RESEARCH TRIANGLE HIGH SCHOOL

Research Triangle High School

Monthly Board Meeting

Date and Time

Wednesday April 15, 2020 at 5:30 PM EDT

Location

RTHS Board Room

Due to the statewide COVID-19 restrictions, this meeting will be held as a Zoom video teleconference.

https://zoom.us/j/961729981

One tap mobile:

+16465588656,,961729981# US (New York)

+16699009128,,961729981# US (San Jose)

Dial by your location

+1 646 558 8656 US (New York)

+1 669 900 9128 US (San Jose)

Meeting ID: 961 729 981

Find your local number: https://zoom.us/u/aNTeilvg5

Agenda

I.   **Opening Items**

Opening Items

    A. Record Attendance and Guests

    B. Call the Meeting to Order

    C. Approve Minutes from last Board Meeting

    Approve minutes for Monthly Board Meeting (Part 2) on March 25, 2020

    D. Monthly Finance Report

    E. Vote to accept Consent Agenda above

II.   CEO ACTIONS

    A. CSO REPORT

III.   Finance

    A. Committee Minutes - READ

    B. Review Progress on FY19-20 Budget

IV.   Academic Excellence

    A. Materials from Committee Meeting

V.   Development

    A. Progress on 2019-20 Development Committee Goals

    Use Minutes as a reference.

VI.   Governance

    A. Minutes from Committee Meeting

    B. Board Recruitment Process and Discussion

    Discuss the actions being worked and due dates.

    C. Board Orientation Documents / Board Expectations

VII.   Closing Items

    A. Adjourn Meeting

Coversheet

Approve Minutes from last Board Meeting

Section: I. Opening Items
Item: C. Approve Minutes from last Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Monthly Board Meeting (Part 2) on March 25, 2020

Research Triangle High School

Minutes

Monthly Board Meeting (Part 2)

Continuation of the March Board Meeting

Date and Time
Wednesday March 25, 2020 at 5:30 PM

Location
Remote Meeting ONLY
This meeting will be held as a Zoom Meeting

(By downloading the Zoom app to your phone, and then this link always works when you are mobile)

This meeting will be held at RTHS but available as a teleconference.   If you need to call in, you may Join Zoom Meeting
(By downloading the Zoom app to your phone, and then this link always works when you are mobile)

https://zoom.us/j/961729981

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> +16699009128,,961729981# US (San Jose)

Dial by your location
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> +1 669 900 9128 US (San Jose)

Meeting ID: 961 729 981

Find your local number: https://zoom.us/u/aNTeiIvg5

Directors Present
A. Quigley (remote), C. Mugge (remote), C. Rao (remote), E. Cunningham (remote), G. Rodgers (remote), M. Johnson (remote), S. Mcmullan (remote), S. Rivers-Kobler (remote), V. Vojnovich (remote)

Directors Absent
T. Medhin

Guests Present
E. Grunden (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Rodgers called a meeting of the board of directors of Research Triangle High School to order on Wednesday Mar 25, 2020 at 5:36 PM.

C. Approve Minutes from last Board Meeting

C. Mugge made a motion to approve the minutes from Monthly Board Meeting on 03-18-20.
V. Vojnovich seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Monthly Finance Report

E. Vote to accept Consent Agenda above

II. CEO UPDATE

A. COVID-19 School Response Updates

- School closed through May 15, 2020
- Treat it as regular school days as there is a system in place; all students who needed internet access were provided hotspot to study from home
- Doing pretty much the same thing as when school was open; doing the best under the circumstances
- A survey was sent out after one week of remote studying; Got over 400 response

C. Mugge made a motion to approve this resolution, which grants the school the authority to count days following this structure as school days, rather than having to take extended closure days which may have to be made up, pending any state plan to issue calendar waivers.

C. Rao seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. ParentSquare Demo

- CSO to send the link for registering again
- 4 have registered so far

III. Development

A. Minutes from Committee Meeting

B. Progress on 2019-20 Development Committee Goals

- Introduction to Community Relations Rep of corporations (ex. IBM, Cisco);
- RTHS pitchbook ready
- Add non-contributors to Bloomerang database
- Bench challenge: find benches/tables; Did last month and raised $5k
- Gym fundraising/capital campaign: stall till decision is taken to go with the plan
- $5k was donated by parents for free meal for students during school closure; meals are being provided during weekends also

IV. Governance

A. Minutes from Committee Meeting

B. Board Recruitment Process and Length of Terms

- Board members need to look at "Documents" on BOT; review and provide feedback it needs to be changed or updated
- Email sent to Board requesting nominations for prospective Board members; Before next Board meeting, Board members to respond with their nominations; Preference for people with Finance and Real Estate background
- Leadership terms: proposal to have Board members in the same position for 2 years; Vote on this at the next Board meeting

V. Finance

A. Financial Report Familiarization

- Goal: Reasonable understanding of the Budget, interpret it and know how to use it
- Training of Board members

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:56 PM.

Respectfully Submitted,
G. Rodgers
C. Mugge made a motion to adjourn the meeting.
A. Quigley seconded the motion.
The board **VOTED** unanimously to approve the motion.

Coversheet

Monthly Finance Report

Section: I. Opening Items
Item: D. Monthly Finance Report
Purpose: FYI
Submitted by:
Related Material: FY 2019-20 Budget Update 03.31.20.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

FY 2019-20 Budget Update 03.31.20.xlsx

Coversheet

CSO REPORT

Section: II. CEO ACTIONS
Item: A. CSO REPORT
Purpose: Discuss
Submitted by:
Related Material: CSO Report 041520.pdf

CSO Report   4/15/2020

I. State of School
    a. Graduation/Senior Status
    b. Underclass grading
        i. State policy
        ii. School policy
    c. Ceremonies
        i. Prom
            1. cancelled by venue but we are trying to reschedule
            2. virtual solutions in the meantime (online DJ meetup, Animal Crossing Prom)
        ii. Graduation
            1. waiting on ability to assemble.
            2. Proceeding as if the ceremony were to happen as scheduled.
        iii. Senior recognition
            1. online senior stories
            2. yard signs
            3. virtual awards ceremony.
    d. Student support
        i. Food deliveries to families. Transitioning to Instacart and store giftcards so families can choose.
        ii. Hotspots delivered to students who do not have internet at home.
        iii. Surveys continue to parents and students weekly so that we can adjust the educational program to be more responsive and appropriate.
        iv. Janitorial staff is deep cleaning the school this week in anticipation of reopening.
    e. Duration of closing
        i. still May 15 end date, but expect clarity after GA returns at the end of the month.
        ii. Tremendous parent and student opposition to return to school building. Admin is considering full and partial reopen options as well as continuation of remote learning as authorized by the board.

II. Enrollment
    a. Delayed sending out enrollment requests by one week
    b. 40 have enrolled to date (about 200 offered admission)
    c. Decline rate much lower than in past years. Not sure what to make of that.
    d. RTHS is developing a virtual open house for accepted students.
        i. Zoom live chats with teachers
        ii. Canned video presentations by teachers available on youtube, et al.
        iii. Will increase accessibility to information and help people make enrollment decision.

III.   Budgeting
   a. I am working with Nicole to develop a few versions of budgets, including a 10% revenue cut.
        i. Priorities are preserving positions, even if salary cuts required. Faculty will be consulted on this.
        ii. Looking at current surplus to spend against next year's budget to help with coming cuts.
    b. Consulting with BBT Financial about gym financing logistics.

