

WATAUGA BOARD OF EDUCATION

Margaret E. Gragg Educational Center
175 Pioneer Trail Boone, NC 28607
(828) 264-7190

WATAUGA COUNTY BOARD OF EDUCATION MEETING AGENDA

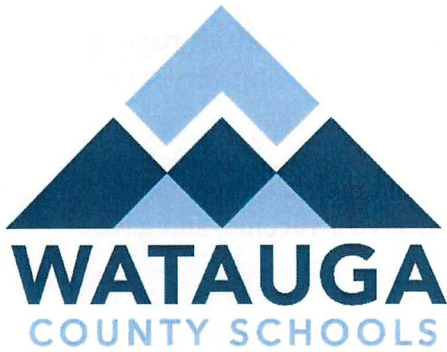
November 21, 2022

5:30 P.M.

- | | | | |
|------|-----|--|-------------------------------------|
| 5:30 | 1. | CALL TO ORDER | Board Chair |
| 5:32 | 2. | CLOSED SESSION
A. Approval of Minutes
B. Reportable Offenses – N.C.G.S.115C-288(g)
C. Student Records - N.C.G.S.143-318.11(a)(1)
D. Personnel – N.C.G.S.143-318.11(a)(6)
E. Attorney-Client - N.C.G.S 143-318.11(a)(3) | |
| 6:00 | 3. | OPEN SESSION CALL TO ORDER/ MOMENT OF SILENCE | Board Chair |
| 6:03 | 4. | DISCUSSION AND ADJUSTMENT OF AGENDA | Board Chair |
| 6:05 | 5. | SUPERINTENDENT'S REPORT | Dr. Scott Elliott |
| 6:10 | 6. | STUDENTS' REPORT | Ms. Ellary Smith
Ms. Mia Shanely |
| 6:15 | 7. | CONSENT AGENDA
A. Approval of the Minutes for 10/10/2022
B. Field Trip Requests
C. Declaration of Surplus
D. Approval of MOU for School Resource Officers
E. Personnel Report | Dr. Scott Elliott |
| 6:20 | 8. | PUBLIC COMMENT | Board Chair |
| 6:30 | 9. | AUDIT REPORT | Ms. Ly Marze |
| 6:40 | 10. | TECHNOLOGY UPDATE | Dr. Alison Schleede |
| 7:00 | 11. | DISTRICT NEEDS ASSESSMENT UPDATE | Dr. Betsy Furr
Dr. Wayne Eberle |
| 7:15 | 12. | VALLE CRUCIS SCHOOL UPDATE | Dr. Scott Elliott |

---BREAK---

- 7:30 13. POLICIES: SUBSTANTIVE FOR SECOND READ** Dr. Wayne Eberle
- | | |
|----------------|--|
| 3430 | School Improvement Plan |
| 4240/7312 | Child Abuse Reports |
| 4302-R | Rules for Use of Seclusion and Restraint |
| 4334/5036/7345 | Drones |
| 4400 | Attendance |
| 5240 | Advertising in Schools |
- 7:40 14. BOARD OPERATIONS** Board Chair
- 7:50 15. BOARD COMMENTS** Board Chair
- 8:00 16. CLOSED SESSION** Board Chair
- A. Personnel – N.C.G.S.143-318.11(a)(6)
- 17. ADJOURNMENT** Board Chair
- 18. MISCELLANEOUS INFORMATION**
- A. Calendar Committee Minutes for 10/20/2022
- B. Calendar Committee Minutes for 11/3/2022
- C. Next Meeting December 12th, 2022



WATAUGA COUNTY BOARD OF EDUCATION

Margaret E. Gragg Educational Center
175 Pioneer Trail Boone, NC 28607
(828) 264-7190

DATE: October 10, 2022

TIME: 5:30 PM

PLACE: Margaret E. Gragg Educational Center

PRESENT: Gary Childers, Jay Fenwick, Marshall Ashcraft, Steve Combs, Jason Cornett, Dr. Scott Elliott, Superintendent
Dr. Stephen Martin, Assistant Superintendent

CALL TO ORDER

Dr. Gary Childers, Board Chair, called the meeting to order at 5:30 PM. He asked for a motion to go into closed session. Marshall Ashcraft moved to enter closed session and Jason Cornett seconded the motion. The vote to approve was unanimous.

