attendance & minutes)		X	X		X
Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Fundraisers – no food, door prizes, equipment or other fundraiser support				X	
Furniture —not allowed (considered as supplanting) since district provides general classroom and administrative furniture and fixtures				X	
Gift Certificates/Gift Cards				X	
Graduation activities/materials				X	
Homeless Student supplies (including emergency clothing)—first point of contact Barbara Adams	X				
Incentives or rewards for students or parents				X	
Instructional materials (additional or supplemental textbooks and workbooks, not adopted textbooks)	X		X		
Library books – only if library meets state standards for number of books		X			
Licenses for software or curriculum used by school (example: AR, Star)	X		X		

Leases for copiers, postage meters, etc.				X	
Lodging and per-diem for PD - follow district guidelines.		X	X		X
Mailings/postage –information to parents includes mailings on AYP letters, testing dates, newsletters, mailing school newspapers to homes, etc.	X	X			X
Parent training or educational services - workshops or other training focused on school's high-need areas such as tutoring skills for math/reading, attendance, monitoring student performance, helping with homework, IEP process, etc.	X				
Parent Recognition luncheon or other recognition events				X	
Parent-Student Dinner/Parent-Staff Dinners				X	
Professional Development –directly related to teachers' assignments, related to instructional strategies to meet the needs of struggling students, aligns with the needs identified in the needs assessment process and is identified in the school improvement plan/NCSTAR	X		X		X

Expenditure Type	Allowable	Allowable with Conditions	Allowable with Prior Approval	Not Allowable	Reasonable and Necessary
Raffles/door prizes				X	
Salaries/fringes for supplemental staff. No administrative salaries.	X		X		
School supplies – as long as supplemental and not replacing what the district is required to provide	X				X
Substitute Teachers – for teaching staff paid with Title I funds and for classroom teachers to attend professional					

development. These are two different budget codes!	X		X		
Theater System/Auditorium Installations				X	
Travel – travel must be directly related to professional development, to teacher’s assignment - follow district guidelines.		X	X		X
Tutoring –Extended day/year tutoring. This must be in the School Improvement Plan(NCSTAR) AND Title I Budget Plan	X		X		
Transportation for parents- contact Title I office		X	X		X
T-shirts/book bags/baseball Caps, athletic uniforms, letter sweaters or other school “spirit” apparel with school or district logos.				X	
Uniforms – for student access to curriculum requirements (e.g. homeless) –first point of contact Barbara Adams		X	X		X
Water Coolers/Water Systems				X	

** Title I Element Artifacts will be monitored to ensure resources/expenditures are aligned and support the attainment of school improvement goals.

** This Reference Guide may be periodically updated.

** Contact the Federal Programs Director for Assistance.

Indian Education Program

The Indian Education Program in Scotland County Schools provides comprehensive support to American Indian students, ensuring their academic success and cultural enrichment. Funded through federal grants from the United States Office of Indian Education, the program offers a variety of services, including:

- **Coordination of Educational Support:** Day-to-day program management, staff monitoring, and coordination of services across schools by, Program Coordinator.
- **Student Advocacy and Support:** Our team of dedicated Teacher Assistants work directly with students to provide classroom support, attend key meetings, facilitate cultural activities, and offer academic guidance, including transcript reviews and graduation planning.
- **Family and Community Engagement:** Regular meetings with parents, collaboration with tribal communities, and organization of cultural events to promote awareness and inclusion.

To participate in these programs, parents must complete the ED 506 Form, which enrolls their child in the Indian Education services available throughout Scotland County Schools. This form must be fully completed for your child to be eligible.

For more information, visit our website at www.scotland.k12.nc.us/indianeducation.

Our team is committed to supporting the educational and cultural needs of our American Indian students in Scotland County Schools.

NC Pre-K Program Overview

Pre-Kindergarten Program

Curriculum and Instruction Personnel

Assistant Superintendent Curriculum & Instruction - Barbara Adams

badams1@scotland.k12.nc.us

NC Pre-K Coordinator - Angeline Cotton acotton@scotland.k12.nc.us

Pre-K Administrative Assistant - Jocelyn Giles jocelyn.ramos@scotland.k12.nc.us

Purpose & Program Learning Requirements

The NC Pre-K Program is designed to provide high-quality educational experiences to enhance school readiness for eligible four-year-old's. Although preschool exposes children to numbers, letters, and shapes, more importantly, they learn how to socialize or get along with other children. The program requirements are built on the premise that to be successful academically in school, children need to be prepared in all five of the developmental domains outlined by the North Carolina Foundations for Early Learning and Development. Each of these domains are critical to children's well-being and for their success in acquiring better pre-reading skills, richer vocabularies, and stronger basic math skills as they transition to kindergarten. The five domains, as reflected in NC Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding their Success are:

- Approaches to Learning & Play (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication(LDC)
- Cognitive Development (CD)

Special Education Preschool Program

Preschool Special Education Services are designed for children ages 3 to 5 with disabilities and are in need of specially designed instruction. The goal of the program is to provide the support these children need at an early age, so by the time they enter kindergarten, they have the support, services and skills they need to be successful. Preschool Special Education Services are based on the Individualized Education Program that is written for each child. Goals and objectives are written according to an educational model and related services are designed to support the educational goals.