Coversheet

Committee Minutes - READ

Section: III. Finance
Item: A. Committee Minutes - READ
Purpose: FYI
Submitted by:
Related Material: 2020_04_08_monthly_finance_committee_meeting_minutes.pdf

RESEARCH TRIANGLE HIGH SCHOOL
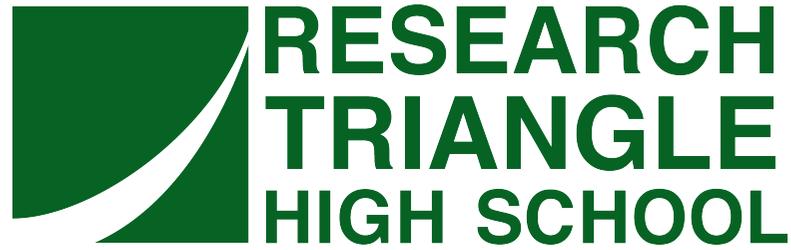
Research Triangle High School

Minutes

Monthly Finance Committee Meeting

Date and Time
Wednesday April 8, 2020 at 4:30 PM

Location
https://mcnc.zoom.us/j/680110618

The RTHS Board of Directors meets monthly on the Third Wednesday of each month, except for December and July. Meetings are held onsite at 5:30pm until 7pm, upstairs in the FBC Conference Room.

Committee Members Present
A. Quigley (remote), C. Mugge (remote), G. Rodgers (remote), N. Lightner (remote)

Committee Members Absent
None

Guests Present
E. Grunden (remote)

I. Opening Items

    A.   Record Attendance

    B.   Call the Meeting to Order
      A. Quigley called a meeting of the Finance committee of Research Triangle High School to order on Wednesday Apr 8, 2020 @ 4:34 PM at https://mcnc.zoom.us/j/680110618.

    C.   Approve Minutes

II. Finance

A. Budget Discussion

- Added budget for Covid-19 - revenue and expenditures
  - $14,868 - allocated, spent $6,493
  - Primarily spent on food and tech expenses
- Increased furniture and fixtures
- No other items of significance
- Reimburse them for the portion of their home utility bill that their using their home internet
- Will plan on flat revenue and discuss a contingency budget
- Cut down on facility expenses - lawn, lighting, HVAC
- Gym - waiting on market comps, waiting to hear back from BBT process
- Lottery next year - still processing toward enrollment

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:57 PM.

Respectfully Submitted,
A. Quigley
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:57 PM.

Respectfully Submitted,
A. Quigley

Coversheet

Materials from Committee Meeting

Section: IV. Academic Excellence
Item: A. Materials from Committee Meeting
Purpose: Discuss
Submitted by:
Related Material:
AcEx Committee, Grading, Assessment & Accountability Changes, March-April 2020.pdf

PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Eric C. Davis, Chairman
DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction
WWW.NCPUBLICSCHOOLS.ORG

DATE: March 27, 2020
TO: State Board of Education
FROM: Dr. David Stegall, Sneha Shah-Coltrane, and Internal Workgroup
RE: Recommendations for Remote Learning, Guidance for Evaluation of Student
             Progress, and Graduation of the 2020 Class

LEA/Charter School Guidance for Remote Learning, Evaluation of Student Progress, and Graduating Seniors

Effective March 30, 2020, NCDPI recommends the following:

REMOTE LEARNING GUIDANCE
Remote learning is strongly encouraged across the state for all NC public school students to support continued student growth and well-being during this public health crisis.

NCDPI encourages LEAs/Charters to provide a variety of remote learning opportunities to engage all students, continue academic growth, and respond to social and emotional needs. It is paramount to remember the unprecedented condition students are learning in and to focus on engagement more than evaluation.

Remote Learning Definition:
In NC K-12 public schools, remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or learning management systems.

Critical factors for effective remote learning:
Remote learning...
- is accessible by all students for which the learning is intended and is responsive to diverse learning groups;
- maintains consistent communication between instructional staff and students;
- addresses the curricular and instructional needs associated with appropriate standards;
- includes evidence of student learning; and,
- considers the whole child as well as the home learning environment.

GUIDANCE FOR GRADES K-5:

When remote learning occurs in grades K-5, LEAs/Charters will provide meaningful feedback to promote student growth.

If the above critical factors are met for remote learning, LEAs/Charters may evaluate student learning in the format the school already uses for grades K-5. LEAs/Charters will focus on supporting student progress and communicating feedback to students and families rather than on assigning grades.

In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

GUIDANCE FOR GRADES 6-11:

When remote learning occurs in grades 6-11, LEAs/Charters will provide meaningful feedback to promote student growth.

If the above critical factors are met for remote learning, LEAs/Charters may assign grades in the format the school already uses for grades 6-11 to evaluate progress. If the above critical factors are not met, student grades will not be negatively impacted; feedback is still expected.

In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

GUIDANCE FOR SENIORS, GRADES 12-13:

NCDPI's goals for the Senior Class of 2020 are to graduate high school seniors by meeting minimum SBE graduation requirements of 22 credits on the originally scheduled graduation date.

Considerations:
- Remote learning for graduating seniors will be prioritized to focus on meeting graduation requirements with a particular emphasis on students who were not meeting expectations as of March 13.
- NCDPI encourages that remote learning opportunities be available for seniors to engage students, continue student growth, and respond to social and emotional needs.
- Students may not be able to finish the instructional year equitably across NC. Access to, and quality of, remote learning for NC Public School students varies across the state.
- Students have made progress in their learning this semester and need recognition of their learning until school closure on March 16.
- Grading practices for transcript purposes will hold students harmless for the impact of COVID-19. Note: PowerSchool is in the process of developing a new grade

scale to move from Pass/Fail to Pass/Withdraw due to COVID-19. "PC19" and "WC19" are the codes being added to PowerSchool.

SENIOR PLAN TO GRADUATE CLASS of 2020

- **Fall Courses**: Students will receive grades for fall courses as already stored, year-long and semester. Fall grades will count toward GPA.
  - For year-long courses, the fall term grade will be counted into the GPA. Note: Clear directions from PowerSchool will come at a later date.
  - For semester-long courses, the final course grade will be counted into the GPA.
- **Spring Courses:** Students will receive a Pass "PC19" or Withdrawal "WC19" based on their learning as of March 13 for spring courses.
- If the student has an F as of March 13 for graduation requirements, districts/schools shall provide remote learning opportunities for the student to improve to a passing grade. Opportunities for Seniors to pass graduation requirements **shall** include:
  - participate in remote learning through the enrolled LEA/Charter;
  - enroll in NC Virtual Public School for all courses applicable;
  - participate in credit recovery aligned to instructional topics covered through March 13; or
  - pass a final locally-developed assessment aligned to instructional topics covered through March 13. A final assessment can be in a variety of formats, including but not limited to a portfolio, interview, teacher-made test, project, and/or some other performance-based measure.
- Occupational Course of Study (OCS): If an OCS student completes 157 hours of the 225 hours of "paid work hours" graduation requirement, the student will receive a Pass "PC19". Note: This is dependent on a SBE amendment to GRAD-004.

NCDPI Recommendations for SBE Policy Amendments:
SBE GRAD 004:
Graduation Requirements
NCDPI recommends the following actions:

- Occupational Course of Study Paid Work Hour requirement: Students currently require "225 of paid work hours". *NCDPI recommends that this be changed to "157 of paid work hours" for the graduating class of 2020.*
- Future Ready Core requirements for CPR: *NCDPI recommends that this requirement is waived for the graduating class of 2020.*
  - Note that students receive this content in Grade 8 as well.
  - NCDPI also recommends that the SBE request waiver from the CPR legislation for this year's graduating class. NCGS 115C-12.9d and 115C-81.25.10.