A motion was made by Steve Combs and seconded by Jason Cornett to reenter open session. The vote to enter open session was unanimous at 6:00 PM.

WELCOME/MOMENT OF SILENCE

Dr. Childers welcomed those attending the meeting at 6:05 PM. He began with a request to observe a moment of silence.

DISCUSSION AND ADJUSTMENT OF AGENDA

Dr. Elliott noted that under item 12, SCHOOL BOARD OPERATIONS, Discussion of NCSBA Action Center should be added.

PUBLIC RECOGNITION

Genal West recognized Trinity Witte and Emily Perez for excellence in artwork, and representing region 7 by having their works hung in the Legislative building in the State Capitol. The works will be on display until May. Dr. Elliott noted the excellent arts education available in Watauga County Schools (WCS).

Dr. Elliott highlighted the Board's attainment of the Gold Bell award, which recognized the Board for completing high levels of training in Board service. The award was received at the region 7 and 8 meeting in Asheville the previous month. He noted the long-standing expectation that each member continues this education. He thanked the Board for their leadership, collaboration, and service.

Jeff Lyons recognized two fleet mechanics who volunteered for, and have been driving routes where no driver was available to transport students. He recognized Nathan Jernigan and Dillon Smith for going above and beyond to support students and staff by driving routes every day so far this year.

SUPERINTENDENTS REPORT

Dr. Elliott greeted Dr. Childers and the Board, Ms. Shanely and Ms. Smith, parents, grandparents, and community members.

He thanked the Board for their flexibility while he recuperated from illness. He urged everyone to take the COVID virus seriously and take personal precautions to remain healthy. He noted that WCS continued to

see elevated numbers of cases among students and staff members, with some of those being very serious cases.

He stated that WCS would host Flu and Covid vaccine clinics for employees and their children. Covid vaccines were available for any students whose parents wished for them to receive a vaccine, and gave permission for their minor child to participate.

Dr. Elliott spoke about his pride in the students and staff of Hardin Park for their annual Patriot's Day and 9/11 Memorial ceremony. The program included a flag ceremony and the leading of the pledge of allegiance by a WWII veteran. A teacher sang the national anthem and was accompanied by the student band and orchestra students. Boone Police Chief Andy LeBeau and Sheriff Len Hagaman were on hand to give remarks to the students. The program was also attended by local fire, EMS, and law enforcement professionals. The public officials then made a "parade" through the school and ended with a breakfast reception in the media center.

He thanked schools, in advance, for the many Veteran's Day programs that would take place in November.

Dr. Elliott noted that the previous week, WCS received news about the progress on the new Valle Crucis School. He shared that the County Commissioners had approved the financing for the school. Even though the bids for the school came back to the County much higher than anyone expected, the County manager had been able to structure the financing in a way that did not require any additional tax increase.

On November 8th, Watauga County Schools would host one of the official visits of the National Christmas Tree as it makes its way from its cutting in Pisgah National Forest to the US Capitol. Many of the classes would be able to see the tree and learn more about forestry in North Carolina. The tree would be accompanied by its own security detail and educational staff who would provide special programming for students. The tree would continue on its way to the District of Colombia following a 90 minute visit.

Dr. Elliott noted that the Boone Police Department had received a significant grant to place special first aid kits in all schools and classrooms. Staff and students in middle and high school had participating in training to treat significant injuries and prevent death or serious effects from critical injuries. He related a story about a student who had accidentally cut through an artery. A middle school student who was also there and who recently received Stop the Bleed training at school was able to give first aid in a manner that stabilized the other student and quite possibly saved his life. Dr. Elliott thanked the nurses, law enforcement officers, and emergency responders who had participated in this training.

October is National Principal Appreciation Month. Information about the principals had been shared publicly to thank them for their leadership. He stated that as classrooms cannot be effective without effective teachers, a school could not be successful without a highly effective principal. He noted student achievement data from the previous year, which indicated that WCS was among only eight districts in North Carolina in which every school met or exceed their student growth goals. He stated that everyone working together had created a positive experience for students and continued to create a community of quality schools, led by strong, positive, caring principals, for whom he was very grateful. He felt that students were in a good place.

He ended by thanking the WCS students for their hard work and significant accomplishments.

