



Parent Handbook
2023-24

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Message from Superintendent Dr. Aron Gabriel



Welcome to the 2023-2024 school year!! In Newton-Conover City Schools, we Personalize and Collaborate for the Children We Serve. The key words in our district mission are “Children” and “Serve”. Children are at the center of our daily work and our staff understand they are here to serve the children of the communities of Newton and Conover.

A couple of years ago during Teacher Appreciation Week we went with the theme that epitomizes what makes our district truly special. It was a spin off of the theme song for the sitcom “Cheers”. Each staff member was given t-shirts that had this slogan on the front “N-CCS.....where everybody

knows your name”. More and more our society is growing accustomed to hiding behind computer screens, cell phones, and digital social media platforms to communicate. While the volume of communication has greatly increased, the quality of the communication has greatly decreased. I feel this can have a damaging and long-lasting effect on our society. This is why being in a small, close-knit school community like Newton-Conover City Schools is so important. While technological advancements continue to pull us into a digital world, our basic human need of connection with other human beings will never go away.

As we embark into the 2023-2024 school year, it is important that we truly embrace the recovery challenge together. Get to know your child’s teachers and administrators. Get involved in service opportunities at your child’s school. Utilize the communication tools that exist to stay informed. Most importantly, embrace the journey of the 2023-2024 school year together. After all, all of YOU matter in N-CCS and we need all of YOU to make your child’s education the best it can be!!

Dr. Aron Gabriel

Superintendent

Newton-Conover City Schools

Newton-Conover City Schools Board of Education

605 North Ashe Avenue

Newton, NC 28658

Phone: 828-464-3191

FAX: 828-466-0063

Web: <https://www.newton-conover.org/>

Robbie Gonzales Email: robbie.gonzales@n-ccs.org	Jeanne Jarrett Email: jeanne.jarrett@n-ccs.org
Tim Hayes, Chair Email: tim.hayes@n-ccs.org	Phil Heath Email: phil.heath@n-ccs.org
Mark Pennell, Vice Chair Email: mark.pennell@n-ccs.org	Jim Stockner Email: jim.stockner@n-ccs.org
Dean Shatley, School Board Attorney 674 Merrimon Ave. Suite 20 Asheville, NC 28804 Phone: 828-398-2775	

School Board Meetings

All school board meetings are held in the N-CCS Board Room located at 605 North Ashe Avenue, Newton, NC. The public is invited to attend board meetings. Individuals who wish to address the board may sign up prior to each meeting by registering their name, address, phone, and reason/topic for speaking on a sign-in sheet available at the door. Public speakers will be added to the agenda during the public forum. Comments are limited to three minutes. The chair may grant additional time if requested and such time is deemed appropriate. Although the Board will listen to any concerns expressed about individual issues at its schools, it is recommended that such concerns be brought to the attention of the administration of those schools. Matters that cannot be resolved at the school level should be taken to the Superintendent before being taken to the Board. Any comments made during the public comment period will be received as information and will not be acted upon at that time. If you believe a law, policy, or rule has been violated, a grievance procedure is established by the board to address those concerns.

2022-23 Board Meeting Schedule

<u>Date</u>	<u>Meeting Type</u>	<u>Time</u>	<u>Location</u>
July 17, 2023	Regular Session	5:30 pm	NCCS Boardroom
Aug. 7, 2023	Work Session	4:30 pm	NCCS Boardroom
Aug. 21, 2023	Regular Session	5:30 pm	NCCS Boardroom
Sept. 11, 2023	Work Session	4:30 pm	NCCS Boardroom
Sept. 18, 2023	Regular Session	5:30 pm	NCCS Boardroom
Oct. 2, 2023	Work Session	4:30 pm	NCCS Boardroom
Oct. 16, 2023	Regular Session	5:30 pm	NCCS Boardroom
Nov. 6, 2023	Work Session	4:30 pm	NCCS Boardroom
Nov. 20, 2023	Regular Session	5:30 pm	NCCS Boardroom
Dec. 4, 2023	Work Session	4:30 pm	NCCS Boardroom
Dec. 18, 2023	Regular Session	5:30 pm	NCCS Boardroom

Central Office Directory
605 North Ashe Ave.

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Newton, NC 28658
 Phone: 828-464-3191
 FAX: 828-466-0063
 Web: <https://www.newton-conover.org/>

Superintendent's Office	
Dr. Aron Gabriel	Superintendent
Dr. Beth Penley	Assistant Superintendent
Dawn West	Administrative Assistant/District Data Manager
Dawn West	School Board Liaison
Curriculum	
Tammy Brown	Chief Academic Officer
Angelo Palozzi	Director of Career and Technical Education
Cheryl Rhea	AIG Coordinator
Revae Bostwick	ESL Coordinator
Susan Stallings	Administrative Assistant
Exceptional Children	
Dr. Keisha Pritchard	Director of Exceptional Children and Preschool
Heidi Caldwell	Program Specialist
Jennifer Gosnell	Behavior Support
Samantha Jolly	Behavior Support
Hollie Kilby	Program Specialist
Jennifer Morgan	Preschool Coordinator
Jessica Sherrill	Program Specialist
Jennifer Heath	Administrative Assistant
Technology, Testing and Accountability	
Cindy Geddes	Director of Technology and Accountability

Benji Gilmore	Assistant Director of Technology
Angie Sigmon	Instructional Technology Facilitator
Tim Cochrane	Network Engineer
Peter Walsh	Technician
Derwin Woodard	Technician/CTE Technician
Jennifer Heath	Administrative Assistant
Child Nutrition	
Nancy Price	Director of Child Nutrition
Christa Huffman	Child Nutrition Supervisor
Colleen Smith	Administrative Assistant Child Nutrition
Construction	
Allen Kirby	Construction Manager
Community Schools	
Kirsten Maynard	Director of Community Schools
Facilities and Maintenance	
Robin Rudisill	Director of Facilities, Maintenance, and Safety
Finance	
Carmen Houston	Director of Finance
Keista Bass	Assistant Director of Finance
Tonya Shumate	Accounts Payable-Payroll Specialist
Human Resources	
Dr. John Robinson	Director of Human Resources and PIO
Angela Sigmon	Benefits-Licensure Specialist

School Administrators Directory

School	Address	Phone/FAX
Conover School Dr. Josh Weese, Principal	108 7th Street Place SW Conover, NC 28613	828-464-9532 828-465-6470
Discovery High School Shane Whitener, Principal	301 West 18th Street Newton, NC 28658	828-466-5581 828-464-8003
Newton-Conover High School Chris Penley, Principal Carla May, Asst. Principal Todd Davis, Asst. Principal	338 W 15th Street Newton, NC 28658	828-465-0920 828-464-1412
Newton-Conover Middle School Billy Cannon, Principal Jennifer Greene, Asst. Principal	873 Northern Drive NW Conover, NC 28613	828-464-4221 828-464-5238
North Newton Elementary School Leah Hayes, Principal Jill Hager, Asst. Principal	221 West 26th Street Newton, NC 28658	828-464-2631 828-466-5598
Shuford Elementary School Kisha Clemons, Principal Cayley Rozzelle, Asst. Principal	810 Hunsucker Drive Conover, NC 28658	828-464-1973 828-464-1405
South Newton Elementary School Elizabeth Moseley, Principal Jonathan Tharpe, Asst. Principal	306 West I Street Newton, NC 28658	828-464-4061 828-464-7528

Newton-Conover City Schools 2023-24 APPROVED 1-23-23

July							August							September							Key Dates for Students
SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	First Student Day: 8-28-23
						1			1	2	3	4	5						1	2	Last Student Day: 5-24-24
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	Fall 1/2 Day Early Release : 12-21-23
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	Winter Break: 12-23-23 to 1-5-2024
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	Spring Break: 3-29-2024 to 4-5-2024
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	Conover School Graduation: 5-22-2024
30	31																				Discovery HS Graduation: 5-23-2024
																					Newton-Conover HS Graduation: 5-24-2024
																					Spring 1/2 Day Early Release: 5-24-2024
October							November							December							Holidays (No School Students)
SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	Labor Day Sept. 4, 2023
1	2	3	4	5	6	7				1	2	3	4						1	2	Veterans Day Nov. 10, 2023
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	Thanksgiving Nov. 22-24
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	Christmas Holidays: 12-22 to 1-5
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	Martin Luther King, Jr. Day 1-15-2024
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	Easter & Spring Break 3-29 to 4-5
														31							Memorial Day May 27, 2024
January							February							March							Workdays (No School Students)
SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	August 14-25, 2023
	1	2	3	4	5	6					1	2	3						1	2	September 29, 2023
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9	October 20, 2023
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	January 3-5, 2024
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23	February 9 & 12, 2024
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30	March 8 & 11, 2024
														31							May 3, 2024
April							May							June							May 28-31, 2024
SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	SU	M	T	W	Th	F	S	June 3-7, 2024
	1	2	3	4	5	6				1	2	3	4							1	SEPT 29: OPTIONAL DAY FOR NCMS ONLY
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	OCTOBER 20 REQUIRED WORKDAY FOR NCMS ONLY
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	Instructional Days
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	Total 165
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	1st Sem 77
														30							2nd Sem 88
																					Holidays 11
																					Optional WDs 16
																					Required WDs 13
																					Annual Leave Days 10

Student days missed due to inclement weather or other emergencies will be rescheduled on teacher workdays or on Saturdays. Order of Make-Up Days to Be Used (If Needed): 10-20-23, 2-9-24, 2-12-24, 3-8-24 and 3-11-24. The option for Saturday make-up days will be considered when missed days fall on Monday or Tuesday of a given week with the possibility of making up the missed day on the Saturday following the missed day. NOTE: THE SUPERINTENDENT IS AUTHORIZED TO MOVE TO REMOTE LEARNING DAYS IN CASE OF INCLEMENT WEATHER AND OTHER CLOSURES. September 29 will be an optional workday for NCMS (only). October 20 will be a required workday for NCMS only to be used for Student Conferences.

Who to Contact

In most cases, the local school can answer questions about school and district programs and procedures. For further information about any of the areas below, you can call the central office at 828-464-3191 and speak to the individuals listed below responsible for these areas.