ADVANCED LEARNING AND GIFTED EDUCATION
Sneha Shah-Coltrane, Director | sneha.shahcoltrane@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3849 | Fax (919) 807-4065
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
Powered by BoardOnTrack   19 of 49

- Currently, based on PowerSchool data, there are 16,631 seniors who still have this requirement.

SBE GRAD-001:
Authority for Local School Boards to Exceed Minimum Graduation Requirements:
NCDPI recommends suspension of this policy through June 30, 2020.
- LEAs and charters may allow graduating seniors to pursue credits beyond the minimum State Board of Education graduation requirements but may not require more than the state minimum requirements for graduation through June 30, 2020.
- For seniors currently enrolled and passing elective courses beyond state graduation requirements, credit can be awarded as described in this document above.

SBE TEST-003:
Requirements Regarding End-of-Course Assessments
NCDPI recommends suspension of this policy through June 30, 2020.
This policy requires a student's final grade to include at least 20% the end-of-course test score. Since EOC scores will not be available, this is not possible for this year and needs to be waived.

Stakeholder Input:
Local superintendents and school leaders provided feedback and guidance for these recommendations. Additionally, NCDPI has consulted with the UNC System and NC Independent Colleges and Universities through their Admission Directors and system offices. The Admission Directors see this plan as reasonable and will not disadvantage students for transition to post-secondary plans.

Upcoming Resources:
- Further guidance including information regarding EC, AIG, CTE, AP/IB/CIE, NCAA, etc.
- Joint communication from NCDPI and NC Community College System Office on Career and College Promise courses.
- PowerSchool resource with clear details for data managers.

NCDPI Workgroup Members:
Sneha Shah-Coltrane, Chair; Dr. Jeremy Gibbs, Co-Chair; Dr. Rachel McBroom, Co-Chair; Dr. Lori Carlin; Beth Cross; Stephanie Cyrus; Tom Daugherty; Dr. Kristi Day; Christie Lynch Ebert; Dave Machado; Dreama McCoy; Trey Michael; and Melany Paden.

ADVANCED LEARNING AND GIFTED EDUCATION

GUIDANCE FOR REMOTE LEARNING, EVALUATION OF STUDENT PROGRESS, AND GRADUATING SENIORS
As of 4/2/20

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Contents:
- **SBE approved Guidance on Remote Learning, Evaluation of Student Progress, and Graduating Seniors**
- **Related Academics Program Updates, page 4**
- **Frequently Asked Questions, as of 4/2/20, page 10**

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Approved by the State Board of Education, March 27, 2020

LEA/Charter School Guidance for Remote Learning, Evaluation of Student Progress, and Graduating Seniors

REMOTE LEARNING GUIDANCE
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1

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- Occupational Course of Study (OCS): If an OCS student completes 157 hours of the 225 hours of "paid work hours" graduation requirement, the student will receive a Pass "PC19". Note: This is dependent on a SBE amendment to GRAD-004.

ADDED NOTE: NCVirtual will prioritize transfer enrollments for seniors with an F as of March 13 in courses required for graduation. The priority enrollment timeframe for senior graduation requirements will continue through April 3.

State Board of Education Policy Actions Effective March 27, 2020:
SBE GRAD 004:
Graduation Requirements
- Occupational Course of Study Paid Work Hour requirement: The SBE approved the reduction of the requirement of "225 of paid work hours" to "157 of paid work hours" for the graduating class of 2020.
- Future Ready Core requirements for CPR: The SBE approved the waiver of this requirement for the graduating class of 2020.

SBE GRAD-001:
Authority for Local School Boards to Exceed Minimum Graduation Requirements:
The SBE approved the suspension of this policy through June 30, 2020.

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- LEAs and charters may allow graduating seniors to pursue credits beyond the minimum State Board of Education graduation requirements but may not require more than the state minimum requirements for graduation through June 30, 2020.
- For seniors currently enrolled and passing elective courses beyond state graduation requirements, credit can be awarded as described in this document above.

SBE TEST-003:
Requirements Regarding End-of-Course Assessments
The SBE approved the suspension of this policy through June 30, 2020.
This policy requires a student's final grade to include at least 20% the end-of-course test score. Since EOC scores will not be available, this is not possible for this year and needs to be waived.

RELATED ACADEMIC PROGRAM UPDATES AND FAQ

Advanced Learning and Gifted Education
Academically and/or Intellectually Gifted (AIG) Programs and Learners
Under General Statute § 115C-150.5, each local board of education has established a plan which outlines the different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.

In keeping with this charge, as we have shifted to remote learning across the state, NCDPI encourages all districts and charter schools to continue efforts to differentiate instruction with learning opportunities to enrich, extend, and accelerate the NC Standard Course of Study for AIG and advanced learners and to find ways to support their social and emotional learning needs during this time. We also encourage districts and charter schools to consider the continuum of services available in the Local AIG plan and determine ways in which these services can be delivered effectively via remote learning means.
https://files.nc.gov/dpi/documents/advancedlearning/aig/ncaig-program-standards.pdf

Career and College Promise (CCP), including CIHS and Dual Enrollment Courses
For all dual enrollment opportunities, continue to work closely with representatives from partner colleges and universities for completion of college courses, if possible. The goal is for students to complete CCP courses and other dual enrollment courses within the current term. However, we understand that there may be a multitude of factors which may impact this completion.

If the student does not have the opportunity to access or is unable to access college coursework, NCDPI will need to focus on the high school and college transcripts separately. If a student completes the course, the earned college grade will appear on the college transcript. The college transcript is the authoritative source for college grades. For seniors, even if the course is completed, the student will receive a "PC19" or a "WC19" on the high school transcript. At this time, for grades 9-11, dual enrollment course grades on the high school transcript will follow the same guidelines like other courses.

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CIHS with UNC and NCICU

LEAs and CIHS who partner with UNC System institutions and Independent Colleges and Universities are working closely with representatives from their partner colleges and universities to serve our CIHS students well. All CIHS students are working towards effective completion of courses. Guidance and protocols related to K-12 students may differ from that pertaining to individual institutions of higher education.

CCP with NC Community College System

Recognizing the need to support student academic success, the NC Department of Public Instruction (NCDPI) and the NC Community College System (NCCCS) seek to ensure high school students participating in the Career and College Promise program are not negatively impacted by the disruption of learning caused by the current COVID-19 pandemic.
Please see the joint-memo sent to all Superintendents and Community College Presidents on March 27, 2020: CCP COVID19 Guidance

AP/IB/CIE Course Guidance

High school grading for these courses will follow the guidance above for grades on transcripts for the Spring. Guidance from each outside agency regarding exams is provided below:

Advanced Placement

College Board is:

- Investing in the development of a new at-home testing option. There will be no paper-pencil AP exams at school testing sites.
- Providing flexibility for students. For each AP subject, there will be two different testing dates. The full exam schedule, specific free-response question types that will be on each AP Exam, and additional testing information will be updated at this link.
- Providing free remote learning resources. There are free AP Review Classes for students.