STUDENT REPORT

Miss Mia Shanely and Miss Ellary Smith spoke about activities at the high school. On October 1st, the FAFSA opened for seniors. On October 18th, help sessions were available. College applications for early decision are

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due soon and Guidance Counselors had been assisting students. The theater department was holding auditions for “Mama Mia”, the spring musical, on Saturday. All students auditioning would be in the musical. Students put significant effort into preparations. The fall concert series, was about to begin with the band and orchestra concert on October 11th, and the choral groups performance on October 13th. The Women’s Tennis team won their 4th straight conference championship. The Football team had defeated all conference teams to date. The Women’s Cross Country team was preparing to win their 17th straight conference championship. Fall sports have done very well. In honor of the Tour de France, high school students will participate in the “Tour de Watauga” – a relay race on tricycles to raise funds for community service projects, and included students and teachers. The Proper Studies (PS) club is preparing for their Africa week on October 11th with many activities related to dance, art and culture, and hopes to encourage learning outside of the classroom. The Sustainability Club participated in a river cleanup the previous weekend. The high school choir traveled to Duke Chapel for a performance, which was very meaningful. On November 2nd, the high school will host their Student Symposium, where each grade level will have special activities. Freshmen will discuss their common read, learning about brain science and successful use of time, sophomores will take the PSAT, Juniors will take the pre-ACT, and seniors will learn from a panel of alumni, participate in speed-interviewing, learn about mindful movement, self-care, and meet therapy dogs. The goal of the Symposium is to prepare students for life after high school.

PUBLIC COMMENT

Ms. Jennie Hannifan- spoke about her observations from attending board meetings. She felt that rules for public comment were unjustified. She expressed her concern that the board was not addressing the issues raised by the public, and should be transparent. She shared concerns about parents, students, and teachers who were afraid to express their opinions. She raised concerns about curriculum, resource materials, and social-emotional learning teaching methods. She felt that the Board should be leaders and gate-keepers to protect students. She asked for responses to the community from the Board.

CONSENT AGENDA

- A. Approval of the Minutes for 9/12/2022
- B. Field Trip Requests
- C. Declaration of Surplus
- D. Budget Amendment #1
- E. Personnel Report

Jay Fenwick moved to approve the consent agenda items A through D including one additional field trip request, with the personnel amendment set aside. The motion was seconded by Marshall Ashcraft. The board members voted unanimously to approve. Jason Cornett moved to approve the personnel report with Marshall Ashcraft seconding the motion. Mr. Combs recused himself from the vote. The remaining board members unanimously approved the motion.

CURRICULUM UPDATE- DISTRICT NEEDS ASSESSMENT

Dr. Elliott introduced the activity and presentation, which Dr. Betsy Furr would be making. She explained the district improvement process, which is represented by the “golden circle” Strategic Plan. The District plan will be created based on input from the schools’ improvement plans, with direction from the Board and District leadership. The district needs assessment helps inform the goals and strategies. Revisiting the District Improvement plan, there will be an emphasis on systems-thinking so that stakeholders are aware of how certain actions affect other parts of the system. The Vision and Goals will remain the same, but

WCS will review and refresh the strategies. WCS wants to be aware of how to fulfill vision and engage in constant improvement. The Comprehensive Needs Assessment is found in the NC STAR state program, where there are 130 effective practices. Each school will choose 12 of those key practices to achieve their goals. Each school chooses a Vision>Goal>Strategy>Metric which prioritizes goal setting, and measurement using data indicators. The district uses 38, supported by district staff. The functions that apply to the board are leadership and planning to revise strategic plan indicators by the end of the school year. The Board is to read the guiding questions and mark the rating for each rubric item.

The goal of this process is to operationalize an improvement plan. Marshall Ashcraft spoke about how goals drive strategies. Dr. Elliott spoke about how external mandates drive goals and strategies. The operational priorities are more flexible. The Board will complete their ratings prior to the next meeting.

POLICIES: SUBSTANTIVE FOR FIRST READ

3430	School Improvement Plan
4240/7312	Child Abuse Reports
4302-R	Rules for Use of Seclusion and Restraint
4334/5036/7345	Drones
4400	Attendance
5240	Advertising in Schools

Dr. Elliott presented the above listed policies and discussed each with the board. The policies would be brought before the board for discussion and approval during the November meeting.

BOARD OPERATIONS

Dr. Childers introduced the need for approval of voting delegates to the NCSBA annual conferences to vote on legislative initiatives and new state-wide Board members at the annual conference.