Preschool children with disabilities are served in a variety of settings and natural environments which may include home, private child care centers, Head Start and our public school classrooms currently located at South Johnson and Sycamore Lane. If a pre-school aged child (3-5 years of age) is suspected to have a disability and may need special education services, a request to start the Referral process can be made (See the enclosed EC Pre-School Identification Placement and Placement Process).

Scotland County's NC Pre-K Program uses The Creative Curriculum as the instructional framework. The Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. The Creative Curriculum for Preschool is fully aligned with North Carolina Early Learning Standards. The Creative Curriculum for Preschool is based on 38 objectives for development and learning, which shows the continuous progression of learning and development across the whole of the early childhood years, in every area that's critical to children's future success. It also contains guidance for working with all learners, including advanced learners and children with disabilities. Using exploration and discovery as a way of learning, The Creative Curriculum for Preschool enables children to develop confidence, creativity, and lifelong critical thinking skills.

Teaching Strategies GOLD

Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. Teaching Strategies GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the Standard Course of Study, state early learning guidelines, and the Head Start Early Learning Outcomes Framework. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

Developmentally appropriate, ongoing, observation-based assessment occurs when teachers are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child's ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

ReadyRosie

Is an online resource that delivers daily video-based emails in both English and Spanish to parents, administrators, teachers, and caregivers. The ReadyRosie videos feature real families modeling quick activities that can be done at home to promote success in school! The video content features ideas and strategies for 0-6 year olds.

Second Step Program

What Is the Second Step Program? The Second Step early learning (SEL) program teaches skills to build self-regulation and social-emotional competence, both important for kindergarten readiness and school and life success.

Children learn and practice vital skills for listening and paying attention, having empathy, managing emotions, building friendships, and solving problems with others.

All of our Pre-K teachers are currently teaching the Second Step Early Learning Program.

The Second Step program has been shown to reduce behavior problems, improve classroom climate by building feelings of inclusiveness and respect, and increase children's sense of confidence and responsibility. The program includes Weekly Themes with daily short learning activities, visual aids, puppets, songs, and online training.

In our multi-age EC Developmental Day classrooms, the program allows our typical peer students to take the lead and help the younger learners excel. The Fun Weekly Themes, Brain Builders, puppets, and songs embedded in the Second Step Program also help prepare our preschool children to enter kindergarten ready to learn.

NC Pre-K Program Monitoring

NC Pre-K Site Monitoring Tool

As an elementary NC Pre-K Site Administrator, you are required to monitor your NC Pre-K sites/classroom(s) on a regular basis by using and completing the North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool. This state mandated tool serves as a checklist used to monitor the NC Pre-K Program site information annually and should serve as a summary of all information for NC Pre-K classrooms located at your site. The tool will be made available to you during the Month of September.

After initial monitoring, any components that require further attention will be re-monitored within the same school year. When an NC Pre-K Program Requirement and/or NC Child Care Rule has not been met, each site must establish a written Action Plan to meet compliance. A copy of the Site Monitoring Tool and Action Plan (if applicable) shall remain on file at your site and be available for review by a DCDEE Child Care Licensing Consultant and the local NC Pre-K Contract Administrator.

Information collected with this tool will be used by the local Contract Administrator to confirm, document and report local site compliance to the Division of Child Development and Early Education, Monitoring and Compliance Unit.

The DCDEE Child Care Consultant will also use the information collected to monitor compliance with the NC Pre-K programmatic requirements during the program's annual compliance visit. Regular, systematic, and focused supervision of NC Pre-K Programs will ensure that sound, high-quality and appropriate services are implemented and maintained for the NC Pre-K Program.

NC Pre-Kindergarten Program – Common FAQ's

Who is eligible for NC Pre-K?

Children who will turn 4 years old ON or BEFORE August 31st of the operating program year and who are deemed “at-risk” are high priority for NC Pre-K eligibility.

However, the primary risk-factors that are considered for eligibility for the program are: household income, children with developmental/educational needs, children with chronic health conditions, children with limited English proficiency, homelessness and children of military families.

Who provides NC Pre-K? How does that work?