Area	Contact
Academically Gifted	Tammy Brown, 828-464-3191 tammy.brown@n-ccs.org Cheryl Rhea, 828-466-5581 cheryl.rhea@n-ccs.org
Alternative Programs	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Americans with Disabilities Act	Dr. Keisha Pritchard, 828-464-3191 keisha.pritchard@n-ccs.org
Athletics (District)	Shane Whitener, 828-466-5581 shane.whitener@n-ccs.org
At-Risk Programs	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Attendance (Student)	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Board of Education Agenda Info	Melissa Shook, 828-464-3191 melissa.shook@n-ccs.org
Budget Information	Carmen Houston, 828-464-3191 carmen.houston@n-ccs.org
Calendar (District) Info	Dr. John Robinson, 828-464-3191 john.robinson@n-ccs.org

Career and Technical Education (Curriculum, CTE Testing, Credentialing)	Angelo Palozzi, 828-466-0920 angelo.palozzi@n-ccs.org
Child Nutrition	Nancy Price, 828-464-3191 nancy.price@n-ccs.org
Community Schools	Kirsten Maynard, 828-464-3191 kirsten.maynard@n-ccs.org
Communications-Public Relations	Dr. John Robinson., 828-464-3191 john.robinson@n-ccs.org
Construction	Allen Kirby, 828-464-3191 allen.kirby@n-ccs.org
Counseling and Student Services	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Credit by Demonstrated Mastery	Cheryl Rhea cheryl.rhea@n-ccs.org
Curriculum Information (K-8)	Tammy Brown, 828-464-3191 tammy.brown@n-ccs.org
Curriculum Information (9-12)	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Discipline Policies	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Dress Code	School Principals
Drivers Education	Matt Wilkinson, 828-464-0920 matt.wilkinson@n-ccs.org
Drop-Out Prevention	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org

ESL-English as a Second Language	Tammy Brown, 828-464-3191 tammy.brown@n-ccs.org
Exceptional Children Programming	Dr. Keisha Pritchard, 828-464-3191 keisha.pritchard@n-ccs.org
Facilities and Safety	Robin Rudisill, 828-464-3191 robin.rudisill@n-ccs.org
Facility Use and Rental	Kirsten Maynard, 828-464-3191 kirsten.maynard@n-ccs.org
Field Trip Requests and Information	School Principals/ Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
Homebound Services	Amber Dunn, 828-464-0920 amber.dunn@n-ccs.org
Homeless-McKinney-Vento Information	Amber Dunn, 828-464-0920 amber.dunn@n-ccs.org
IAM PowerSchool Information	Dawn West, 828-464-3191 dawn.west@n-ccs.org
New Student Registration and Enrollment Information	Dawn West, 828-464-3191 dawn.west@n-ccs.org
Insurance (Students, Vehicle, Property)	Robin Rudisill, 828-464-3191 robin.rudisill@n-ccs.org
Judges in Schools	Jill Hager, 828-464-3621 jill.hager@n-ccs.org
Maintenance-Custodial Services	Robin Rudisill, 828-464-3191 robin.rudisill@n-ccs.org

Pre-K Services	Dr. Keisha Pritchard, 828-464-3191 keisha.pritchard@n-ccs.org
School Board Information	Dr. Aron Gabriel, 828-464-3191 aron-gabriel@n-ccs.org
Section 504 Information	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org
SHAC	Kirsten Maynard, 828-464-3191 kirsten.maynard@n-ccs.org
Strategic Plan Information	Dr. Aron Gabriel, 828-464-3191 aron-gabriel@n-ccs.org
Student Records	Last School Attended Dawn West, 828-464-3191 dawn.west@n-ccs.org
The Summit at Newton-Conover: Career and College Promise	Cheryl Rhea 828-464-3191 cheryl.rhea@n-ccs.org
Technology	Cindy Geddes, 828-464-3191 cindy.geddes@n-ccs.org
Testing and Accountability Information	Cindy Geddes cindy.geddes@n-ccs.org
Title I and Federal Programs	Tammy Brown, 828-464-3191 tammy.brown@n-ccs.org
Title IX & Non Discrimination	Kirsten Maynard 828-464-3191 kirsten.maynard@n-ccs.org
Volunteers	Angela Sigmon, 828-464-3191 angela.sigmon@n-ccs.org
Virtual Learning-Credit Recovery	Dr. Beth Penley, 828-464-3191 beth.penley@n-ccs.org

Weather Related Issues	Dr. Aron Gabriel, 828-464-3191 aron-gabriel@n-ccs.org
Websites	Dr. John Robinson, 828-464-3191 john.robinson@n-ccs.org
Welcome Center (Spanish Language)	Mirozlava Gamez, 828-464-2631 mirozlava.gamez@n-ccs.org
Work-based Learning (Apprenticeships, Internships, & Job-Shadowing)	Angelo Palozzi, 828-464-0920 angelo.palozzi@n-ccs.org

Volunteering in Newton-Conover City Schools

Newton-Conover City Schools has a strong commitment to community and family involvement in the schools. The principal of each school is responsible for coordinating volunteer programs. A Volunteer Coordinator works with individuals to provide support and assistance in meeting their volunteer needs. The screening procedures for Newton-Conover City Schools are listed below.

All volunteers can obtain information and complete the volunteer process here:
[Newton-Conover City Schools Volunteer Process](#)

More information on volunteering can be obtained by contacting the schools in our district.

Possible Opportunities for Volunteers at the Elementary School Level

At the elementary level, volunteers work with students as tutors, mentors and lunch or reading buddies. They assist in the classrooms, media centers and offices as well as serve as resource speakers and class trip chaperones. Through the school organizations such as PTA/PTOs, volunteers provide input and support on school issues as well as coordinate extra-curricular functions and special projects throughout the year. Above all, parents should remember that they are the first and most important teachers and that many learning opportunities take place in the home as well as at school.

Possible Opportunities for Volunteers at the Middle School Level

Middle school offers wonderful opportunities for volunteer involvement. Although middle school students are more independent and peer oriented than elementary students, parents are still a vital part of the school experience, and their time and talents are very much needed. Volunteers can chaperone field trips, work on fundraising and beautification projects, and serve on Booster Clubs and PTA/PTO Boards. Although the curriculum is more specific, tutors and mentors can provide meaningful individualized attention for students. Tutors are also needed to work weekly with students in all aspects of our middle school program.

Possible Opportunities for Volunteers at the High School Level

Involvement in high school provides very rewarding opportunities for volunteers. Even though students are mobile and involved in their own activities both within the school structure and outside, the attention of an interested adult can make a significant impact on the life of a high school student. Mentors provide role models for young adults at a critical stage in their development. Volunteers can support the students by working with Booster Clubs, PTA/PTOs, and other extracurricular activities.

For more information and to complete a Volunteer application, visit the district "[School Volunteer Information](#)" website. Those interested in volunteering can also contact the principals of the school where they would like to volunteer for more information.

School Improvement Teams

One of the more valuable opportunities for parent/family involvement is the School Improvement Team (SIT) at each school. Parent members are recommended by the school's parent body and are appointed to serve on the teams by the principal. The SIT has an advisory role, supporting the principal as the school's instructional leader and advising the principal in the areas of planning, management, communication and evaluation. Parents interested in serving on a School Improvement Team are encouraged to contact the principal of their child's school.

In addition, each school will have a number of committees for parents to join in order to support the school's educational process. The principal may have committees for parent participation as well as the school's PTA/PTO. Parents are also engaged throughout the year through our district's S3 (Systematic School Support) visits.

Parent-Teacher Conferences

A parent-teacher conference is an opportunity for a child's parent(s)/guardian(s) and teacher to meet to discuss how the child can achieve success by meeting his or her individual needs. Conference time is set aside at the end of the first grading period for parents to meet with their child's teacher(s). Additional conference times during the year may be initiated by the parent or teacher. Parent conferences provide an opportunity for two-way communication that goes beyond the report card to ensure parents, students, and educators are working together to achieve each child's academic potential through a shared understanding of the child's progress. The parents and teacher together form the ideal partnership to help the child.

Parents are always encouraged to ask for a conference when:

- They want to share information about their child.
- They are concerned about their child's academic progress or where there are family concerns or other issues that might affect their child's progress.

What Parents Can Do When Planning for a Conference

Parents are encouraged to make a list of questions to ask, share and discuss on items such as:

- Their child's hobbies, talents, and study habits.
- Any sensitive issues such as weight, health concerns, disabilities, shyness, etc. that can help teachers understand and know their child.
- An outline of topics to be discussed.
- Questions about their child's grades and progress.
- Questions about how they can as a parent assist in their child's success as a student.

When schools contact parents regarding their child having difficulties, they are encouraged to schedule a conference as soon as possible. After attending these conferences, parents are encouraged and invited to follow-up with additional contacts

with their child's teacher. Staff at our schools will also contact parents to schedule conferences when they are needed.

Our schools may also conduct student-led conferences. During these conferences, students take responsibility for their own accomplishments and learning and explain in their own words both their successes and areas for improvement.

Parent Concerns About Their Child

The school district encourages parents to contact their child's school if they have concerns or suggestions. If such a concern arises, parents should seek resolution by:

- Contacting their child's teacher.
- If further attention is needed, contact the principal of their child's school.
- And, if the issue is unresolved, contact the Central office at 828-464-3191.

Student and Parent Grievance Procedure

For further information about student and parent grievance procedures, see N-CCS Board Policies 1740/4010.

Any parent or student who has questions about the options proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

A Grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to. Circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment, or bullying must be processed under Board Policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

Students and their parents are encouraged to discuss their concerns informally with the person(s) involved, including the principal, before invoking formal grievance procedures.

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy [1742/5060](#), Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of

complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy [1720/4015/7225](#), Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school system employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the

complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

- a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
- b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
- c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or

guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy [1742/5060](#) is appropriate, and the principal shall address the concern following that policy.

d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the director of personnel, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy [2500](#), Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- 4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy [2500](#).

5) The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Access to Student Records

Access to student records is governed by N-CCS Board Policy 4700. A parent may request access to their child's education records upon proper request by submitting such a request in writing as specified in the Family Educational Rights and Privacy Act. The principal will review the request and schedule an appointment as soon as possible but not later than 45 days after the request. The parent may formally review their child's complete educational records only in the presence of the principal or a designee competent to explain the records.

Public Information and District Communications

Newton-Conover City Schools publishes information about the district, our schools, and our programs through different communication channels.

Communication Channel	Location/Information	Description
N-CCS Website	https://www.newton-conover.org/	Complete links to latest news about the district and its schools and programs. Includes the most current information for parents, students and the community.
District Facebook Page	https://www.facebook.com/NewtonConoverCitySchools	N-CCS communicates news, weather-related announcements, as well as district and community announcements on our district Facebook page.
District Twitter Account	Follow our district Twitter account @NCCSschools	N-CCS communicates news, weather-related announcements, as well as district and community

		announcements through our district Twitter account.
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Information about district communication channels may be obtained by contacting Public Information Officer Dr. John Robinson at 828-464-3191 or by email at john.robinson@n-ccs.org.

Inclement Weather Announcements

The safety of all our students is our first concern when schools must be closed or delayed due to unsafe weather conditions.

- The decision to close or delay schools will be made no later than 5:30 AM. If possible the decision will be made the evening before.
- Parents are encouraged to tune in to area radio stations WNNC 1230 and television stations, WBTV 3, WSOC 9, and WCNC 36.
- Parents are also encouraged to check our website, Like our Facebook page, or follow us on Twitter for weather related announcements.
- Newton-Conover City Schools will also communicate all weather related school delays or closings through its mass communication system, which includes voice, text and email announcements.
- Weather conditions sometimes worsen during the school day after children have arrived. If an early dismissal is necessary, Newton-Conover City Schools will utilize all of the same channels to communicate these early dismissals.

Parents are asked to NOT CALL THE SCHOOLS, THE ADMINISTRATIVE OFFICES OR THE NEWS MEDIA REGARDING WEATHER-RELATED DELAYS OR CLOSURES. The district will utilize all its communication channels to make these announcements in a timely manner.