Steve Combs nominated Dr. Gary Childers and Mr. Marshall Ashcraft to vote on behalf of the Board at the NCSBA Annual Conference in November 2022. Dr. Childers and Marshall Ashcraft accepted the nomination. Jason Cornett seconded the motion. The members voted unanimously to approve.

Dr. Childers presented a proposal from a future NCSBA President to encourage the WCS Board to participate in North Carolina School Board Action Center which supports legislative priorities and actions. Marshall Ashcraft would like to pursue funding for teachers attaining National Board Certification. He also asked that, during the future work session, the board consider using school property for affordable staff housing.


BOARD COMMENTS

There were no Board comments at the October meeting.

ADJOURNMENT

Steve Combs moved to adjourn, which was seconded by Jay Fenwick. The Board unanimously approved the motion at 7:44 PM.

Dr. Gary L. Childers, Board Chair



Dr. Scott Elliott, Superintendent

WATAUGA COUNTY FIELD TRIP REQUEST FORM

This request is for a: ___ day trip ___ out of state day trip ☒ overnight trip ___ overnight & out of state trip

Day trips must be submitted to the principal 15 days before the trip. Overnight trip requests must be submitted to the superintendent by the first day of each month. Overnight field trips require the prior approval of the principal, transportation director, superintendent, and Board of Education. All trips utilizing rental or charter vehicles require the prior approval of the transportation director. No employee will transport students in a personal vehicle and no employee or volunteer driver will transport students in a 12-15 passenger van. No more than five students will be transported by a school system employee or volunteer in any one vehicle other than a school bus or activity bus.

Sponsoring teacher: (Print) SARAH L MILLER School: Watauga High School
Cell phone number: 828-273-1792 Grade(s): 10-12 Number of students: 16
Departure date: Thurs November 17, 2022 Return date: Friday Nov 18, 2022
Departure time: 5:30 am Return time: Midnight

Educational purpose:

Trip destination including city, state, and all places to be visited: (attach detailed itinerary as needed)

Greensboro College & Odell Performing Arts theatre;
hotel (TBD) in Greensboro, NC See attached itinerary

Purpose of trip and how it relates to the curriculum:

The Pioneer Playmakers won the right to represent WCS at the
NCTC State Play festival. This is the 3rd ~~the~~ consecutive
time the Playmakers have won this challenge. Performing at State
NCTC and being critiqued by Professional theatre adjudicators
allows us to meet the following ^{essential} standards in Advanced Honors Theatre-
A.C.1.1; A.C.1.2; A.C.1.3; A.C.2.2; A.A.1.2; A.AE.1.1;
A.AE.1.2; A.CU.1.1; A.CU.2.2;

Supervision and Safety:

Names of all school staff chaperones: Sarah L Miller, Zachary Walker,
Kelly Walker, Ben Maggard,

Names of all non-school chaperones: N/A



Pioneer Playmakers, North Carolina Theatre Conference State High School Play Festival
Greensboro College, Greensboro, NC November 17 & 18, 2022

Thurs, November 17, 2022

- 5:30 am - meet at WHS; load bus - Bring your own breakfast!
- 5:45 am - Depart for Greensboro College
- 8:00 am - Arrive at Greensboro College
- 8:30 am - 7 pm
 - Attend NCTC STATE HS Play Festival
 - Festival attendance is free!
 - LUNCH - picnic style on Greensboro College campus, we'll bring with us
 - DINNER - at local restaurant after Festival Day 1 concludes
 - Golden Corral?
 - 8:30 pm Check in to hotel
 - HOTEL: TBD
 - 9:00 pm Ensemble Production meeting in breakfast nook of hotel - parents are welcome to join! Letters!
 - 9:30 pm IN ROOMS
 - 10:00 PM LIGHTS OUT

Saturday, October 29, 2022

- 6 am - Wake up call
 - Students who need to wake earlier can arrange to do so
- 6:30 am - free breakfast at hotel
- 6:45 am - pack bus, load personal items, depart for Greensboro College
- 7 am - 7 pm
 - WE PERFORM AT 6:15 pm AT the ODELL BUILDING AUDITORIUM! LAST SHOW ON SATURDAY! WOOOT!
 - Attend & perform at NCTC Regional HS Play Festival
 - LUNCH - picnic style on Greensboro College Campus
 - DINNER - pizza brought to Greensboro College, arranged by our parent attendees
 - **We perform at 6:15 pm!
- 8:45 pm Awards ceremony
- 9:15 pm - Depart for return trip to WHS (*if you're riding home with a parent, please "check out" with Ms. Miller & make sure you have all your personal items off the bus and trailer*)
- 11:45 pm - Arrive at WHS; unload trailer & bus
- Midnight - dismissal

WHAT TO PACK/BRING: inflatable mattress?