AP Teachers providing remote instruction can continue to leverage AP Classroom, which was introduced at the start of the school year:

- Within AP Classroom, free-response questions that were only available for in-classroom use due to security concerns are now unlocked. Teachers will be able to assign questions to students digitally.
- Here is a one-page overview (.pdf/514KB) of how AP teachers can use the free, daily online practice in AP Classroom to help students prepare for exam day.
- For more information and all AP news and updates please see https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update

International Baccalaureate

- The May 2020 examinations, as scheduled between April 30 and May 22, for Diploma Programme and Career-related Programme students will no longer be held.
- Depending on what they registered for, students will be awarded a Diploma or a Course Certificate which reflects their standard of work. This is based on a student's coursework

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and the established assessment expertise, rigor, and quality control already built into the programmes.
- [Download this document](#) for guidance regarding the requirements for internal assessment (IA) for each subject group.
- The IB will require schools to submit the coursework for all candidates. IB will externally mark work that is usually marked by teachers, instead of taking samples and applying moderation. The deadline of April 20 is preferred for all schools to upload their work to ensure results by July 5. Schools can request extensions for individual components or subjects directly with the IBO by emailing support@ibo.org.
- Full details and FAQs are posted on the IB's [COVID-19FAQ site.](#)

Cambridge International
- The international examinations scheduled for May/June 2020 will not be run in any country. This includes Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma and Cambridge Pre-U.
- Schools will be asked to collaborate with Cambridge to ensure that candidates' subject grades are based on a range of evidence that represent their achievement levels as set by rigorous Cambridge programme standards. Cambridge will provide an update directly with the schools involved.
- For frequently asked questions, see the [Information for schools page](#) with more information.
- Cambridge wants to do everything they can to support schools in these efforts and have published a 'Teaching and learning when school is closed' section on their website: [www.cambridgeinternational.org/support-for-schoolscovid-19](#)

Career and Technical Education
CTE State Assessments and Federal Reporting
CTE does anticipate the Office of Career, Technical, and Adult Education (OCTAE) providing flexibility for reporting 2019-20 data relative to CTE State Assessments and Program Quality Measures 5S1 (Credential Attainment) and 5S4 ("Other - State Assessments and Performance Based Measurements").

Credentials for Career and Technical Education
Credential opportunities should be provided if at all possible. It is best for students to have these opportunities to accomplish credentials that align to career goals. Many credentialing partners have made credential preparation content available free of charge so current students may continue learning virtually.

Course Sequencing and Prerequisite Considerations for 9th-11th Grade Students
Perkins V places a new focus on Career Pathways for CTE with specific sequences of two or three courses. PSUs will need to consider how best to prepare and place student's regarding content not covered during the 2019-20 Academic year. For example, if a student was enrolled in IC00 Construction Core and did not complete all of the NCCER modules required to earn the credential for this course, priority should be placed on the student completing the remaining

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modules as soon as possible once enrolled in IC41 Electrical Trades I, IC21 Carpentry I, etc. so they are prepared for success in the subsequent course. Doing so will ensure that students have the opportunity to complete required NCCER modules and be successful in their next level course.

English Learners (EL)

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.

https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf

Exceptional Children (EC) Guidance

EC students are general education students first and will follow the same guidelines as above. When an LEA/Charter continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

Graduation Certificate

If a student has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1) and has not earned a high school diploma, a local board of education shall award the student a Graduation Certificate and shall allow the student to participate in graduation exercises, provided the student has satisfied local, nonacademic graduation requirements. The student can remain in school until the age of 22. The student can continue participating in remote learning activities until (1) the 2019-2020 school year ends, or (2) the parent and the LEA agree that the student is ready to exit.

Occupational Course of Study (OCS)

The SBE approved the reduction of the requirement of "225 of paid work hours" to "157 of paid work hours" for the graduating class of 2020. All other graduation requirements remain and follow the guidance provided above for grading for seniors. If a senior has not yet earned these paid work hours, a student has two options for completion during this school closure time period:

1. If the student is currently in a paid employment situation (i.e., restaurant, grocery store) these may be verified and counted towards the paid employment hours.
2. Alternatively, seniors following the OCS could earn credit towards the graduation work hours requirement through participation in activities targeting the essential employability

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skills. Guidance and resources for this option are located in the OCS LiveBinder COVID-19 tab. https://www.livebinders.com/play/play?id=1996892

NCVirtual (NCVPS)
NCVirtual will prioritize transfer enrollments for seniors with an F as of March 13 in courses required for graduation. **The priority enrollment timeframe for senior graduation requirements will continue through April 3.** On April 6, NCVirtual will process all transfer enrollment requests in the order in which they are received. Students must be transfer students, i.e., they are currently enrolled in the course and have had instructional time with a teacher. Enrollments will not count toward the district's instructional projection for 2020-2021, thus not reducing classroom teacher allotment for the next budget year. All transfer enrollment requests should be submitted through the Virtual Support Center. Information on how NCVirtual will modify grading and reporting practices during this period of school building closure is located at https://ncvps.org/coronavirus-updates/.

Standards, Curriculum and Instruction
The NC Standard Course of Study standards are sequential in nature and cumulative across grade levels. The goal is for students to be career and college ready by the end of high school. While remote learning will continue through school building closures, formative assessments in the Fall will inform needed review and remediation for gaps in understanding due to the remote learning of the 2019-2020 school year and the COVID-19 crisis.

Efforts will be made throughout K-12 to provide additional opportunities for students to engage with course content missed during the COVID-19 crisis. These determinations are still being made on state and local levels but may involve a period of remediation prior to starting new course(s)/work.

Athletics
NC High School Athletic Association Update
Having heard the updated information relative to schools remaining closed until the middle of May, NCHSAA interscholastic athletics will remain suspended until at least May 18.

The NCHSAA Board of Directors and staff will use the next few weeks to weigh future decisions based on the new directions given by Governor Cooper, other government leaders, and organizations charged with public health and safety during this unprecedented time. Such decisions will include the possible resumption of spring sports' competition and the possibility of holding the state basketball championships.

While NCHSAA Board of Directors and staff remain hopeful that we will be able to resume competition, particularly for our senior student-athletes, they also recognize the need to protect the health and safety of our students, coaches and communities. Links to NCHSAA Websites:
https://www.nchsaa.org/news/2020-3-24/updated-march-24-commissioner-statement-coronavirus
https://www.nchsaa.org/about/news

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National Collegiate Athletic Association (NCAA)
The NCAA Clearinghouse is used nationwide by students to become eligible for the NCAA Athletics. The Clearinghouse states that cancellations and changes related to COVID-19, are being closely monitored by the Eligibility Center (EC) for potential impacts on students and their ability to meet NCAA initial-eligibility requirements. For instance, both ACT and SAT tests have been delayed until June. Currently, they are in a holding pattern until the end of semester and academic year can be determined nationally. The EC will be posting more information in the coming days to assist prospective student-athletes and the high school community. We believe that an amount of latitude will be given and will continue to monitor all communications and updates as it relates to our students. Link to NCAA Eligibility Center:
https://web3.ncaa.org/ecwr3/

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FREQUENTLY ASKED QUESTIONS

Deputy Superintendents Drs. Emory and Stegall have made a series of short YouTube videos addressing some of the typical questions received from students, families, and the field.

SENIOR/GRADUATION QUESTIONS
Note: A document will be released in April providing PowerSchool data entry guidance for more technical information.

Q1: Now that grades are determined, can we go ahead and graduate seniors?
A: No. NCDPI encourages that remote learning opportunities be available for seniors to engage students, continue student growth, and respond to social and emotional needs. This is inclusive of all student populations on the Future Ready Core and Occupational Course of Study pathways. School is not over; graduation will occur at the end of the school year. PowerSchool will have clear directions for grade entry and graduation procedures.