If schools are closed or students dismissed early, all activities, including those after school, will be canceled.

Newton-Conover City Schools Non-Discrimination Policy

The Newton-Conover City Board of Education “affirms the principle that every student, regardless of race, creed, color, national origin, sex, cultural or economic background, or disability, should be given an equal opportunity for a sound basic education. Furthermore, no student, on the basis of sex, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school system. The school system will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance and extracurricular activities.

Any student, parent or guardian who feels that this policy has been misinterpreted, misapplied or violated may file a complaint in accordance with policy [1720/4015/7225](#), Discrimination, Harassment and Bullying Complaint Procedure. (N-CCS Board Policy 4001).

Newton-Conover City Schools Exceptional Children

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) is a federal law that regulates special education programs in schools. Special education is defined as “specially designed instruction, at no cost to the parent, to meet the unique needs of the exceptional child.” If a student is identified as a child with a disability and requires special education, he/she is referred to as an exceptional child. If a student with a permanent or temporary disability does not require special education, but does need some accommodations in the school environment, he/she may be eligible for a 504 Plan. School teams are responsible for helping to make determinations and recommendations based on information gathered about the student. All referrals for assisting with student problems affecting learning are channeled through the School-Wide Assistance Team, or a team designated as a Multi-Tiered System of Support.

Exceptional Children

An Individualized Educational Planning (IEP) Team is responsible for identifying and developing plans for children who need special education programs. Its members include a regular education teacher of the child, a special education teacher and a local education representative, as well as the parents.

The first formal step in the identification process for special education services is a referral from a person who has observed in the student or preschooler evidence of a suspected disability. As the parent or legal guardian, you will also be invited to serve as a member of the IEP Team when your child is discussed.

The IEP Team will gather information from your child’s teacher, the School-Wide Assistance Team/MTSS team, your child’s school, your child’s medical records, and you. If the team concludes that your child may need special education services, a recommendation will be made for an evaluation conducted by the school psychologist and other support staff.

Evaluation

Depending on the type of special education that may be needed, a comprehensive evaluation in all areas of suspected disability is conducted.

There is no cost for the evaluation. Before it can be done, you must give your permission, and you will be informed of the process and your rights as a parent. After all of the information is gathered, the IEP Team will meet again to determine whether your child meets eligibility requirements under the Exceptional Children’s Program. Recommendations are based on carefully defined state requirements developed from the federal Individuals with Disabilities Education Improvement Act (IDEIA).

Individualized Educational Plans

If your child is recommended for services, you will be invited to help prepare an Individual Education Plan (IEP) for your child. The IEP outlines the services your child

needs to meet his or her long-range goals, how progress will be measured, who will be responsible for these services, and how much time your child will receive in the program.

If your child is placed in a special education program, a new IEP will be developed annually. State and federal laws require that your child be reevaluated no later than every three years to determine whether he or she is still eligible to receive Exceptional Children's Program services. You will be asked to participate in the plan for evaluating your child as reevaluations occur.

Preschool Disabilities Program

The preschool program for students with disabilities serves eligible children who will be 3 or 4, as well as those who will be 5 years old after August 31. These students typically demonstrate developmental delays in learning. For questions regarding settings where preschool programs are offered, as well as making referrals, you may contact Dr. Keisha Pritchard at (828) 464-3191 or Jenny Morgan at (828) 464-9532.

Related Services

Related services are defined as transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability. The student must have an individualized education plan and require special education in order to qualify for a related service. In other words, none of the related services, such as OT or PT, can be delivered unless the student has been identified as a student with a disability. The following list contains frequently provided services:

Audiology	Counseling
Occupational Therapy (OT)	Orientation and Mobility Services
Physical Therapy (PT)	Health Services
Speech-Language Therapy	Vision Services
Psychological Services	Medical Services

Parent Resources

One of your most valuable resources, which you will be given by the school, is the *Handbook on Parents' Rights* published by the North Carolina Department of Public Instruction. The booklet describes the essentials of special education laws that you need to be familiar with in order to understand your rights as a parent of a child with a disability. If you have questions or concerns that cannot be found in the handbook and which could not be answered at the school level, contact Dr. Keisha Pritchard at (828) 464-3191. Other resources available to assist you with your child's educational needs include the following organizations:

Exceptional Children's Assistance Center (a parent-training and information center)
800.962.6817 or www.ecac-parentcenter.org.

Family Support Network of North Carolina (information and referral center)
800.852.0042 or <http://www.fsnncc.org>. Governor's Advocacy Council for Persons with

Disabilities (a free advocacy service center) 800.821.6922. Carolina Legal Assistance (a legal assistance service) 919.856.2195

Parents' Rights

If parents disagree with the appropriateness of their child's special education testing, services or educational placement, it is important to attempt to resolve these disagreements with the Director of Exceptional Children's Programs prior to filing a petition for a due process hearing, including mediation, which is a service offered at no expense to parents. A mediator is a neutral person who tries to resolve differences between parents and the school. If no agreement is reached, parents can work together with the school in filing for a due process hearing. Parents should have the school explain the process before making a final decision. Mediation can be requested by notifying the Director of Exceptional Children's Programs.

Parental Rights Regarding Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute that prohibits discrimination and is designed to assure that students with a disability that affects learning have educational opportunities and benefits equal to those provided to nondisabled students.

Under Section 504 an eligible student is – a student who (1) has a record of having, or (2) is regarded as having a physical or mental impairment that substantially limits a major life activity such as learning.

It is the policy of the Newton-Conover City Board of Education not to discriminate on the basis of disabilities in its educational programs, activities, or employment practices as required by the Act.

The regulations for implementing Section 504 provide parents and students with the following rights:

1. You have a right to be informed of your rights under Section 504.
2. Section 504 requires the school system to locate, evaluate, and determine if a student is a qualified individual requiring accommodations necessary to provide access to educational programs.
3. You have a right to receive notice in a reasonable time before N-CCS identifies, evaluates, or changes your child's placement.
4. You have a right to periodic re-evaluation and evaluation before significant changes in placement.
5. You have the opportunity to review relevant educational records under the Family Educational Rights and Privacy Act. The requirements are described in the N-CCS Board of Education Policy manual available online here: [N-CCS Online Board of Education Policy Manual](#).
6. You have a right to request an informal conference with the principal and the 504 Teams if you disagree with the decisions reached by the school regarding identification, evaluation, educational program, or placement. If your concerns

are not resolved, you may request a hearing before an impartial hearing officer by notifying the Section 504 Director in writing at the address below. You have the right to be represented by counsel in the impartial hearing process and to appeal the impartial hearing officer's decision. For more information, contact: Kirsten Maynard 605 North Ashe Ave., Newton, NC 28658. Phone: 828-464-3191.

Academically Intellectually Gifted Education

The goal of Academically/Intellectually Gifted Education in Newton-Conover City Schools is to provide rigorous curriculum and academic opportunities for students who exhibit high performance capabilities in intellectual areas and/or specific academic fields. These students require differentiated educational services beyond those ordinarily provided by the regular education program. The system's first priority is to ensure provision of an array of service delivery options that match the needs of each student.

The three-stage process of matching student needs to appropriate service options includes:

- 1) a student search and nomination;
- 2) a site-based AIG Team review; and
- 3) the service option match.

Information collected at each stage will guide decision making to prioritize student needs.

Service delivery options for elementary students may include: in-class flexible grouping, subject grouping, cross-grade grouping, grade acceleration, or pull out cluster groups.

Middle School AIG Opportunities

At the middle school level, advanced classes are offered in the areas of mathematics and language arts. High performing middle school students are evaluated annually for instructional placement in these courses that are designed with an emphasis on an accelerated, complex curriculum. Enrichment and acceleration are also provided to gifted students through self-selected and teacher-designated opportunities and pull out cluster groups.

High School AIG Opportunities

Discipline-specific Honors and Advanced Placement courses are available at the high school level through student selection. The AP program, sponsored by the College Board, offers capable high school students the opportunity to take college-level courses and to receive college credit or advanced placement through examination. High School students who meet the prerequisite requirements are eligible for College and Career Promise (CCP) community college dual-enrollment opportunities at The Summit at Newton-Conover.

If you have any questions about gifted education in Newton-Conover City Schools, please contact Cheryl Rhea, AIG Specialist, at 828.464-4221. You can also visit the NCCS Academically Gifted website at: <http://bit.ly/NCCSAIG>

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) provides the opportunity for students in North Carolina to personalize and accelerate their learning by earning course credit by a demonstration of mastery of course material without the requirement of specific seat-time. Students in grades 7 through 12 are required to complete a two-phase process in order to demonstrate their mastery and command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his/her knowledge of the material.

The process and procedures for CDM will include:

- Application
- Phase I Assessments
- Phase II Artifacts & Performance Assessments

Learn more about Credit by Demonstrated Mastery by visiting our CDM website: bit.ly/nccscredit

The Summit at Newton-Conover

Newton-Conover City Schools is partnering with Catawba Valley Community College to bring College and Career Promise (CCP) to Newton-Conover's two high schools. Juniors and seniors at both Discovery High School and Newton-Conover High School select to take classes in a CCP cohort that meets first period at the Central Office. Tuition and books are paid by NCCS for all qualifying students, and transportation is provided. Qualifying participating students can earn a minimum of 26 hours of transferable college credit while still in high school for free. CCP courses are sometimes weighted courses, depending upon the student's year of enrollment. Students who qualify may choose to take additional college-level courses.

For more information, contact your child's school counselor.

State Accountability and Testing Information

As teachers, principals and parents, we owe every child an education that properly prepares him or her for their next big steps after graduation – college, career and adulthood. To accomplish that, the North Carolina Department of Public Instruction is committed to providing the strategies and developing the tools you will need to most effectively play a role in your child's success.

Please refer to the document linked below from the Department of Public Instruction.
[Family Guide to Assessment](#)

Career and Technical Education (CTE) State Assessments - Many high school CTE courses have NC CTE State Assessments, which are used as summative assessments to measure what students have learned. NC is required to administer these assessments, as required by law, in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and students are required to take the state assessments at the end of the course.

K-2 Assessments

The State Board of Education requires that school and school districts implement assessments at grades K, 1, and 2 that include **documented, on-going individualized** assessments throughout the year and a **summative evaluation** at the end of the year. These assessments monitor achievement of benchmarks in the standard course of study. The intended purposes of these assessments are (1) to provide information about the progress of each student for instructional adaptations and early interventions; (2) to provide next-year teachers with information about the status of each of their incoming students; (3) to inform parents about the status of their children relative to grade level standards at the end of the year; and (4) to provide the school and school district information about the achievement status and progress of groups of students (e.g., by school and grade level) in grades K, 1, and 2.