- *Medication & med forms if you need it
- *Blanket & Your fav pillow?
- *jammies, CLEAN changes of clothing
- *COSMETIC ITEMS, DEODORANT
- *Water bottle, PHONE/WATCH charger

WHAT NOT TO PACK/BRING

- *medications (SM should have it!)
- *school computer/charger
- *VALUABLES!
- *tons of cash
- **anything illegal. The end.

WE PERFORM OUR LOCAL PREVIEW ON TUESDAY NIGHT, NOVEMBER 15 AT 7:30 PM IN THE WHS ROSS AUDITORIUM. YOUR PLAYMAKERS HAVE FAMILY TICKETS FOR YOU SO YOU DON'T HAVE TO PAY TO COME TO OUR LOCAL SHOW!

OUR PERFORMANCE AT STATE IS ON FRIDAY NOVEMBER 18, AT 6:15 pm - last show of the festival!

PLEASE DO NOT BRING YOUR PHONE INTO THE THEATRE! START TIME IS STRICTLY OBSERVED AND LATE ENTRY IS NOT USUALLY ALLOWED. IT'S FREE TO ATTEND!



WATAUGA COUNTY FIELD TRIP REQUEST FORM

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Day trips must be submitted to the principal 15 days before the trip. Overnight trip requests must be submitted to the superintendent by the first day of each month. Overnight field trips require the prior approval of the principal, transportation director, superintendent, and Board of Education. All trips utilizing rental or charter vehicles require the prior approval of the transportation director. No employee will transport students in a personal vehicle and no employee or volunteer driver will transport students in a 12-15 passenger van. No more than five students will be transported by a school system employee or volunteer in any one vehicle other than a school bus or activity bus.

Sponsoring teacher: (Print) Kim Henderson/Michael Furr School: Cove Creek

Cell phone number: 910-162-11662(KH) Grade(s): 8 Number of students: 30

Departure time/date: 7:00am Apr: 14, 2023 Return time/date: 9:30pm Apr: 17, 2023

Educational purpose:

Trip destination including city, state, and all places to be visited: (attach detailed itinerary as needed)

Please attached itinerary

Purpose of trip and how it relates to the curriculum: Please see attached explanation

Supervision and Safety:

Names of all school staff chaperones: Kim Henderson, Michael Furr, Sara Isaacs

Names of all non-school chaperones: Brad Isaacs, Karen McGuire, Soey and Lydia Townsend

All chaperones have a background check completed: Pending Sponsoring teacher initials: KH
Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be
accommodated for site access and transportation? N/A

Sponsoring Teacher Initials N/A (If applicable) A safety/supervision plan for high risk and/or water activities has
been shared with the parents. Please attach a copy of the plan to this form if applicable.

Transportation plan:

Mode of transportation: ☐ Yellow bus with wheelchair lift ☐ Yellow bus without wheelchair lift
☐ Activity bus with wheelchair lift ☐ Activity bus without wheelchair lift ☐ Rental car/mini-van
☒ Charter bus Other (Please explain) _____

Name of charter bus company (if checked above) Burke Educational Travel

(If applicable, bus request form must be attached)

Driver/s: _____ Round trip mileage: _____ # of buses needed: _____

Total cost per student \$ _____ Source of funds: _____

The sponsoring teacher has reviewed Board policies 3320, 3320-R, and 6315: Teacher initials: KH

Approval/Signatures:

Sponsoring teacher signature: Kimberly J. Hinde Date: 10 / 15 / 22
Principal approval: Mr. J. [Signature] Date: 10 / 31 / 22

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 11 / 3 / 2022
Superintendent approval: [Signature] Date: 11 / 4 / 22
Board of Education approval: _____ Date: _____ / _____ / _____

**8th Grade Trip: Washington, DC
April 4 - 7, 2023**

Itinerary

Day 1: Tuesday, April 4

- Coach arrives for boarding at 7:00 am
- Depart the school at 7:30 am
- Rest or meal stops every two hours
- Fast food lunch (\$8 allowance included)
- Explore Udvar Hazy Air and Space Museum
- Pizza dinner (included)
- Visit the Thomas Jefferson Memorial
- Check-in at our Washington, DC area hotel