In Scotland County, NC Pre-K classrooms can be found in both the public school system and in select non-public child care centers. Only approved sites are able to receive funding to provide the free NC Pre-K program. Approved NC Pre-K sites have to be rated as a 4 or 5 STAR Center and must follow specific state guidelines to include: class size, teacher education and approved curriculum.

When should parents apply for NC Pre-K?

NC Pre-K registration usually begins in mid-late February. The public school system hosts pre- registration sessions at all elementary schools in the county. Public advertisements and flyers are also made and posted throughout the district with specific, pre-registration information. The district's Pre-K Department is also available for assistance.

How do parents apply for NC Pre-K?

We encourage parents to apply at the elementary schools in their attendance zones. There is an application that must be filled out and submitted along with specified required documents. Applications are also available at A.B. Gibson Center but must be turned in at any elementary sites for processing and assessment scheduling during the registration window.

Do parents have to wait until their child turns four years old to apply for NC Pre-K?

No. If a child will turn four ON or BEFORE August 31st of the program year they are considered age-eligible for the program even if they are still three years old when the application is submitted. However, the complete eligibility process will need to be finalized before eligibility is determined.

When will parents know if their child has been accepted into NC Pre-K?

Applications are processed and children are screened throughout the spring and summer. Placements are determined in the late summer and parents are usually notified early to mid-August. This timeline can vary depending on the number of applications that have to be processed.

What happens if a child doesn't get a spot in NC Pre-K?

If a child is eligible for NC Pre-K but is not placed in a classroom, their name will be added to a waiting list. Throughout the school year, if spots become available, NC Pre-K sites will pull additional children from that waiting list.

Who do I call if I have questions about NC Pre-K?

You can contact Scotland County Schools, Pre-K Department (910) 276-1138 ext. 11325

Board of Education Policies

- [BOE Policy Manual](#)

Calendars and Schedules

- [Academic Coaches Meetings \(2026-27\)](#)
- [SCS Teacher Planning_PLC Schedule and Coaching Plan - Fill In](#)
- [26-27 Leadership Meeting Dates](#)
- [2026-27 Instructional Walkthrough Schedule](#)
- Master Schedule Meetings 2026-27
 - [Spring](#)
 - [Summer](#)
- School Data Meetings 2026-27
 - [BOY](#)
 - [MOY](#)
 - [EOY](#)
- Secondary Transcript Review Meetings
 - [Secondary On-Track Transcript Reviews](#)
- Attendance
 - [On-Track Attendance](#)
- Student Support Services Meetings 2026-27
- Testing Calendar Link
 - [2026-27 Testing Calendar](#)
- Testing Coordinators Meetings
 - [2026-27 Testing Coordinators Meeting Schedule](#)

Grading and Assessment

- K-2 Report Card Information - [What should we grade?](#)
- NCDPI Graduation Requirements
 - [Graduation Requirements](#)
 - [Graduation Requirements](#) (Board Policy)
- [Retention Recommendations](#)
- [3 to 6 Alternative Learning Program](#)

High School Endorsements

- [High School Diploma Endorsements | NC DPI](#)
- Dual Credit Allowances-Career and College Promise
 - [CCP Student/Parent Agreement](#)
 - **Effective** [2025-26 Dual Credit Allowances for Career & College Promise](#)
- At-Risk Seniors Documents
 - [Individual Graduation Plan Template](#)

Field Trip and Extracurriculars

-  **Field Trip Recommendations**
 - [Field Trip Form](#)
-  **Extracurricular Waiver - Student (1).doc**

Advanced Programs

- [AIG Plan](#)

Purchasing (Request & Approvals)

- [C & I Purchasing & Approval Process](#)
-  **Computer_Software_request (1).doc**

Lesson Planning

- [SCS Lesson Plan Template](#)
- [K-2 Lesson Plan Template](#)

Remote Learning

- [2026-27 Remote Learning Handbook](#)

College Preparation

- FAFSA Official website-for all students planning to attend college
 - [FAFSA® Application | Federal Student Aid](#)
- Checklists for Academic Readiness to get into college
 - [Checklists for Academic and Financial Preparation | Federal Student Aid](#)
- FAFSA-Homeless Students resources
 - [Federal Application for Federal Student Aid \(FAFSA\) | SchoolHouse Connection](#)
 - [Don't Forget the FAFSA: 5 Quick Tips for Liaisons | SchoolHouse Connection](#)
 -  **School Counselor Supports for College Prep and Readiness for Students...**
[School Counselor Supports for College Preparation and Readiness for Students Experiencing Homelessness](#) (Guide)

Training and Resources

- NC Homeless Education Training
 - [Self-Paced Online Training](#)
 - [Homeless Education & McKinney-Vento Programs](#)