Q2: Do we go ahead and give seniors who are failing a WC19? Do we work with them to pass the entire course or just content to March 13?
A: No. Seniors who were passing a course as of March 13 will be issued a final course grade of "PC19", but those who were not passing as of that time shall be given an opportunity to work on improving their grade to a passing mark. The scope of content to be addressed is only up through that content addressed in the course by March 13, not the entire course. The grade of "WC19" could be used for a course that is no longer needed for graduation requirements OR at the conclusion of the school year for a student who was failing as of March 13 and did not take any action to remediate content despite the LEA/Charter's best efforts to support the student with remote learning opportunities during the extended school building closure period.

Q3: Are seniors who were passing courses as of March 13 able to continue working via remote learning to improve their grade?
A: Yes. LEAs/Charters are encouraged to provide remote learning opportunities to engage seniors, continue student growth, and respond to social and emotional needs. School is not over for students. For all spring courses, seniors will receive a grade of "PC19" or "WC19" for courses currently in progress on their transcripts, not the typical letter grade. All fall courses will receive traditional grades which count towards the student's GPA. The priority is for schools to provide an opportunity for those seniors who were failing to get to passing status.
LEAs/Charters may consider adopting an invitational approach to the learning opportunities for seniors during the school closure period. This could present a unique learning opportunity for seniors if approached realistically and strategically.

Q4: How does this new policy ensure that all seniors across the state are treated equally in the calculation for GPA?
A: All NC public school seniors are being treated equally in that the same grading system is being applied for all high school courses on transcripts using the "PC19" or "WC19" grades.

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Even if a senior completes a course through CCP, AP, NCVPS, those final grades will still be a "PC19" or a "WC19" on the high school transcript.

Q5: How will Pass/Withdraw work for seniors in year long courses?
A: Due to the variety of high school schedules represented in North Carolina, NCDPI will be proportionally calculating fall grades into the GPA. For seniors in yearlong courses, the actual grade entered at the end of the first semester will be included in GPA calculations in parity with students in 4x4 block courses. The year-long course will essentially be divided into two half-credit courses determined by the semester break. A DTL PowerSchool guidance document is currently being created to provide additional technical information.

Q6: Will seniors lose any quality points (honors, AP/IB/CIE, CCP) that go towards their GPA?
A: Seniors will only receive a course grade of "PC19" or "WC19" for spring courses on the high school transcript. Spring courses will not be calculated in the GPA. All fall courses will receive traditional grades and will be calculated into the GPA with appropriate weighting.

Q7: If schools resume in-person instruction as planned on May 18, how should LEAs/Charters address concerns of having seniors back on campus who have essentially already passed all of their coursework for the year.
A: NCDPI expects learning and typical school activities to still continue until the end of the school year, especially if school buildings open on May 18, even though grades are already given. This is similar to a normal instructional year when an AP or CCP course ends before the other courses but seniors still come to school for certain activities and projects. In this extraordinary situation, it is important to consider these students' social and emotional needs, as well. This short time could prove extremely valuable as a time to celebrate our seniors and to bring some sense of normalcy for them before they move on to life after high school.

Q8: If college course grades are not on the high school transcript, will this impact the student's ability to obtain or transfer their degrees or credits?
A: No. The college transcript has always been and remains the authoritative source of grades for college courses.

Q9: Can seniors earn traditional grades through NCVPS, CCP, a virtual academy, or Charter school if they complete the course?
A: No. Seniors will only earn a "PC19" or 'WC19" for spring courses on their transcripts. There are no exceptions.

Q10: In your discussions with the UNC System, how will students be impacted?
A: NCDPI is having continued discussions with the UNC System and NCICU Admission Directors/Enrollment Managers. Both IHE groups see the plan for seniors to be reasonable and do not foresee any impact on students who have already been admitted to their IHEs. For students who are waitlisted, NCDPI and the IHEs are having discussions on how to gather further information regarding a student's achievement and growth. NCDPI has brainstormed

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with the IHEs on different ways to do this and IHEs are committed to work with students. The UNC Board of Governors has also responded to COVID-19 by approving new Minimum Admissions Requirements *effective immediately* in light of the current public health crisis. A student may meet MAR by either the high school GPA "**or**" standardized test score to be considered for admissions rather than "**and**" which was the prior policy. For more information, see the UNC System Office policy manual and go to Chapter 700.1.

GRADES K-11: EVALUATION OF STUDENT PROGRESS QUESTIONS

Q11: Does an LEA have to provide the same remote learning experience for all students?
A: No. This will depend on the home environment and needs of the students. Just like schools/teachers differentiate for learning during the typical school experience in the building, that will need to happen in this remote learning environment as well and will need to consider diverse learning needs, including those of EC, EL, AIG, etc.

Q12: Should an LEA/Charter stop teaching if one student in the LEA/Charter does not have access to a device?
A: No. It is paramount that remote learning continues. LEAs/Charters are encouraged to use all resources and equipment at their disposal to ensure learning during this public health crisis.

- NCDPI is pleased to hear that some LEAs/Charters are loaning out their school-based laptops for student use; feeder elementary schools' laptops are also being considered for use by upper grade levels.
- For some students, remote learning may be individual sessions over the phone and for for others, a zoom class may work, and for others, an assignment via email may work. It is SBE policy that no grades be given if learning is not accessible for all students involved in the class; this does not include extenuating circumstances like illness of a student or refusal of a student to complete work.

Q13: Does 'accessible by all students' mean providing school-owned laptops or other devices to the students for remote learning at home?
A: Not necessarily. NCDPI encourages LEAs/Charters to provide a variety of remote learning opportunities to engage all students, continue academic growth, and respond to social and emotional needs. Remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or learning management systems. NCDPI does encourage the use of all available devices possible for student use. And use of print materials or other differentiated assignments may be required to support individual student needs.

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Q14: Now that seniors are getting "PC19"s, do we evaluate students in grades 6-11 the same way?

A: No. School is still on for learning. If the critical factors are met for remote learning, LEAs/Charters may assign grades in the format the school already uses for grades 6-11 to evaluate progress. If the above critical factors are not met, student grades will not be negatively impacted; feedback is still expected. In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

Q15: Does remote learning content allow for instructor-based decisions? Could this expectation include new content? Make-up work? Alternative assignments?

A: Yes. This is instructor-based with district guidance. Even though buildings are closed, school is still on. Be responsive to remote learning factors based on the individual student needs, especially those related to the home environment, and continue student learning.

Q16: What are some examples of schedules or an advised amount of time children should spend online for remote learning?

A: Please visit the NCDPI Remote Learning website for instructional resources and parent resources that address this topic. The experience should include accommodations/modifications commensurate with the student's unique needs identified in any specialized educational plan.

Q17: What if my LMS or teacher wants to assess student progress on individual assignments?

A: This is absolutely possible. If the critical factors are met for remote learning, LEAs/Charters may evaluate student learning in the format the school already uses. In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

Q18: The guidance from NCDPI states that if the critical factors for remote learning cannot be met, student grades will not be negatively impacted. Can it be inferred, that students' grades may be improved under these circumstances?

A: School is still on for learning. Student grades can improve and the content can be new content. It is important to consider the critical factors for remote learning in determining how grading will occur locally. Remote learning can be differentiated in the same classroom. For example, if a teacher has 20 students in her biology class and knows two students who do not have internet access, in some cases, she can differentiate the assignment so that those two students have another reasonable way to complete it via paper/pencil, phone, etc. If one of those two students simply refuses to do it and could reasonably have been expected to complete the assignment, that does not prevent the other 19 students from getting a grade. An instance where a teacher should not grade an assignment at all would be if the teacher really cannot be sure that it was reasonable to expect completion by the whole class considering the critical factors for remote learning.