Day 2: Wednesday, April 5

- Continental breakfast (included)
- Guided tour of the US Capitol building (pending availability)
- White House photo stop
- Fast food lunch (\$10 allowance included)
- Visit the National Museum of American History
- Explore the Holocaust Museum (pending availability)
- Dinner (included)
- Tour of the FDR & MLK Jr. Memorials
- Return to our hotel for the evening

Day 3: Thursday, April 6

- Continental breakfast (included)
- Visit the 9/11 Memorial at the Pentagon
- Tour of the Pentagon (pending availability)
- Fast food lunch (\$10 allowance included)
- Explore the National Museum of Natural History
- Tour of the National Museum of African American History
- Dinner at Pentagon City Mall (\$15 allowance included)
- Walking tour of WWII, Vietnam, Lincoln & Korean Memorials
- Return to our hotel

Day 4: Friday, April 7

- Continental breakfast (included)
- Walking tour of Arlington National Cemetery
- Visit the Marine Corp Memorial, Iwo Jima
- Fast food lunch (\$10 allowance included)
- Depart for home at 1:00
- Dinner en route (included)
- Arrive at school approximately 9:30 pm

Cost

Cost	36 - 43 participants \$720 per person (cost decreases to \$655 per person if more chaperones are added and our total is more than 43 participants)
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**** Rates are based on quad (4) occupancy in the hotel**

Number of Participants so far	28-30 students 3 teacher chaperones 4 parents
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*We are encouraging all families to make payments online through My School Bucks.

*All checks and cash must come to Mrs. Henderson for receipt

*General donations made will cover students first.

Chaperones not wanting quad (4) occupancy-

Triple(3)Occupancy: \$760

Double(2) Occupancy: \$840

Single(1) Occupancy: \$1,080

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Sponsoring teacher: (Print) Randy McDonough School: Watauga High
Cell phone number: 828-964-0099 Grade(s): 9-12 Number of students: 20
Departure date: 11/25/22 Return date: 11/26/22
Departure time: 11am Return time: 5pm

Educational purpose:

Trip destination including city, state, and all places to be visited: (attach detailed itinerary as needed)

Charlotte, NC

Purpose of trip and how it relates to the curriculum: Certain cross country team members and coaches will be competing in the Champs Sports Southern Regional Cross Country Championships.

Supervision and Safety:

Names of all school staff chaperones: Randy McDonough, Thomas McDonough,
~~Matthew Anderson~~

Names of all non-school chaperones: Matthew Anderson

All chaperones have a background check completed: yes Sponsoring teacher initials: pen
Are all site(s) accessible to students with disabilities? yes no How will students with disabilities be
accommodated for site access and transportation? _____

Sponsoring Teacher Initials None (If applicable) A safety/supervision plan for high risk and/or water activities has
been shared with the parents. Please attach a copy of the plan to this form if applicable.

Transportation plan:

Mode of transportation: _____ Yellow bus with wheelchair lift _____ Yellow bus without wheelchair lift
_____ Activity bus with wheelchair lift ✓ Activity bus without wheelchair lift _____ Rental car/mini-van
_____ Charter bus Other (Please explain) _____

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

Driver/s: Randy McDonough Round trip mileage: 200 # of buses needed: 1
Total cost per student \$ 60 Source of funds: athletics/students

The sponsoring teacher has reviewed Board policies 3320, 3320-R, and 6315: Teacher initials: _____

Approval/Signatures:

Sponsoring teacher signature: pen Date: 11 / 1 / 2022

Principal approval: C. A. B. Date: 11 / 1 / 2022

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 11 / 3 / 22

Superintendent approval: [Signature] Date: 11 / 4 / 22

Board of Education approval: _____ Date: _____ / _____ / _____

Declaration of Surplus Items - November 2022

Date Approved:

