



Introduction

Good morning, my name is Rodney Trice. I am the Superintendent of Chapel Hill-Carrboro City Schools (CHCCS). I began serving in this role on July 1, 2025. Both of my parents were classroom teachers, and starting at a very early age, I developed a profound respect for educators. I have lived in Chapel Hill for 18 years, and it is deeply meaningful to me to have the honor of serving my community as its Superintendent. One of my daughters graduated from CHCCS, and the other attends high school in the District. Our community has shaped our lives in countless ways, and I view my role as a way for me to continue giving back to the community I've called home for nearly two decades.

Professional Experience

I have spent my entire 27-year career working in public education. After I graduated from college, I accepted a job as the Science Department Chair at a high school in Michigan. I then became the school's Director. Then I moved to Orange County, NC and worked as an Associate Principal. Next, I worked as a Policy Advisor at the North Carolina Department of Public Instruction. After that, I became the Executive Director for Curriculum, Instruction, and Technology, and then an Associate Superintendent, in CHCCS. After working in those positions for eight years, I became an Assistant Superintendent in the Wake County Public School System. While working in that role, I also served as an adjunct professor of Education Leadership at UNC Chapel Hill. In 2021, I returned to the administration of CHCCS. Finally, as I mentioned earlier, in July of this year, I had the honor of becoming Superintendent of the District.

I am affiliated with many professional organizations, including the North Carolina Association of School Administrators, the American Association of School Administrators, the National Staff Development Council, the Association of Supervision and Curriculum Development, the National Alliance of Black School Educators, and the Multicultural Student Achievement Network.

The North Carolina School Superintendents' Association awarded me the Dr. Samuel Houston Leadership Award in 2025. The North Carolina Association for Supervision and Curriculum Development honored me with the Dr. Frances Jones Trailblazer Award in 2024. The School of Education at UNC Chapel Hill awarded me the Distinguished Leadership Alumni Award in 2020.

I also serve, and have served, on many Boards and Committees. I am an Executive Board Member for The Innovation Project, which is a collaborative of public education leaders from across North Carolina. I serve as a Board member for Family Reading Partners. Previously, I served as the Committee Chair for international missions at a church where I was a member. I also served on the North Carolina State Textbook and Instructional Materials Commission.

I graduated from Morehouse College with a Bachelor of Science in Biology, from the University of Detroit Mercy with a Master's degree in Educational Leadership, and from UNC Chapel Hill with a Doctorate in Educational Leadership.

Major District Accomplishments and Priorities

I am very proud that students and educators in our District consistently perform at very high levels when compared to their peers across the state. In the most recent District profile available on DPI's School Report Cards website, in Math, which is based on EOG scores in grades 3-8 and NC Math 1 scores in grade 8, 27% of CHCCS students scored a 5 compared to the state average of 12%, and 30% scored a 4 compared to the state average of 25%. In Reading, which is based on EOG scores in grades 3-8, 27% of CHCCS students scored a 5 compared to the state average of 10%, and 26% scored a 4 compared to the state average of 21%. The District's profile shows that CHCCS has 141 Nationally Board Certified Teachers, which is more than double the average number in school districts across our state.

My goal as Superintendent is to continue to build on the long-term, sustained success of our District. There are great things happening in CHCCS, but we cannot rest on our laurels. The main way I plan to do this, and the primary focus of my efforts, will be the continued implementation of the District's five-year strategic plan that we began implementing three years ago. The Strategic Plan 2022-2027 includes five key priorities, including creating a culture of safety and wellness; instructional excellence: preparing students for life; empowering, equipping and investing in our people; equitable and transparent fiscal stewardship and operations; and strengthening family and community

engagement. I look forward to working with parents, students, and staff as we focus on each of these priorities in a thoughtful and collaborative manner.

Another top priority for the District is to offer graduates as many post-secondary options as possible. My goal is to build more sustainable partnerships with post-secondary institutions, including four-year universities, community colleges, and businesses with internship programs. Currently, 30% of our high school graduates pursue options other than four-year colleges and universities. Our goal is to offer more options for those students related to associates degrees and professional certificates.

Compliance with The Parents Bill of Rights

I learned very early in my career that in order to succeed, schools need active, involved parents who are committed to the success of the school and its students. In CHCCS, parents are deeply respected and valued at all levels of the District--from the Central Office to the school building. Parents are essential partners in education, and the District is always working to strengthen relationships with parents so they feel empowered to effectively participate in all aspects of their child's education.

I was a Deputy Superintendent at the time the Parents Bill of Rights became law. To my knowledge, the District has always complied with this law. All requirements of the law are mandated by District policies or procedures (specifically the "Staff Guidance" procedures). We have provided those documents to the Committee in response to its request for documents.

District policies incorporate all but one requirement from the Parents Bill of Rights. These policies include Policy 3540, which prohibits instruction on gender identity, sexual activity, and sexuality in the health education curriculum in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties.

The other requirement in the Parents Bill of Rights, which relates to names and pronouns, is covered by District procedures, specifically the "Staff Guidance" procedures. As I understand it, the Board chose to address parental notice related to name and pronoun changes through procedures. That guidance is clear: "[t]his Guidance should be followed when a student requests that school staff make a change to the name or pronoun used for the student by staff or in the student's school records. This process must be followed for **any student who requests a different name be used by staff and in**

school records prior to the change...” (emphasis in original). The Staff Guidance procedures continue, “If a student informs an employee that they would like to be called by a different name or pronoun by school staff, a school employee should have the following guided conversation with the student. Staff may wish to include a school counselor or administrator in this conversation. *There is a law in our state that requires that I notify your parents before making this change. Have you already talked to your parents/guardians about this? Do you have any concerns about my notifying them? Tell me about your concerns.*” (emphasis in original). The Staff Guidance procedures proceed to instruct school employees on how to address a student’s request under various factual scenarios while complying with the Parents Bill of Rights.

The Staff Guidance procedures also instruct school employees on other requirements in the Parents Bill of Rights, including the prohibition on providing instruction on gender identity, sexual activity, and sexuality in K-4th grades.

The District’s Commitment to Nondiscrimination

Our school system is firmly committed to nondiscrimination. We do not discriminate on the basis of race, religion, nationality, color, gender or any other classification protected by state or federal law. That commitment is stated clearly in districtwide policy and it is my expectation that every staff member in our district follows policy and the law.

In recent years, the District has worked to conduct reviews of its programs and processes to ensure compliance with all applicable laws. We continue to review programs and policies to ensure that they comply with all nondiscrimination laws. We are committed to nondiscrimination as a policy and a practice.

In terms of instruction in the District, we are dedicated to creating teaching and learning environments where each student is supported in realizing their aspirations for life, career, and college. Our curriculum is consistent with state standards and complies with state and federal law.