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Q19: **Will students in grades 9-11 who are able to complete the course receive honors, AP/IB/CIE, and/or CCP credits?**

A: As of now, students in grades 9-11 are still receiving regular grades for the courses they are in if the critical factors for remote learning are met. Therefore, the additional quality point system for honors and college-level courses still applies. It is important to note that the SBE may need to revisit the current policies in place if there is no return to face-to-face instruction in May 2020.

Q20: How will CCP students' grades be handled?

A: If a grades 9-11 CCP student completes CCP course, the course will follow the same guidelines as all other high school courses on the high school transcript. If the student does not have the opportunity to access or is unable to access college coursework, NCDPI will "separate out" the dual enrollment. If a student completes the course, the earned college grade will appear on the college transcript. The college transcript is the authoritative source for college grades. Please see CCP COVID-19 Guidance for more information.

Q21: What codes are to be used for promotion / retention of students for the 2019-2020 school year?

A: School is still on for learning. Continue to follow best practices to ensure student success. There has not been any statewide direction altering promotion and retention policies at this time.

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Approved by the NC State Board of Education, April 9, 2020

Accountability Workgroup Report

The North Carolina Department of Public Instruction's Accountability Workgroup identified North Carolina State Statutes and North Carolina State Board of Education (SBE) policies that may need review given the approval of North Carolina's waiver request from some of the assessment and accountability requirements required by the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015). The group identified the following as requiring consideration or action:

- **Read to Achieve:** There are state statutes and SBE policies that require actions to meet Read to Achieve. Without the Grade 3 Reading End-of-Grade Test and the Read to Achieve Alternate Test, the usual data are not available (1) to inform parents on students' progress in reading, (2) to determine students who qualify for summer reading camps, promotion, and transitional fourth grade classes, and (3) to report EVAAS for grade three teachers. (Note: the Read to Achieve Alternate may be administered after a student does not meet proficiency on the end-of-grade reading test, during the summer reading camp, or in November as part of the transitional 4th grade class.) Discussions are on-going.

- **Bonuses Based on Growth and other Test Scores:** Without test scores from end-of-grade and end-of-course tests, there will not be data to base growth bonuses for principals and teachers. Advanced Placement (AP) test scores may be available, but International Baccalaureate and CIE will not be available. Given this, will AP bonuses be given, or will all bonuses be suspended for the 2019–20 school year? The Career Technical Education Division intends to give bonuses based on students' earned credentials.

- **ACT Administration:** The ACT was administered to approximately 99 percent of the eligible 11th graders on February 25, 2020. There are students who were absent on February 25 who have not been able to take a make-up test, and there are four schools who were approved not to test on February 25 (documented scheduling conflicts approved by the NCDPI). ACT is a lagging accountability indicator, meaning the data from the 2019–20 administrations is included in the 2020–21 accountability reports. For this reason, the untested students need to have an opportunity to take the ACT. The NCDPI is arranging a fall 2020 test date and seeking a carryout of the 2019–20 funds appropriated for these test administrations.

- **WorkKeys:** The primary testing window for the WorkKeys assessment, available for students who have met requirements to be a Career and Technical Education concentrator, was to occur in April 2020. Unlike ACT, this is not required for accountability in the 2020–21 school year; however, there is lost opportunity for the approximately 20,000 students who would have participated in this assessment in April. The NCDPI has considered options to provide this opportunity to students, not for accountability but to allow these students to earn a WorkKeys certificate that is used by some employers to qualify applicants for positions. With feedback form the field not to provide an opportunity at the district or school unless school is in session, the NCDPI is determining the feasibility of giving the eligible students vouchers for testing at a vendor-operated testing center at a later date.

NCDPI/Accountability Services   April 2, 2020

- **Innovative School District:** Without test data and growth data (EVAAS), there will not be data to identify qualifying schools for the Innovative School District as required in fall 2020.

- **Assessment:** Of the SBE policies related to the administration of the statewide assessments (end-of-grade, end-of-course, NC Final Exams), TEST-003 has a direct impact due to the waiver from assessments for the 2019–20 school year. This policy requires a student's score on the end-of-course test or an NC Final Exam to count at least 20 percent of the student's final grade for a course. This was addressed by SBE action at its March 27, 2020, meeting.

- **Assessment Statutes:** In the following chart, the state statutes that require aggregate student performance data from end-of-grade and end-of-course tests or individual student scores for recommendations on student placement are cited.

Requirement	State Statute
Issue an annual school report card: The following parts of the school report card were waived by the U.S. Department of Education on March 23, 2020: 1. Accountability system description 2. Assessment results 3. Other academic indicator results 4. English language proficiency assessment results 5. School quality or student success indicator results 6. Progress toward meeting long-terms goals and measurements of interim progress 7. Percentage of students assessed and not assessed 8. Number and percentage of students with the most significant cognitive disabilities taking an alternate assessment 9. Information showing how students in a local educational agency (LEA) and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).	§ 115C-12(9)c1, c3 § 115C-218.65 § 115C-238.66(11) § 116-239.8(14)
School Performance Grades: The A–F designation of each school based on accountability measures that include the statewide assessments Alternative School Accountability Model: A state accountability model for designated alternative schools	§ 115C-83.9 (a-d)115C-12(24), § 115C-83.9 (a-d)115C.83.15 & § 115C-83.9 (a-d)115C.83.16

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Requirement	State Statute
Identification of all low-performing schools, continually low-performing schools, low performing local school administration units and low-performing charter schools	§ 115C-83.9 (a-d)115C-105.37 § 115C-83.9 (a-d)115C-105.37A § 115C-83.9 (a-d)115C-105.39A § 115C-83.9 (a-d)115C-218.94
Advanced courses in mathematics: Requires that students who score at the highest level on the end of grade (EOG) tests and end of course (EOC) tests in mathematics have advanced learning opportunities in math in grades 3–5 and advanced courses in mathematics in grades 6–12. This includes the requirement for those students who score at the highest level on the 7th grade math EOG to be placed into NC Math 1 in 8th grade.	§ 115C-81.36.
Proficiency and growth of students taught by educator preparation program completers	§ 115C-83.9 (a-d)115C-269.35(a)(2)
Principals notify teachers that EVAAS data has been updated	§ 115C-83.9 (a-d)115C-333.2
Teacher attrition disaggregated by effectiveness data	§ 115C-83.9 (a-d)115C-299.5(d)
Notification requirements to parents and guardians on K–3 assessments	§ 115C-83.9 (a-d)

The Accountability Workgroup consists of directors from the following divisions: Accountability Services, Advanced Learning and Gifted Education, Career and Technical Education, Innovative School District, K–3 Literacy, and Educator Recruitment and Development.

NCDPI/Accountability Services
April 2, 2020

March 31, 2020

Parents and Students of the Class of 2020:

This spring has come at you with a vengeance. It is very sad to see so many traditions and privileges afforded to seniors revoked, cancelled, postponed, or otherwise thrown into chaos. The most important of these, of course, is your potential graduation, the ultimate goal of your high school journey.

Last Friday, the State Board of Education provided "guidance" to schools in how to approach graduation for seniors. The RTHS admin team worked over the weekend to interpret that guidance in light of our own graduation requirements and policies, and yesterday I met with all teachers of seniors to explain to them how these policies would affect their students and their classes. This letter is to explain, as clearly as possible, what those policy changes are. There are some very technical points, and will avoid some of them because they likely do not apply to all students. We will certainly contact those students who are these special cases.

Finally, please remember that these are directives from the state. RTHS does not have flexibility in deciding what grading scales will be used, how credits are awarded, or what our graduation requirements are if the state chooses to override our charter.