All K-2 students participate in K-2 assessments with Wireless Generations' assessments (DIBELS for literacy and the state/district created math assessments. Kindergarten students will also be assessed with the Kindergarten Early Assessment from the state. This will take place during the first 60 days of school. *Kindergarten and First Grade will be using the state assessments while grade 2 will be utilizing Iready and Amplify.*

Student Report Card Information

Report cards are sent home four times a year, at the conclusion of each 9-week grading period, to give parents information about their son's/daughter's academic progress, behavior, and attendance. Progress reports will be sent home during each 9-week grading period. Parents are asked to sign and return the progress reports and report card envelope. The report card sheet may be kept. Report cards include much important information. If you have questions as you review the progress reports and report cards, contact your child's instructor(s) or the school counselor.

2020-21 Report Schedule

Please check with your child's school for that school's report card schedule.

Newton-Conover City Schools Graduation Requirements

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. Successful completion of all course unit requirements as described in the applicable course of study determined by entry year into grade nine.
2. Successful completion of 28 course credits at Newton-Conover High School and 24 course credits at Discovery High School in the chosen course of study and all other course requirements mandated by the State Board of Education.
3. Successful completion of cardiopulmonary resuscitation instruction.
4. Successful completion of all other requirements mandated by both the N-CCS Board of Education and the NC State Board of Education.

The principal shall ensure that students and parents are aware of all graduation requirements. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

North Carolina Minimum State Graduation Requirements

Current State Requirements: In order to graduate from high school, students must meet the following state requirements:

Future-Ready Course of Study 22 Credits for Students Entering Grade 9 in 2021-22

Students entering grade 9 in 2021-22 must pass the following courses and earn at least 22 credits:

Four English	<ul style="list-style-type: none"> • English I • English II • English III • English IV
Four Mathematics	<p>Will be either:</p> <ul style="list-style-type: none"> • Math I, Math 2, Math 3 and a fourth math course aligned with the student's post high school plans. • In rare instances when the

	principal exempts a student from the Future-Ready Core Math Sequence, as limited by N.C.G.S. §115C-81(b). The student will be required to pass: Math 1, Math 2, and 2 additional math options identified by NC DPI.
Three Science	<ul style="list-style-type: none"> • A physical science course • Biology • An earth/environmental science
Four Social Studies	<ul style="list-style-type: none"> • Founding Principles of the United States of America and North Carolina (Civic Literacy) • Economics and Personal Finance • American History • World History
One Health and Physical Education	<ul style="list-style-type: none"> • Required to successfully complete CPR to meet Healthful Living Standards to graduate.
Two Elective Credits of Any Combination	<ul style="list-style-type: none"> • Career and Technical Education • Arts Education • World Language <p>NOTE: Elective combinations might include 2 world language; 1 CTE credit and 1 Arts Education credit, or any combination.</p>
Four Elective Credits from These Categories	<ul style="list-style-type: none"> • Career and Technical Education • ROTC • Arts Education (Dance, Music, Theater Arts, Visual Arts) • Any other subject area or cross-disciplinary courses (e.g., math, science, social studies, English, dual enrollment courses)
TOTAL CREDITS	22 total credits

Future-Ready Course of Study 22 Credits for Students Entering During and Before 2020-21

Students who entered grade 9 for the first time in 2020-21 must pass the following courses and earn at least 22 credits.

Four English	<ul style="list-style-type: none"> • English I • English II • English III • English IV
Four Mathematics	<p>Will be either:</p> <ul style="list-style-type: none"> • Math 1, Math 2, Math 3 and a fourth math course aligned with the student's post high school plans. • In rare instances when the principal exempts a student from the Future-Ready Core Math Sequence, as limited by N.C.G.S. §115C-81(b). The student will be required to pass: Math 1, Math 2, and 2 additional math options identified by NC DPI.
Three Science	<ul style="list-style-type: none"> • A physical science course • Biology • An earth/environmental science
Four Social Studies	<ul style="list-style-type: none"> • Founding Principles Course which shall be either: <ul style="list-style-type: none"> ◦ American History: Founding Principles, Civics, and Economics ◦ Founding Principles of the United States of America and North Carolina: Civic Literacy • An American history course which shall be either: <ul style="list-style-type: none"> ◦ American History I ◦ American History II ◦ American History • World History • Economics and Personal Finance
One Health and Physical Education	<ul style="list-style-type: none"> • Required to successfully complete CPR to meet Healthful Living Standards to graduate.
Two Elective Credits of Any Combination	<ul style="list-style-type: none"> • Career and Technical Education

	<ul style="list-style-type: none"> • Arts Education • World Language <p>NOTE: Elective combinations might include 2 world language; 1 CTE credit and 1 Arts Education credit, or any combination.</p>
Four Elective Credits from These Categories	<ul style="list-style-type: none"> • Career and Technical Education • ROTC • Arts Education (Dance, Music, Theater Arts, Visual Arts) • Any other subject area or cross-disciplinary courses (e.g., math, science, social studies, English, dual enrollment courses)
TOTAL CREDITS	22 total credits

Additional Newton-Conover City Schools Graduation Requirements

Students entering the 9th grade in the Newton-Conover High School must earn a minimum of 28 units of credit on the high school level in order to graduate with a diploma. Students are required to take four (4) classes per semester, eight (8) classes per year. If extenuating circumstances exist, the principal must approve alternatives.

North Carolina Public Schools provides an Occupational Course of Study for qualifying Exceptional children students.

Grade Classification for Newton-Conover City School High School Students

	To Become 10th Grader	To Become 11th Grader	To Become 12th Grader	To Graduate
Newton-Conover High School	English I and 5 Other Credits 6 Total Credits	English I, II and 11 Other Credits 13 Total Credits	English I, II, III and 17 Other Credits 20 Total Credits	English I, II, III, IV and 24 Other Credits 28 Total Credits
Discovery High School	English I and 4 Other Credits 5 Total Credits	English I, II and 10 Other Credits 11 Total Credits	English I, II, III and 16 Other Credits 17 Total Credits	English I, II, III, IV and 23 Other Credits 24 Total Credits

Students enrolled in the College and Career Promise program will complete English 232 (the English 3 equivalent course) during the first semester of their senior year).

All N-CCS graduates are required to graduate with one Fine Arts credit.

Honors Graduate Designations

Graduating seniors receive honors designations of Junior Marshal and the Latin honors designations of cum laude, magna cum laude, and summa cum laude based upon the cumulative weighted grade point average (GPA).

- In order to be recognized as a Junior Marshal, a student must be in the top 10% of his/her class.
- In order to receive the honor *cum laude*, a student must have a minimum weighted GPA of 3.75.
- In order to receive the honor *magna cum laude*, a student must have a minimum weighted GPA of 4.0.
- In order to receive the honor *summa cum laude*, a student must have a minimum weighted GPA of 4.25.

In addition to the Latin honors designations, the designation of valedictorian and salutatorian will continue to apply to students graduating from the Newton-Conover City Schools. The student earning the highest cumulative weighted GPA in the graduating class each year shall be named as valedictorian. The student with the second highest weighted GPA will be named salutatorian.

In case of identical weighted grade point averages, the principal shall name co-valedictorians or co-salutatorians. If co-valedictorians occur, no salutatorian will be

declared. If co-salutatorians are named, there will be one valedictorian and co-salutatorians.

A student must be enrolled within the first ten days of the senior year and in regular attendance in classes held on campus at the high school awarding the diploma in order to be included in a class ranking of seniors.

Students who graduate in less than four years are not eligible for special academic recognitions.

High School Athletic Eligibility Information

To be eligible for athletic participation, a student must have met the following requirements:

- Passed a minimum of three courses during the preceding semester.
- Been in attendance at least 85% of the previous semester.
- Met the promotion requirements set for by the Newton-Conover City Schools Board of Education.

Athletes who are seriously considering post secondary study and are hoping for scholarship assistance should begin immediately to plan their course of study in accordance with NCAA Clearinghouse Standards. The expectations are high! Students cannot afford to wait until late in their high school careers. Please become vigilant in maintaining high standards for personal excellence.

Drop-Out Age in Newton-Conover City Schools Age 18

During the 2012-2013 school year, N-CCS had the 5th lowest dropout rate in the State of North Carolina (.98%). In an effort to further decrease this dropout rate, N-CCS and Hickory Public Schools are piloting dropout age increase legislation for the State of North Carolina. With regards to the increase in dropout age from 16 years of age to 18 years of age, please reference the legislation below for information regarding this pilot which seeks to decrease the number of student dropouts through an increased dropout age. Along with this legislation, N-CCS provides a variety of interventions to assist students at-risk of dropping out of school.

SECTION 8.49.(a) Notwithstanding G.S. 7B-1501(27), 115C-378, 115C-238.66(3), 116-235(b)(2), and 143B-805(20), the State Board of Education shall authorize the Hickory Public Schools and the Newton-Conover City Schools to establish and implement a pilot program to increase the high school dropout age from 16 years of age to the completion of the school year coinciding with the calendar year in which a student reaches 18 years of age, unless the student has previously graduated from high school.

SECTION 8.49.(b) Each local school administrative unit may use any funds available to it to implement the pilot program in accordance with this section to (i) employ up to three additional teachers and (ii) fund additional student-related costs, such as transportation and technology costs, including additional computers, to serve a greater number of

students as a result of the pilot program. Each local school administrative unit may also use any funds available to it to operate a night school program for students at risk of dropping out of high school. To the extent possible, the local school administrative units shall partner with Catawba Valley Community College in administering the pilot program.

SECTION 8.49.(c) The local school administrative units, in collaboration with the State Board of Education, shall report to the Joint Legislative Education Oversight Committee, the House Appropriations Subcommittee on Education, and the Senate Appropriations Committee on Education/Higher Education on or before January 1, 2016. The report shall include at least all of the following information:

- (1) An analysis of the graduation rate in each local school administrative unit and the impact of the pilot program on the graduation rate.
- (2) The teen crime statistics for Catawba County.
- (3) The number of reported cases of violations of compulsory attendance laws in Catawba County and the disposition of those cases.
- (4) The number of at-risk students served in any night programs established as part of the pilot program and student graduation and performance outcomes for those students.
- (5) All relevant data to assist in determining the effectiveness of the program and specific legislative recommendations, including the continuation, modification, or expansion of the program statewide.

SECTION 8.49.(d) The State Board of Education shall not authorize a pilot program under subsection (a) of this section except upon receipt of a copy of a joint resolution adopted by the boards of education for the Hickory Public Schools and the Newton-Conover City Schools setting forth a date to begin establishment and implementation of the pilot program.

Technology Responsible Use Policies

The board provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning and improve communication within the school community and with the larger global community. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal, and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks.

Expectations for Use of School Technological Resources

The use of school system technological resources, including access to the Internet, is a privilege, not a right. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources.

Responsible use of school system technological resources is use that is ethical, respectful, academically honest, and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to use of the Internet and other school technological resources.