Here are the changes coming for our graduates of the Class of 2020.

1. Any student passing a course as of March 13 has completed the course and will receive credit for it, regardless of what other assignments or activities may have been planned for the course beyond March 13.
2. Any student *not* passing a course required for graduation as of March 13 will be given special attention by teachers with the goal of supporting the student up to passing the course. This means that once a student's grade reaches a 60, the student has completed the course and will be awarded credit.
3. Only 22 credits are required for graduation. RTHS requires 23, which is overridden by the state guidance.
   a. For the vast majority of students, the extra course is physics. The state requires either chemistry or physics to graduate. This means that should a student fail physics, this will not necessarily be a bar to graduation.
   b. The state does not require two world language credits. RTHS does. Therefore, a student can graduate without passing two language courses. Counselors will be checking on which students this applies to. This should be an exception, as we tend to get students through their language requirements before their senior year. The replacement for these credits must be arts courses, so if there are students for whom this applies, we will find them and speak to them separately. **Note:** The UNC system DOES require two courses in the same world language for admission to its schools. It will now be possible for a student to graduate from RTHS and not be able to attend a UNC system school.

4. Student final GPAs will be determined using the grades stored in PowerSchool at the end of the first semester. These grades will not change regardless of any work done during the third quarter prior to March 13. This is state policy, not ours. We will review all student grades to ensure that the proper grades were saved at the time and make any appropriate changes.

5. We do not yet know how grades will work for students who were not passing at the semester but get to a passing grade in the second semester. The state has discussed a special passing grade code but we do not know yet if that will replace the failing grade at the semester or if it will just allow credit. We are waiting for further information from the state.

6. There will be no final exams for seniors. The state has removed the 20% requirement, and it would not affect first semester grades regardless.

Counselors are reviewing each transcript as we speak to reconcile progress with these new guidelines. We will contact any student who has a problem with coursework.

Finally, this raises the question of what to do now, if students have completed their coursework? There are essentially three groups of students:

1. Seniors enrolled in AP courses: In these classes, we expect students to remain in the course and continue preparing for the exams with their teachers and classes.
2. Seniors in non-AP courses containing underclassmen: seniors may continue to attend because the courses will continue as usual for ninth through eleventh graders.
3. Seniors in non-AP classes where all students have passed, leaving no one: teachers may be temporarily reassigned to help with students who need support towards passing. If the teacher is not reassigned, then the teacher may continue to meet with students for either a continuation of the course, or some other new material of interest to students.

We are not prohibiting students from continuing to attend classes. The reality is that student work will not affect their grades or completion of the course, so they are attending solely to be educated.

We are very sad to see the year end so abruptly, but we recognize the need for the state to find an equitable solution to a problem that will be different in nearly every school around the state. It is our intent to proceed with graduation as planned. However, the answer to the main question of whether or not a gathering of that size will be allowed is both unknown to us and also completely out of our control. We are holding on to all that we have in our control to try and preserve the ceremony.

Thank you,
Eric Grunden

April 3, 2020

RTHS Students and Parents:

Based on guidance we have received from the state, surveys we have taken of families and students, and the experiences of our teachers, I have decided to establish some policies affecting how students are graded and assignments given in the fourth quarter of the year.

It is important to understand that we do not know when the school year will end, and we do not know what future guidance the state may provide. These policies may be subject to change. For now, though, we are trying to simplify processes for our students and reduce confusion about practices.

Grade Policies, Fourth Quarter 2019-2020

For Seniors (class of 2020):

1. If a student is passing a course as of March 13, they have passed the course for the year.
    a. The student will receive 0.5 grade points for the fall semester and the grade recorded in PowerSchool will be used to calculate the student's GPA.
    b. The student will receive a PC19 grade for the spring semester. There are no grade points awarded for this.
    c. The student will receive full credit for the course.
2. If a student is NOT passing a course as of March 13, the student will be given a plan by the student's teacher to get their grade to passing.
    a. If the student raises their grade to a 60 by the end of the school year,
        i. They will receive a PC19 grade for both the fall and spring semesters.
        ii. The course will not count toward their GPA calcluation.
        iii. The student will receive full credit for the course.
    b. If the student does not raise their grade to a 60 by the end of the school year,
        i. The student will receive a WC19 grade for both the fall and spring semesters.
        ii. The course will not count toward their GPA calculation.
        iii. The student will not receive credit for the course.
        iv. The student will not graduate if they do not have at least 22 credits.
3. Courses in the Summit Platform
    a. Assessments will no longer be given.
    b. Teachers will prorate power and additional focus progress.

For grades 9-11: (we expect further guidance from the state on this in the coming weeks)

1. GPA (at the school level)
    a. Numerical grades continue as usual through the end of the year. Grades 9-11 will not use a pass/fail system.

       b.   Student GPA will be calculated in the same way as usual.

2. Courses in the SLP

        i.   **Assessments (Power and Additional) will no longer be given after April 3**. Security, time, and difficulty in administering them is not sustainable and is impeding our instruction of students under the circumstances.

       ii.   Teachers will calculate the assessment portion of a student's grade manually, prorating completion of power and additional so that students are not penalized for assessments they have not been given the chance to take.

      iii.   Honors credit will be determined by teachers based on work students have completed and work quality, not based on number and kind of assessments passed.

      iv.   **Only project work will be graded for the remainder of the year.**

FOR ALL CLASSES (9-12)

1. **There will be no final exams**, and therefore no final exam grades.
2. Teachers will, at their discretion, drop, or give scores of 50% (or the cognitive skill equivalent) for assignments not turned in to date. Students are expected to continue their current and future work for the remainder of the year.

I have made these choices to reduce the cognitive load on both teachers and students. We still seek both demonstrations of knowledge and production of quality work from students. It is not possible to run our system the way that we designed it in this remote world, and so I have chosen to make these temporary changes to accommodate the new reality. It is still important for students to continue to give one hundred percent to their learning efforts and follow their teachers' advice and guidance.

Thank you,

Mr. Grunden

April 13, 2020

Further explanation of grading in Summit Platform courses

All:

These times are not normal. They are not how we started the year. It is important for everyone--teachers, students, parents--to understand that we must provide a schooling environment that is compatible with reality.

Assessments are given under strict controls at school. We do not allow them to be taken anywhere else because we must be able to guarantee that a student's work is their own. If we do not proctor properly there is no way to know if a student passed an assessment because they know the material or if they had the right tab open or the right person nearby helping. We do not assume that our students will cheat; but we would not be responsible if our assessments of any kind did not measure learning, but instead just measured performance.

It is for this reason that we are no longer giving assessments. It is not possible for us to continue using the assumptions underlying the Summit platform in this environment.

But it is not fair to hold you responsible for work you have not been given the chance to do. Therefore, as a part of my grading policy change, teachers were directed to drop any PFAs and AFAs that would have been given after March 13, the last day we were in school. "Drop" means that they are not counted *against* a student. Some students did take assessments after March 13; those are being ignored by the calculation. This means that students are only being held responsible for the work done period to March 13. If your class had 10 PFAs, and 7 were given prior to March 13, you would be graded on the basis of those 7. If you took 6 of them, you would earn 6/7 of the full 21 points toward your PFA grade, which would be 18 points. Of course, that's not as good as 21 points, but at the same time, it is better than failing the course because you didn't pass all 7 PFAs. This is a compromise.

Our PL system gives students flexibility to move testing and assignments around a little. It has not been, and never will be, a "Learn at your own pace" system, which many students have convinced themselves of. It is unfair to give a student who took 6/7 PFAs the same grade as a student who took 7/7 in the same amount of time. Yes, this is a different message than we have sent all year about the platform and our PL system. But so is "school is closed from March 13 to May 15".

There have also been complaints about students who were "behind" not being able to "catch up." If you have not completed project work to date, and don't have a good reason, then you're not making the proper effort. If you are working hard and just taking longer, your teachers understand that. We are not penalizing those students. We are writing off work that has been consistently ignored or neglected so that students can move on and focus on current work. Note that we are writing this off by giving students 50% credit for missing work. Again, this is a compromise. It is not designed to hurt students who have been working, and it will not. It is designed to accommodate the fact that we are not in a school environment that cannot support

the PL system we started the year with.

Right now many of you are looking at your PLP grades and losing your minds. Please stop. These are massive changes and teachers need time to prepare a system for seeing your grades that makes sense. Let them. Please let them explain, and ask questions. We are not trying to penalize anyone unjustly. We are working to provide fair, even if not great, alternatives to students not having a chance to complete their work.

Your teachers are the most understanding and compassionate people I know. You don't get to see this every day. Give them the benefit of the doubt. They don't do this for the fabulous pay, worldwide respect, and easy work hours. They do it because they want to help you.
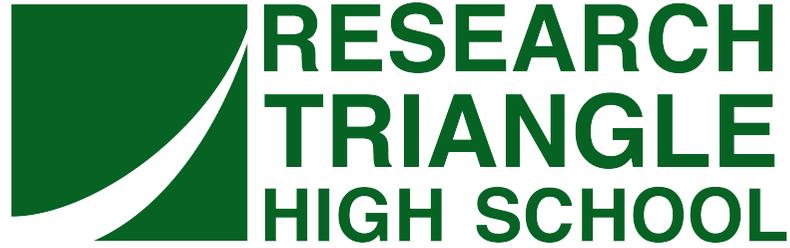
Mr. Grunden

Coversheet

Progress on 2019-20 Development Committee Goals

Section: V. Development
Item: A. Progress on 2019-20 Development Committee Goals
Purpose: Discuss
Submitted by:
Related Material: 2020_04_13_development_committee_meeting_minutes.pdf

RESEARCH TRIANGLE HIGH SCHOOL

Research Triangle High School

Minutes

Development Committee Meeting

Monthly Development Meeting

Date and Time
Monday April 13, 2020 at 2:00 PM

Location
Call in number (712) 451-0709 passcode 214330

The Development Committee meets monthly - one week prior to the Board Meeting. If possible, please attend the meeting the meeting in person in Ashley's office. Alternately, you can call in at:

Dial-in number (US): (712) 451-0709
Access code: 214330#
International dial-in numbers: https://fccdl.in/i/cemugge
Online meeting ID: cemugge
Join the online meeting: https://join.freeconferencecall.com/cemugge

For 24/7 Customer Care, call (844) 844-1322

Committee Members Present
A. Fenoglio (remote), C. Mugge (remote), M. Johnson (remote), T. Medhin (remote)

Committee Members Absent
S. Rivers-Kobler

I. Opening Items

    A. Record Attendance and Guests

    B. Call the Meeting to Order

C. Mugge called a meeting of the Development committee of Research Triangle High School to order on Monday Apr 13, 2020 @ 2:08 PM at
Call in number (712) 451-0709 passcode 214330
.

II. Development

A. Review Retreat Actions

- Corporate Relations Contacts
    - Tsegga brought forth a number of potential contacts at Credit Suisse, IBM and Lenovo that would be good to serve either as advocates for RTHS within those companies or even as Board Members. Some contacts are Matt Bliss, Rene Ure, Steven Ryall, etc.
    - Tsegga will pass on resume and info on Matt Bliss
- Adding additional stakeholders to Bloomerang
    - Ashley is making progress on adding all parents (and students) dating back to 2018/19 to the tool
    - She will work to add alum and Corporate Partners to the tool after completing effort on adding the parents
- Ashley had reviewed the latest version of the LookBook. Serveral suggestions were made ranging from content (PL), wording, and formatting
- Campaign for new gym - on hold awaiting additional input from architects and priorities in light of current pandemic

B. Development Update
Ashley discussed that the current development focus is on helping families have food shortages. They have collected produce boxes and have gotten monetary contributions from families. She will get us a summary of the donations to this effort.

III. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:00 PM.
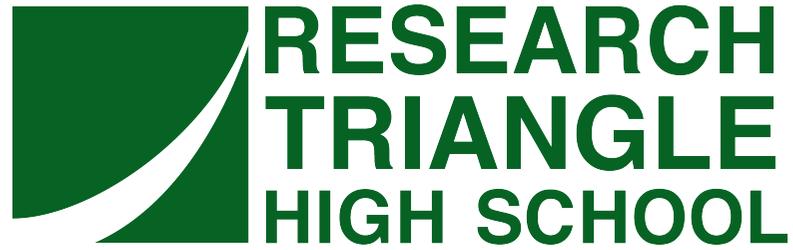
Respectfully Submitted,
C. Mugge

Coversheet

Minutes from Committee Meeting

Section:	VI. Governance
Item:	A. Minutes from Committee Meeting
Purpose:	Discuss
Submitted by:	
Related Material:	2020_04_10_monthly_governance_meeting_minutes.pdf

RESEARCH TRIANGLE HIGH SCHOOL

Research Triangle High School

Minutes

Monthly Governance Meeting

Date and Time
Friday April 10, 2020 at 12:30 PM

Location
webex

Webex

https://www.google.com/url?q=https://cisco.webex.com/meet/
vivojnov&sa=D&usd=2&usg=AOvVaw0gvTGEwSyH1gyHpIyXGX8E

Committee Members Present
C. Mugge (remote), G. Rodgers (remote), V. Vojnovich (remote)

Committee Members Absent
C. Rao, M. Johnson

Guests Present
E. Grunden (remote)

I. Opening Items

    A.   Record Attendance and Guests

    B.   Call the Meeting to Order
       V. Vojnovich called a meeting of the Governance committee of Research Triangle High
       School to order on Friday Apr 10, 2020 @ 12:44 PM at
       webex
       .

    C.   Review Minutes from previous meeting

C. Mugge made a motion to approve the minutes. Monthly Governance Meeting on 03-13-20
G. Rodgers seconded the motion.
The committee **VOTED** to approve the motion.

II. Follow Up

A. Action Items from Retreat

- Partner with CEO - Eric is fully engaged with the Governance Committee. To support Eric's attendance, future meetings will begin after RTHS lunch at 12:45.
- Improve Board Recruiting -
    - Create spreadsheet with everyone suggesting 2 names. Maintain for open slots. Circulate to board members to fill in.
    - Invite prospective candidates to serve on committees.
    - Future considerations include former students, millennials, university students from UNC/NCSU/etc.
    - Governance Committee to make 1:1 phone calls with board members (same for leadership).
    - Need someone to carry the flag for having the conversation
- Orientation - Want to have complete by July to onboard new board members
    - Make sure package talks about the school (Eric has framework)
    - Review content
- Files Organization - complete

B. 2020/2021 Leadership Slate

- For executive committee, request that existing executive committee stay one more year. (need to confirm)
- For committee chairs, request that existing chairs remain for another year.
- We need to formalize a process change that leadership roles (committee chairs and officers) are two year terms, with a maximum of two terms.
    - Amend by-laws and finalize.

III. Other Business

A. Action Items for Next Meeting

- Change terms of officers and committee chairs in by-laws for review at May Board Meeting.

IV. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:20 PM.

Respectfully Submitted,
V. Vojnovich