In addition, anyone who uses school system computers or electronic devices or who accesses the school network or Internet using school system resources must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

Before using the Internet, all students must be trained about appropriate online behavior as provided in policy [3226/4205](#), Internet Safety.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school system technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements and acknowledging awareness that the school system uses monitoring systems to monitor and detect inappropriate use of technological resources. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuses may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

Rules for Use of School Technological Resources

1. School system technological resources are provided for school-related purposes only. Acceptable use of such technological resources is limited to responsible, efficient and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business and is not otherwise prohibited by board policy or procedure.
2. Under no circumstance may software purchased by the school system be copied for personal use.
3. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
4. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors.
5. The use of anonymous proxies to circumvent content filtering is prohibited.
6. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
7. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
8. Users must respect the privacy of others. When using email, chat rooms, blog or other forms of electronic communication, students must not reveal personal identifying information, or information that is private or confidential, such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy [4705/7825](#), Confidentiality of Personal Identifying Information. In addition, school employees must not disclose on school system web sites/pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent/guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy [4700](#), Student Records. Users also may not forward or post personal communications without the author's prior consent.
9. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks or data of any user connected to school system technological resources. Users may not knowingly or

negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.

10. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.
11. Users are prohibited from engaging in unauthorized or unlawful activities such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
12. Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.
13. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner's express prior permission.
14. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.
15. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
16. Teachers shall make reasonable efforts to supervise students' use of the Internet during instructional time.
17. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

Restricted Material on the Internet

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors, including violence, nudity or graphic language which does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy [3226/4205](#), Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).

Parental Consent

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources.

Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's Internet activity and e-mail communication by school personnel.

In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

Privacy

Students, employees, visitors and other users have no expectation of privacy in anything they create, store, send, delete, receive or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. Users should not assume that files or communications created, transmitted, or displayed using school system technological resources or stored on servers or on the storage mediums of individual devices will be private. The school system may, without notice, (1) monitor, track and/or log network access, communications and use; (2) monitor and allocate filespace; and (3) access, review, copy, store, delete or disclose the content of all user files, regardless of medium, the content of electronic mailboxes, and system outputs, such as printouts, for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel shall monitor online activities of individuals who access the Internet via a school-owned device.

By using the school system's network, Internet access, email system, devices, or other technological resources, individuals consent to have that use monitored by authorized school system personnel as described in this policy.

Use of Personal Technology on School System Property

Each principal may establish rules for his or her school site as to whether and how personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Students' devices are governed also by policy 4318, Use of Wireless Communication Devices. The school system assumes no responsibility for personal technology devices brought to school.

Personal Websites

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos or trademarks without permission.

1. Students: Though school personnel generally do not monitor students' internet activity conducted on non-school system devices during non-school hours, when the student's on-line behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy.
2. Employees: Employees' personal websites are subject to policy 7335, Employee Use of Social Media.
3. Volunteers: Volunteers are to maintain an appropriate relationship with students at all times. Volunteers are encouraged to block students from viewing personal information on their personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interactions with students.

Legal References: [U.S. Const. amend. I](#); Children's Internet Protection Act, [47 U.S.C. 254\(h\)\(5\)](#); Electronic Communications Privacy Act, [18 U.S.C. 2510-2522](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); [17 U.S.C. 101 et seq.](#); [20 U.S.C. 7131](#); [G.S. 115C-325](#)(e) (applicable to career status teachers), [-325.4](#) (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy [3115](#)), Technology in the Educational Program (policy [3220](#)), Internet Safety (policy [3226/4205](#)), Web Page Development (policy [3227/7322](#)), Copyright Compliance (policy [3230/7330](#)), Student Behavior Policies (all policies in the [4300](#) series), Student Records (policy [4700](#)), Confidentiality of Personal Identifying Information (policy [4705/7825](#)), Public Records - Retention, Release, and Disposition (policy [5070/7350](#)), Use of Equipment, Materials, and Supplies (policy [6520](#)), Network Security (policy [6524](#)), Staff Responsibilities (policy [7300](#)), Employee Use of Social Media (policy [7335](#))

Adopted: July 8, 2008

Revised: May 5, 2010; April 2, 2012; October 8, 2012; August 18, 2014; December 15, 2014; December 19, 2016

Child Nutrition Services

Newton-Conover City Schools offers breakfast and lunch at all schools. Universal Breakfast is offered at all sites, which allows all students to eat breakfast at no charge.

We are proud to announce that our cooking methods are limited to baking, roasting, steaming and boiling. We offer fresh fruits and vegetables throughout the school year, and we perform a nutritional analysis on our menus once a year. Menus are posted online at www.newton-conover.org. Supply Chain shortages are still possible; therefore, menus are subject to change, based on product availability; and may not be able to be updated in time to inform students and parents.

Meal Requirements - Breakfast consists of two bread servings or a bread and a meat serving, one fruit or juice and a milk. The student may select three or four of the components and must take ½ cup of fruit or vegetable to be considered a meal. If the student selects one or two components he/she will be required to pay for each item regardless of their pay status. Lunch consists of five components; meat, bread, fruit, vegetable and a milk. The student may select three of the five components and must take ½ cup of fruit or vegetable to be considered a meal. If the student does not take a fruit or vegetable or takes less than three components he/she will be required to pay for each item regardless of their pay status.

Newton-Conover City Schools offers snacks that meet 'Smart Snack' compliance, which is part of the Healthy Hunger-Free Kids Act. Our main focus is to offer items of greater nutritional value on campus. This ruling applies to all competitive foods sold, including: foods and beverages sold a la carte in the cafeterias, in school stores, at snack bars, from vending machines or any venue that sells food to students on the school campus during the school day. This includes fundraisers that take place during the school day.

Meal Prices for 2023-24

Student Breakfast - \$.00 - Universal Breakfast

Reduced Breakfast - \$.00 - **due to state grant**

Student Lunch Pre-K-Grade 5 - \$2.75

Student Lunch Grades 6-12 - \$2.90

Reduced Lunch - \$.40

Milk - \$.75

IT IS IMPORTANT that households that qualify for free or reduced price meals complete a Free/Reduced Meal Benefits Application. Other services may be available for your student(s) if approved, and Newton-Conover City Schools receives additional funding based on the number of students who qualify for free or reduced meals. NCCS relies on these additional funds. Please help your student(s) and our schools receive the maximum amount for funding available for the 2023-2024 school year. Potential additional services available for those who qualify -

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- Vision / dental screenings
- Discounted or free internet and/or cellular service from specific providers
- Additional Title I funds for qualifying schools
- ACT & SAT fees waived
- Seniors applying to college have the potential to have their college application fees waived

Senate Bill 415 was signed into law on July 1, 2011. This bill states that funds were appropriated for the students receiving reduced price meals to purchase breakfast at no cost to them. If funds are insufficient to provide breakfast to the reduced student for the entire school year then the Child Nutrition program will charge the student \$.30 for breakfast.

Cafeteria Accounts

Child Nutrition Services strongly encourages all parents to pay for their children's meals in advance. Each child has their own account in the cafeteria and parents may send money to be placed on the account at any time. They may pay by the day, week, month or year. When students walk past the cafeteria line, they give the cashier their lunch number or show the cashier a card with their number and any item that they purchase will be debited from their account.

For cash payments, place money in an envelope with the child's full name, lunch number, payment amount, grade, and teacher's name on the outside of the envelope.

For payment by check, place your child's full name and lunch number on the lower left corner of the check.

Online payment for meal accounts is also available; payment can be made at www.k12paymentcenter.com.

Benefits of the lunch prepay system include the following:

1. Quick and easy payments 24 hours a day
2. Pay for multiple students with one-single payment
3. Check your child's meal account balance and purchases
4. Get low balance alerts by email

Refunds

Money left in a student's account at the end of a school year will be available the next year for all students returning to Newton-Conover City Schools. For students that are leaving Newton-Conover City Schools, parents may contact the cafeteria manager at the school or Child Nutrition Office at 828.464.3191 or email nancy.price@n-ccs.org to request a refund from the student's meal account.

Below \$5.00 – Request a refund form from the cafeteria manager. Complete and sign the form. The cafeteria manager will refund the money.

Over \$5.00 – Request a refund form from the cafeteria manager. Complete the form and return to Child Nutrition Services at NCCS Administrative Building. The drivers' license number of the parent requesting the refund must be provided so a check may be issued. The refund process takes up to three weeks for completion and a check will be mailed to the address provided.

All refund requests must be submitted to Child Nutrition by August 1st for the prior year. Graduating students should make an effort to use the money in their account, request funds be transferred to a younger sibling, or request a refund prior to the end of the school year. On August 3rd, all money left in the accounts of transferring students will be moved to the general fund and will no longer be accessible for refunds.

Free and Reduced Price Meals

Free/Reduced Meal Applications are available for households to complete at the beginning of each school year. Applications can be completed online by following the link posted on the child nutrition website, or by visiting <https://www.lunchapplication.com>. Printable applications are also available on our website. Forms need to be completed in full and immediately returned to the school or mailed to Child Nutrition Services, 605 North Ashe Ave., Newton, NC 28658.

All students in the household, even though they are at different schools, are to be placed on the application form. **Complete one application form per family.** Applications MUST have ALL persons living in the household listed, including ALL income from ALL household members. Applications without income will be contacted to provide income before being processed.

Students receiving free or reduced meals at the end of last school year in Newton-Conover City Schools will receive free or reduced meals for the first thirty days of school. This allows students to receive the benefits while their application is being processed. Students who are new to Newton-Conover City Schools will have to pay for their meals until the free and reduced meal application form can be processed.

Parents are required to pay for charges made to students' meal accounts prior to the application approval regardless of status. A student who is approved for free meals at the beginning of school will be free the entire school year. A student who is approved for reduced meals is reduced for the entire school year but if his family's income changes he may reapply for free meals at any time throughout the year. You will be notified if your child/children qualify for free or reduced meal prices. All information is strictly confidential.

Non-Sufficient Funds

Child Nutrition Services is always looking for ways to be more efficient and effective in our fiscal policies. While it may seem like a minor issue to some, receipt of

non-sufficient fund (NSF) checks is a time consuming and costly issue. As with any business the Newton-Conover City Schools has an obligation to our clients, the community taxpayers, to be fiscally accountable. Processing NSF checks can take valuable time from the school district personnel. To manage this process, Child Nutrition uses Check X Change to protect against the time consuming and costly recovery of non-sufficiently funded checks.

Check X Change utilizes the federal and state laws allowing the electronic recovery process of NSF checks which results in a high rate of recovery at no cost to the school district. The cost becomes the responsibility of those who wrote non-sufficient fund checks with the electronic recovery of the face amount of the check and the electronic recovery of the state fee from the bad check writer's bank account.

Child Nutrition Charge Policy

The Newton-Conover City Schools Child Nutrition Program is dedicated to meeting the nutritional needs of all students. Due to federal guidelines, the Child Nutrition Program is not allowed to use federal funds to offset meal charges.

All students are expected to pay for meals purchased, on a daily basis or pre-pay money on their meal account. Elementary and Middle School students are extended the courtesy of being allowed to charge up to five (5) meals in the event they have forgotten to bring lunch money. This would be \$13.75 for Elementary, \$14.50 for Middle, and \$2.00 for those students that are approved for Reduced meals. The Child Nutrition department will make every effort to inform parents if their child owes money. Balance due letters will be sent home weekly, and a phone tree message is sent every Sunday evening for those that owe for meals. **Parents are responsible for all charges made to their child's account.**

High school students are not permitted to charge lunch. They may pay for their meals on a daily basis or prepay money into their account.

Students and adults are not allowed to charge breakfast or a la carte or snack items.

Child Nutrition staff will send letters home weekly to parents informing them of the meal charges. Child Nutrition staff and principals will work with parents/guardians to determine the best method to ensure payment of meal costs for students who have exceeded their charge privileges. In the event of failure to pay, Newton-Conover City Schools reserves the right to turn over the delinquent account to a collection agency for settlement.

Special Needs/Diet Orders

Child Nutrition Services will make every effort to provide meals to students with special diets. Due to insufficient products on the market, we will be unable to provide fluid milk substitutes that meet milk nutrient requirements. **Students needing a modified diet must have a special diet order on file.** Returning students with a current diet order on

file will be carried over from the previous year, as long as no changes are needed. New students or students requiring changes to a current diet order must have a new diet order completed at the start of the school year. Special diet orders must be submitted to Child Nutrition Services on a NCCS Diet Order form signed by a licensed physician. Diet order forms can be found online at www.newton-conover.org. Click on Departments, Child Nutrition and Special Diet Order Forms are located under the important information tab. *Students with a food allergy that carry an EpiPen must also have a diet order form completed by a licensed physician.* Changes to diet orders during the school year require completion of a new diet order form. Child Nutrition Services will work with each diet order to make menu modifications for school meals served to the student. Diet orders are to be followed throughout the entire school day, including classroom activities, parties, field trips, etc.

Please visit our webpage at <https://www.newton-conover.org/page/child-nutrition> for a wealth of information regarding our program and links to other nutritional pages. In addition, we have added a “Featured Recipes of the Month”, where we will feature an Entree and Vegetable or Fruit recipe for each month for our families to try out. Please contact us if you have any questions or concerns. We look forward to serving our students in the upcoming year!

Student Information

Student Assignment

Each student shall be assigned to the appropriate grade and class as determined by the principal.

Changes in Residence

A student must remain in the assigned school for the entire school year unless the student's legal residence changes during the school year, in which case the student may request a transfer.

All students coming from out of district or out of county should obtain a proper release from their home school district and submit to Newton-Conover City Schools. All acceptances are at the discretion of the school principal. Students coming from out of county have to pay a fee. This fee is based on what we receive from the County Commissioners per student **(the fee for 2022-2023 is \$1,893.00).**

School Day Times

Conover School	8:00 AM to 3:00 PM
Elementary Schools	8:10 AM to 3:20 PM
Newton-Conover Middle School	7:40 AM to 2:50 PM
Discovery High School	7:40 AM to 2:50 PM
Newton-Conover High School	7:40 AM to 2:50 PM
Pre-Kindergarten Programs	8:00 AM to 3:00 PM

Student Attendance

School attendance and class participation are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Beginning with the 2014-2015 school year, students domiciled/enrolled in the Newton-Conover City Schools are required to attend school between the ages of 7 and 18 years old per North Carolina State Law (SECTION 64. Section 8.49 of [S.L. 2013-360](#)) Dropout Pilot Legislation. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

Attendance Records

School officials shall keep accurate records of attendance, including accurate attendance records in each class. Students will be considered in attendance if present at least half of the instructional day on-site in the school or at a place other than the school attending an authorized school-related activity. To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must: (1) complete their daily assignments, either online or offline; and/or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-5 or (b) for all other grade levels, each course teacher as scheduled. School officials shall communicate the attendance procedures to students and their families before the first day remote instruction begins.

Attendance Standard

Students must attend school for a minimum of 50 percent of the school day in order to be counted present for the entire day. Similarly, a student must attend a specific class for 50 percent of the period in order to be counted present for the class.

Late Arrivals and Early Departures

Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.

When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

Excused Absences

When an elementary school student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. Absences due to extended illnesses may also require a statement from a health care practitioner. When middle or high school students must miss school, a written excuse from a parent or guardian is not sufficient for an absence to be excused. An absence may be excused for any of the following reasons.

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or the State Board of Health or isolation or quarantine that is a required state or local control measure;
3. death in the immediate family;
4. medical or dental appointment;

5. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
6. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent or legal guardian;
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting; or
10. any other reason as approved by the board in a board resolution.

School-Related Absences

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

1. Field trips sponsored by the school.
2. Job shadows and other work-based learning opportunities as described in G.S. 115C-47 (34a).
3. school-initiated and scheduled activities.
4. Athletic events that require early dismissal from school.
5. Career and Technical Education student organization activities approved in advance by the principal.

In addition, students participating in disciplinary techniques categorized as in-school suspension will not be counted as absent.

Makeup Work

In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) Assignments missed due to participation in school-related activities also are eligible for makeup by the student. The teacher shall determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Unexcused Absences

The principal shall notify parents and take all other steps required by [G.S. 115C-378](#) for excessive, unexcused absences.

Any school disciplinary consequences for unexcused absences will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

Chronic Absenteeism

Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student's academic achievement. Regular attendance must be prioritized within each school and encouraged throughout the community. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.

Special Attendance Circumstances

1. Students with Chronic Health Problems: No penalties will be imposed for absences due to documented chronic health problems.
2. Students Experiencing Homelessness: For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change in caregivers or nighttime residence, before taking any disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.
3. Attendance Requirements for Extracurricular Activities: Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. (See also N-CCS Policy 3620, Extracurricular Activities and Student Organizations)

Reference: N-CCS Board Policy 4400.

Homebound Students

Principals and teachers are to work cooperatively with homebound students. If a child is unable to attend school for four weeks or more because of injury, illness, pregnancy, or other disability, parents should contact Dr. Keisha Pritchard (Exceptional Children) or Amber Dunn at the Administrative Office at 828.464.3191 to determine homebound status. The counselor at the respective school will assist the child's parents in completing the application for homebound services and securing other required documentation such as a physician's referral indicating length of convalescence, etc. When homebound instruction is being provided in the home, the child's parent must be

present. Homebound instruction is provided only for the period of time the student is able to receive instruction and until the physician certifies that the student is ready to return to the regular classroom.

School-Level Rules of Student Conduct

Parents are encouraged to check with their child's school regarding specific rules of student conduct. (Reference N-CCS Board Policy 4302).

Student Restraint/Isolation Policy

Newton-Conover City Schools Regulation Code 4302 Rules of Seclusion and Restraint governs the use of seclusion and restraint by all district personnel. (See N-CCS 43-2-R for more information.)

Students with Disabilities

Federal law and local policy provide special protections for students with disabilities. While these students may be suspended for up to 10 school days in a school year in the same manner as non-disabled students, students with disabilities may not be suspended for the remainder of the school year, or for 365 days, or expelled for misconduct that is a manifestation of their disability. If the misconduct is not a manifestation of the disability, the student may be suspended or expelled, but the district must continue to provide special education services to the student. The student may be removed if they are an immediate threat to the safety of other children.

Drug Education and Random Drug Testing of Student Athletes

The N-CCS system is committed to providing a safe, drug-free environment for its students. The Newton-Conover City School System herein acknowledges that we will not tolerate possession, use, or distribution of drugs from any student participating in our athletic program as an athlete or in any support position such as manager, statistician, etc. The Newton-Conover Drug Education and Testing Program is an effort on the part of the Board of Education, the administration, and the athletic staff to assist our athletes in dealing with one of society's most pressing problems. This education and testing program will be applied to all interscholastic sports teams, including cheerleading. This program is not strictly disciplinary in nature, but rather is primarily intended as a diagnostic aid in disclosing possible drug related problems. An explanation of the program shall be made available to all student athletes and parents. Selection of persons to be tested shall be done in a manner calculated to protect the identity of those being tested. Testing shall be done by means of examination of urine samples. The samples shall be tested by a certified laboratory and reliable tests shall be performed before any sample is labeled "positive" for any particular drug. Confidentiality shall be maintained so that the identity of anyone testing "positive" is made known only to the student athlete, the parents or guardians, the athletic director and the student athlete's head coach. (Please review NCCS Board Policy for more detailed information on groups to be tested, frequency of testing, number of athletes to be tested, and consequences of positive drug tests.)

Information for On-Campus Visitors

The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

Temporary Restrictions on Nonessential Visitors to School Facilities

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS), nonessential visitors will not be allowed access to school buildings before, during, or after the school day when school is in session.

This restriction will not apply to visitors or employees who need to access the school system central office in order to process paperwork, to attend meetings with school officials, or who want to attend a meeting of the board of education or other public meetings being held at the central office.

Parents and guardians will be allowed to enter the main entrance of a school facility and access the lobby and/or front office in order to sign a student in or out or to drop off items such as lunches, medication, or items that will be needed during the school day. To the greatest extent possible, parents and school employees are encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. However, parents may have access to other locations within a school facility, as needed, to attend scheduled conferences and meetings related to their child's educational needs.

School employees will conduct symptom screening of any person entering a school building, as required by DHHS, including parents, students, and all other visitors.

These temporary restrictions shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.

Opportunities to Visit N-CCS Schools

To encourage parental and community involvement in our schools, the following are opportunities for school visits:

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators.
2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided by N-CCS Board Policy 5030 Community Use of Facilities.
3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

Requirements of Visitors to N-CCS Schools

While Newton-Conover City Schools welcomes visitors to its schools, the paramount concern is to provide a safe and orderly environment in which disruptions to

instructional time are kept to a minimum. Potential visitors are encouraged to contact the principal of the school for more specific information.

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school.
2. School visitors are expected to comply with all school rules and board policies while on school grounds. (Policy 5025 Prohibition of Drugs and Alcohol, Policy 5062/7250 Smoking and Tobacco Products, and Policy 5027/7275 Weapons and Explosives Prohibited.
3. Persons subject to Policy 5022 Registered Sex Offenders, must comply with the provisions of that policy.

Spectator Conduct at School Events

Any person who attends a school-sponsored event, who behaves in a disorderly or unsportsmanlike manner may be removed from the premises. This includes any violations of Board policy prohibitions.

Smoking, Vaping Devices, and Tobacco Products Prohibited on N-CCS Properties

Maintaining the safest and most wholesome learning environment and safeguarding the health of our public school children, staff, and patrons are significant responsibilities of the Newton-Conover City School System. The use of cigarette, vape devices, and tobacco products is a matter of grave concern because it seriously endangers the physical well-being of students and others in the school environment. We have a tobacco-free environment in all Newton-Conover City Schools' buildings, buses, and system-owned vehicles. Possession of tobacco products, E-cigarettes and vape devices by students on school grounds is prohibited and is a rule violation under our district-wide discipline policy. Smoking, use of tobacco products or electronic tobacco devices are not permitted by anyone at outdoor public meetings, performances, or contests on school campuses.

Newton-Conover City Schools Student Health and Wellness

Students injured or becoming ill at school will receive proper medical attention. Parents will be notified as soon as possible. Students who have chronic health conditions such as asthma, diabetes, seizures or life-threatening allergic reactions to medications, foods or insects, should have an Emergency Action Plan in place. This plan, written by the school nurse, the student's physician and parent, allows safe management of the health condition while at school.

Newton-Conover City Schools Board of Education recognizes that students may need to take medication during school hours. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible.

Conditions for Administering Medications to Students

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

- a. **Parental Consent:** The student's parent must make a signed, written request that authorizes school personnel to administer the medication to the student.
- b. **Medication Authorization Order:** A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication. NOTE: For overnight field trips, parents must complete the "Prescription Medication Permission Form" prior to the field trip commencing for students to be able to receive their prescription medications.
- c. **Certification of Necessity:** The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence at school.
- d. **Proper Container/Labeling:** If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with the child's name, the name of the medication, the exact dose to be given, the route of administration, the number of doses in the container, and the expiration date of the medication. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. **Proper Administration:** The employee must administer the medication pursuant to the healthcare practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and healthcare practitioner.

Annual Mouth Rinse and Dental Screening Information for Parents

Students in grades K, 2 and 5 will receive a dental screening from the State Dental Hygienist, and parents will be notified of the screening results. If you prefer your child not participate in this screening, please contact your child's teacher.

The fluoride mouth rinse program offered by your child's school and the N.C. Oral Health Section will continue at school this year. The use of fluoride is the best way to prevent cavities. Fluoride mouth rinse has been thoroughly tested and is safe.

Your child may safely rinse with fluoride even if he or she is getting fluoride from your community. The fluoride applied directly to the teeth at the dentist's office may also benefit your child.

The permission form you signed when your child entered school will be kept in your child's permanent record. Your child should rinse once each week if you have given permission. If you want to change the permission form, please send a signed written note to the school asking for a change. With your help and support, our children will have better oral health. We're working towards NC Children Cavity-Free Forever!

Health Assessment Requirements for Pre-K and Kindergarten Students

A health assessment (physical assessment) is required for all pre-kindergarten students and those students entering kindergarten for the first time.

State law requires that the health assessment shall be made no more than 12 months prior to the date of school entry.

The law also requires:

- Health assessments must include a medical history and physical examination with screening for vision and hearing.
- The health assessment must be conducted by a physician licensed to practice medicine, a physician's assistant as defined in General Statute 90-18, a certified nurse practitioner, or a public health nurse meeting the North Carolina Division of Health Services' Standards for Early Periodic Screening, Diagnosis and Treatment.
- Results must be submitted to the school principal on forms provided by the North Carolina Department of Environment, Health and Natural Resources and the North Carolina Department of Public Instruction.

NOTE: A completed health assessment transmittal form must be presented to the principal on or before the child's first day of attendance. The transmittal form, the Blue Kindergarten Health Assessment Report Form (PPS-2K), is the ONLY acceptable form.

Principals have both the authority and responsibility to exclude children who have not had an assessment by the 30th calendar day after entering school.

Immunization Requirements for Kindergarten and 6th Grade Students

Each student who enters a public school in North Carolina (whether entering as a first time student or as a new student to a North Carolina Public School) must present a certificate of immunization to the school official within 30 calendar days of the first day of attendance. This certificate must contain, in addition to identifying data on the student, the dates of administration of each dose of the required vaccines given to the student and the provider who administered the vaccines name and address.

Each student's immunization record will be reviewed for compliance with the General Statute 130-89. Additional information regarding specifics on required immunizations may be obtained from the school nurse.

All children entering school for the first time will need to have received two doses of measles, two doses of mumps and one dose of rubella vaccine prior to entry.

Children were previously required to have only one dose of mumps vaccine. Most children already received two doses of the MMR vaccine (measles-mumps-rubella) by age four.

A booster of Tdap vaccine is required for all children before entering 7th grade who are enrolled in public school, or by age 12 for those not attending public schools (private, religious, home schools) on or after August 1, 2008, if 5 years or more have passed since the last doses of tetanus-containing vaccine.

Tdap is a combination vaccine that provides protection against three diseases: tetanus, diphtheria and pertussis. There has been an increase in pertussis cases in North Carolina and the U.S. in recent years, making the vaccination imperative. Tdap is recommended for all teenagers beginning at age 11 or 12. It is also recommended that adults receive a dose of Tdap to replace their next tetanus booster.

NOTE: Principals have both the authority and the responsibility to exclude children who have not had the required immunizations by the 30th calendar day after that child begins school.

Important Health Alerts

Required Information Notice on Influenza and Meningococcal Diseases

With the passage of N.C.G.S. 115C-375.4, the School District must provide families with information on Influenza and Meningococcal diseases and the vaccines that are available to prevent each. Influenza ("flu") is caused by a virus that spreads from infected persons to the nose or throat of others. Influenza can cause fever, sore throat, chills, coughs, headache and muscle aches.

Anyone can get influenza. Most people are ill with flu for only a few days, but some get much sicker and may need to be hospitalized. Influenza causes an average of 36,000 deaths each year in the U.S., mostly among the elderly.

Influenza vaccine is available in two types. Inactivated (killed) flu vaccine, given as a shot, has been used in the U.S. for many years. A live, weakened vaccine, FluMist, was licensed in 2003. It is sprayed into the nostrils. It is available for persons age 5-49 years of age. Influenza viruses change often. Therefore, influenza vaccine is updated every year. Protection develops in about 2 weeks after getting the shot and may last up to a year. The best time to get the vaccine is in October or November. Contact your

local health department or physician for more details on cost and time vaccine will be available.

Meningococcal disease is a serious illness, caused by bacteria. It is the leading cause of bacterial meningitis in children 2-18 years old in the United States. Meningitis is an infection of the brain and spinal cord coverings. Meningococcal disease can also cause blood infections. About 2,600 people get meningococcal disease each year in the U.S. Ten to fifteen percent of these people die, in spite of treatment with antibiotics. Of those who live, another 10% have chronic complications. It is most common in infants less than one year of age, international travelers, and people with certain medical conditions. College freshmen, particularly those who live in dormitories, have a slightly increased risk of getting meningococcal disease.

Learn more about these vaccines by consulting with your family doctor or nurse or contacting the Catawba County Department of Public Health at (828) 695-5800 or contacting the Centers for Disease Control and Prevention (CDC) at 1-800-232-2522 (English) or 1-800-232-0233 (Spanish) or visiting <http://cdc.gov/vaccines/>.

Required Information Notice on Cervical Cancer, Cervical Dysplasia and Human Papillomavirus and Vaccines

North Carolina General Statute § 115C-47(51) requires schools to provide information concerning cervical cancer, cervical dysplasia and human papillomavirus and the vaccines available to prevent these diseases.

Information on these diseases and the vaccines can be found at www.cdc.gov/vaccines/vpd-vac. Those individuals without internet access can contact a school nurse or the Catawba County Health Department at (828) 695-5800.

To ensure that health is not a barrier to a successful school year, Public Health has created a school health resource webpage with reminders, recommendations, and sample forms all in one place to make it easier for parents to know what their child needs before going back to school. Check it out: <http://bit.ly/18dooRv>

Student Transportation

The Newton-Conover School System provides transportation for any student who is eligible and lives within the school's attendance zone. Enrolled pupils who live outside the Newton-Conover City School System will not be transported on school buses, unless they attend a shared program within the county.

To ensure the safe transportation of students, it is imperative that all riders exhibit proper conduct and abide by the rules and expectations listed below:

1. Bus riders are expected to ride the bus assigned to them.
2. They are to take their seats promptly, remain seated throughout the trip, and refrain from any behavior or action that would distract the driver or endanger others.
3. All school rules apply to riders, whether on the bus or at the bus stop.

It is the student's responsibility to be at his/her bus stop on time. Parents have the responsibility to: encourage their child(ren) to wait for the bus at the designated stop, away from traffic; remind their child(ren) to stay alert at the bus stop and to show responsible behavior; teach their child(ren) to look both ways before crossing the street to get to the bus, obey the bus driver, and remain seated and quiet; sign written permission at the school any time their child(ren) will ride home from school some way other than his/her assigned bus or regular car ride.

Each school can provide parents with more specific information on rules for appropriate behavior on the bus. Riding a school bus is a privilege that may be revoked. It is important that parents help the school enforce all rules for conduct on the bus. The principal or designee has the responsibility for disciplining students for misconduct on the buses and at school. This discipline can include suspension of bus riding privileges or suspension from school.

Elementary Schools Information

All of our elementary schools offer services to students in kindergarten through fifth grades. Pre-kindergarten programs are housed at North Newton Elementary, South Newton Elementary, Shuford Elementary, and Conover School. NCCS follows the North Carolina Standard Course of Study for curriculum development. The common instructional ingredients in all elementary classrooms are based on the understanding that teaching students to read and write is the result of effective instruction, student practice, and ongoing assessment. A minimum of two hours of literacy instruction every day is recommended in K-5 classrooms. Math skills are taught for a minimum of one hour daily. Strong connections are made with reading, mathematics, and writing. Science and social studies is integrated into the curriculum through all content areas.

The pre-kindergarten program is designed to help students with educational needs to improve their skills before beginning their years of formal education. The Pre-K classrooms are a full-day literacy-based initiative for 3 and 4 year olds. NC Pre-K can be applied for at the Catawba County Partnership for Children, to assist qualifying families with NC Pre-K enrollment, or the Exceptional Children's Department. For more information, contact Dr. Keisha Pritchard at 464.3191.

New Student Registration

To determine which school your child will attend, check our website at newton-conover.org, and look under the Schools tab for School Locator. If you do not have access to the Internet, contact the individual school or call 464.3191. Families should visit the school as soon as possible to register a student. Students are assigned to schools based on parents' or guardians' home addresses. Parents can visit the Welcome Center at North Newton Elementary to register their children if they require a Spanish interpreter.

Pre-Kindergarten, Kindergarten, and First Grade Entry Requirements

Pre-kindergarten, kindergarten and new first grade students entering NCCS shall be required to present a certified birth certificate or other satisfactory evidence of age. In addition, parents must present a valid immunization record, health assessment (current physical exam), proof of address, such as a rental lease, utility bill (not phone bill) or sales contract, and social security card of the child.

A child entering the pre-kindergarten program must be 4 years old on or before August 31st and must indicate a need for preschool as determined by a screening assessment. Call Dr. Keisha Pritchard at (828) 464-3191 for more information about the screening process or about pre-kindergarten in general. **A child entering kindergarten must be 5 years old on or before August 31.**

Character Education

Character Education is an integral part of the day in our elementary schools. Teachers encourage the character traits adopted by the Board of Education which are: Attitude, Courtesy, Responsibility, Caring, Perseverance, Honesty, Self-Discipline, Tolerance, Self-Esteem.

Intervention

Every school has a daily intervention and enrichment process in place. Students may be assigned a tutor or mentor. The opportunity may be available for before or after-school help during certain times of the year.

Accountability

The mission of the Accountability Services Division is to promote the academic achievement of all North Carolina public school students and to assist stakeholders in understanding and gauging this achievement against state and national standards. The major thrust of this mission is three-fold: the design and development of reliable and valid assessment instruments, the uniform implementation of and access to suitable assessment instruments for all students; and the provision of accurate and statistically appropriate reports.

[2022–23 North Carolina Operational Testing Calendar](#)

Title I

Title I funds are used to provide supplemental instruction to students who are in need of assistance in the area of reading and, on occasion, in the area of mathematics. The goal is to provide early intervention to struggling learners. Funds are distributed according to the number of low-income students in a school. The following schools in this district receive federal funding through Title I: South Newton Elementary, North Newton Elementary, and Shuford Elementary.

Federal guidelines require that school districts provide a process by which parents may request the qualifications of their child's teacher, ensuring that the teacher meets Highly

Effective standards. As a parent of a student in a Title I school, you have the right to know the following information:

1. Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or provisional status through which state qualifications have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Requests for this information can be made to Tammy Brown, tammy.brown@n-ccs.org or 828-464-3191.

Secondary Education Information

Our middle and high schools serve students in grades 6 through 12. Students are developing skills in traditional subjects and are introduced to careers for their career development.

Four other options for high school students are Catawba Valley Early College High School - Challenger High School (828.485.2980), Discovery High School at Newton-Conover (contact Shane Whitener at 828.464.3191), Hickory Career and Arts Magnet (Contact HCAM at 828/328-6738) and Lenoir-Rhyne Scholars Academy (contact Tammy Hayman at 828.465.0920).

Community Schools and Kid Connection

Community Schools works in partnership with Newton-Conover City Schools and Hickory Public Schools to provide numerous services for students, families and the community. Community Schools is a free-enterprise with services supported through the tuition and fees paid.

“Before and After School” care is provided through Kid Connection and provides care at Conover School for preschool age children. The elementary program provides care for children Kindergarten through age 14, with before school beginning at 6:00 am and after school beginning from dismissal until 6:00 pm. Transportation can be provided to and from South Newton and the Middle School from one of our elementary programs. Children with special needs are welcome to attend where their needs can best be met.

Staff are available to answer your questions and assist with enrollment. Kid Connection staff can be reached are:

Conover School	(828) 464-6082/ (828) 850-7558
North Newton	(828) 464-4001/ (828) 850-7558
Shuford	(828) 464-9865/ (828) 850-7558
South Newton Student	(828) 464-4002/ (828) 850-7558

The Kid Connection program operates on teacher workday, and is available for the winter holiday break, spring break and some inclement weather days. Check with your child’s Kid Connection program to learn which sites operate on full days when school is not in session.

Children enrolled in Kid Connection can attend the program all day on teacher workdays. Safe, well-supervised care is provided while children are offered the opportunity to choose activities such as organized games, character education activities, arts and recreation.

SummerKids is the Kid Connection summer camp program. It is offered at multiple sites throughout the county. Summer programming is available for school age children through age 14. Most SummerKids locations operate from 6:00am to 6:00pm, Monday through Friday throughout the summer.

Rates and Information

Tuition is due the Friday before the week of service to avoid late fees. Staff are available to accept payment, by cash, check and Mastercard, Visa and Discover. Some prepayment discounts or financial aid assistance are available through application and hardship. The program utilizes a 3rd party collections company for unpaid tuition.

School Year Registration Fee	\$30.00
Before School Rate	\$35.00 Per Week Per Child

After School Rate	\$55.00 Per Week Per Child (*Pre-Paid Day Rates Available)
Workday Rates	\$26.00/\$32.00 Per Day (6:00 AM to 6:00 PM, Pre-registration Required)
Summer Activity Fee	\$25.00
Summer Kids Rates	\$126.00 Per Week Per Child (*Pre-Paid Dates Available)
*Pre-Paid daily/part-time attendance is available at an enhanced rate.	

Kid Connection is proud to hold high standards in licensed care. Contact the Community Schools Administrative Office for information [828-464-9355](tel:828-464-9355) or the on-call number at [828-850-7558](tel:828-850-7558) for enrollment information in both Kid Connection and SummerKids programming.

Facilities Use

Facility use is available through Community Schools for Newton-Conover City Schools, Hickory Public Schools. Groups and organizations interested in utilizing classrooms, gyms, cafeterias, auditoriums and sports fields please contact Kirsten Maynard (Community Schools) at [828-464-9355](tel:828-464-9355). A site usage fee and liability insurance is required.

The school system provides equal access to facilities. For more information about accessing school facilities, consult with Board Policy [5030](#) available at www.newton-conover.org. From the N-CCS home page, select “Board of Education” and then “Board Policies”. This link will connect you with the Table of Contents for the N-CCS BOE Policy Online Manual.

Student Services

Each school in the Newton-Conover system is staffed with licensed school counselors. All student services staff are trained in the areas of child and adolescent development, interpretation of educational assessments, counseling, and consultation. Student Services personnel provide the following services:

- Classroom guidance on topics such as social skills, career interests, and study skills.
- Consultation with parents and teachers.
- Individual and small group counseling.
- Serve as a liaison between home, school and community resources.
- Assist with the development of educational and behavioral plans.

North Carolina Safe Surrender Law

Pursuant to N.C.G.S. §7B-500(b), a female may legally surrender her newborn baby to a responsible adult without fear of criminal prosecution. While any responsible adult may receive a newborn, School Social Workers, School Nurses, counselors and law enforcement agents are examples of responsible adults who are familiar with this law. More information can be found at www.safesurrender.net. Those individuals without internet access can contact a school nurse or social worker.

English as a Second Language (ESL)

After the initial language proficiency assessment is administered, a student who demonstrates need is placed in ESL classes with time allotted proportionately to the proficiency score. Ideally, students scoring at the beginning stages in English language proficiency receive classes daily for up to two hours; students at intermediate levels of proficiency receive less time; and advanced ELLs are immersed in a regular classroom setting and receive consultative services from the ESL teacher.

ESL instruction is twofold within the Sheltered Instruction Observation Protocol (SIOP): instruction in acquiring oral English language through Basic Interpersonal Communication Skills (BICS) for beginners and the gradual addition of Cognitive Academic Language Proficiency (CALP) for ELLs at all levels through the North Carolina Standard Course of Study and the North Carolina English Language Development Standard Course of Study and Grade Level Competencies. Close attention is paid to the orally proficient student whose English literacy development needs support. These students continue to need ESL services; oral language proficiency is acquired between one to two years while academic proficiency in English often requires five to seven years or longer.

Students are tested annually with the WIDA ACCESS Placement Test (W-APT) which is an identification and placement tool for ESL program placement and a tier assignment tool for the annual state English language proficiency assessment (ACCESS).

The ESL teacher is the person responsible for documenting the progress of ELLs in both ESL and regular classes through frequent contact with the classroom teacher and use of the Interim Progress Report.

In addition to keeping documentation of each ELL's academic and linguistic progress, the ESL teacher is responsible for maintaining the ESL student's individual program record as well as providing documentation of each student's testing record. This documentation is necessary in order to comply with Office for Civil Rights guidelines.

Elementary ESL Program Options

In grades kindergarten through fifth, students are either pulled from regular classes for ESL instruction or are in an inclusion setting within the regular classroom. ELLs are served according to their English language proficiency level. The length of time for ESL instruction is also dependent on the English language proficiency level of the student. Students who are more proficient may need less time in ESL class.

Middle School ESL Options

At the middle school level, students are assigned to ESL classes according to their English language proficiency levels.

High School ESL Options

High school ESL students are scheduled for ESL classes based upon their need in Reading and/or Math.

Services Available to Students and Families

Services provided through our schools are based on student and family needs. These services can be accessed through teachers, school counselors, and principals. Support services include: school based counseling, post-secondary educational opportunities and career options, crisis intervention, parent consultation/information, and specialized educational testing. Our schools also provide information on community resources, support groups, and various social programs which can assist students and their families.

Transitions caused by such situations as changing schools or moving can often be very overwhelming to a child. Occurrences such as an injury or severe illness in a family, a death, or a divorce can also be traumatic. If and when it becomes apparent to the school that something of that nature is troubling a child and jeopardizing his/her school success, teachers and counselors try to provide assistance. While the intention of the school is not to interfere in the private lives of students, school personnel are interested in lending support to help each child maintain success in the classroom. Please do not hesitate to let someone at the school know when help is needed. Contact any of the school personnel listed below.

School Counselors

Usually the primary point of contact when parents have questions about a student's special needs and services, each school has access to a licensed school counselor. Contacting the counselor in advance for an appointment will assure parents the time needed to address questions and/or concerns regarding their child.

Career Development Coordinator (CDC)

Newton-Conover City Schools employs a middle school CDC, based at Newton-Conover Middle School, and a high school CDC, based at Newton-Conover High School to assist students and families with career development, career advising, and work-based learning. Please contact the school CDC for assistance.

School Resource Officer

The school system works with the Newton and Conover Police Departments to provide a School Resource Officer program designed to promote safe school environments. School Resource Officers consult with students, staff and parents, and they provide a law enforcement presence when necessary. Resource officers are based at Newton-Conover Middle School, Newton-Conover High School and Shuford Elementary School.

Academically and Intellectually Gifted Program

Each school has an AIG Team composed of teachers, administrators, and support personnel such as media specialists and counselors. The AIG Team collaborates with parents to determine appropriate services for each child. This team annually reviews students using specific criteria for identification and determination of services. Parents will be notified periodically concerning their child's progress. A copy of the NCCS AIG Plan is located at each school site and the Administrative Office.

Exceptional Children's Program

The Exceptional Children's Program provides a full continuum of services for students with disabilities. Its goal is to ensure that each child with a disability is provided a free and appropriate public education relevant to the child's individual needs.

Drivers Education

All public, private, and homeschool students have the opportunity to receive driver education training, but enrollment in a school is required. Students must reside in the Newton-Conover School district and be 14 1/2 years of age in order to take the classwork and/or roadwork.

Hospital/Homebound Program

The Hospital/Homebound Program provides assistance for students who need time at home or in the hospital to convalesce after surgery and/or a serious illness. To be eligible, students must have a physician's recommendation and meet state guidelines. Students can receive no more than five hours per week of instruction, which is usually enough to enable them to maintain their grades. For additional information, contact the school counselor.

Vocational Rehabilitation

This program is provided to assist students with physical, mental, emotional or learning disabilities to transition from high school into gainful employment. Services include guidance and counseling, restoration, training, job placement, and post-employment support. Please see a high school counselor to access this service.

School Health Nursing Services

Registered nurses who work for Catawba County Public Health provide school health services. These nurses have received specialized training in school health issues that allow them to meet the needs of school-age children. School health services include management of students with chronic health conditions such as diabetes, asthma and seizures or those children who may need special procedures done while at school. Services also include screenings such as vision, dental and height/weight/BMI screenings to ensure that your child is healthy and can learn to their best ability. If you have any questions or concerns regarding these screenings, please contact the school nurse at your child's school. School nurses also work with the school on communicable disease issues such as immunization compliance. The nurses serve as an invaluable referral source for health care services and health education issues that the schools may have. Parents may access the school nurse through the school office. (refer to the Health & Wellness section for information on medicines and supplies at school)

APPENDIX A ANNUAL PUBLIC NOTICES 2022-23

These are available on our website at the following link:

[N-CCS Annual Public Notices 2023-24](#)