Bethel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
100779	1	kindle fire tablet		1
100777	1	kindle fire tablet		1
100781	1	kindle fire tablet		1
100780	1	kindle fire tablet		1
100778	1	kindle fire tablet		1
100782	1	kindle fire tablet		1
100773	1	kindle fire tablet		1
100792	1	kindle fire tablet		1
100771	1	kindle fire tablet		1
100770	1	kindle fire tablet		1
100776	1	kindle fire tablet		1
100772	1	kindle fire tablet		1
100774	1	kindle fire tablet		1
100039	1	document camera		1
28942	1	amp		1
28742	1	projector		1
28451	1	projector		1
33927	1	projector		1
100072	1	Smartboard		1
100124	1	Smartboard		1
N/A	1	interactive whiteboard		1
28067	1	charging cart		1
N/A	1	Calculator- TI-81		1
100835	1	Calculator- TI-81		1
100855	1	Calculator- TI-73		1
100858	1	Calculator- TI-73		1
N/A	1	Calculator- TI-73		1
100834	1	Calculator- TI-81		1
100489	1	Video- Ultra Flip		1
100488	1	Video- Ultra Flip		1
100840	1	Calculator- TI-81		1
100844	1	Calculator- TI-81		1
100842	1	Calculator- TI-81		1
100841	1	Calculator- TI-81		1
100829	1	Calculator- TI-81		1
29610	1	CPU- Optiplex 790		1
CN131	1	Laptop- Probook		1
N/A	1	Desk- Tchr, Wooden		1
	38		0	38

Blowing Rock

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
200793	1	Projector- NEC		1
n/a	26	Student desks	26	

	17		9	8
Parkway				
<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
N/A		2 Cart- rolling		2
N/A		5 Tables- Computer	5	
N/A		1 Wall chalkboard bulletin board	1	
	8		6	2
Valle Crucis				
<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
33337		1 Chromebook 100E	1	
51248		1 Scrubber- Adfinity X20		1
800718		1 Extractor- carpet		1
33326		1 Chromebook- 100E	1	
	4		2	2
Watauga High School				
<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
33778		1 Chromebook- 100e		1
33749		1 Chromebook- 100e		1
37088		1 Chromebook- 11 MK		1
907628		1 Impact Gun- 1/2" Bauer		1
902843		1 Refrigerator		1
33774		1 Chromebook - 100e		1
33138		1 Chromebook - 100e	1	
900544		1 Smartboard		1
900540		1 Smartboard		1
28687		1 Projector- Powerlite		1
904787		1 Projector- Powerlite		1
28750		1 Projector- Powerlite		1
905735		1 TV- VIZIO		1
N/A		9 Speakers		9
900157		1 Sound Recorder		1
N/A		1 Box of old cables		1
900795		1 Smartboard		1
900784		1 Projector- Powerlite		1
	26		1	25

	0		0	0	
Child Nutrition					
<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	
	0		0	0	

**MEMORANDUM OF
UNDERSTANDING**
between
**Watauga County Board of
Education and
Watauga County Sheriff's Office for
the School Resource Officer
Program**

This Agreement, entered into this 1st day of July, 2022, between Watauga County Board of Education, a public body corporate organized and existing under the Constitution and laws of the State of North Carolina, hereinafter referred to as the "School Board," and the Watauga County Sheriff's Office, a law enforcement agency organized and existing under the laws of the State of North Carolina, hereinafter referred to as the "Sheriff's Office",

Witness that:

The School Board and Sheriff's Office mutually agree as follows:

1. THAT THE SCHOOL BOARD SHALL:

- a. Provide office space, access to telephone and internet, and basic office supplies.
- b. Develop desired schedule of work for the School Resource Officer, understanding that the School Resource Officer will comply with the Watauga County Sheriff's Office Personnel Policies as a Watauga County employee.
- c. Provide funding available, at the discretion of the School Board, for law enforcement and school safety purposes to the Sheriff's Office, including any funds received from the North Carolina Department of Public Instruction's School Safety Grants program obtained for the purpose of providing School Resource Officers from the Sheriff's Office. The funds to be provided are listed on Schedule A, which shall be updated by agreement of the parties from time to time, at least yearly, to reflect funds provided.

2. THAT THE SHERIFF'S OFFICE SHALL:

- a. Cause to be provided, at Sheriff's Office expense, for and on behalf of the School Board the School Resource Officers listed on Schedule B, to carry out the duties and responsibilities listed in this agreement. The School Board or their representatives will approve the officers to be assigned. Schedule B shall be updated from time to time, as necessary to reflect the number of School Resource Officers to be supplied.
- b. Assist school officials in lawfully responding to any law enforcement requests for confidential student and employee records pursuant to state law, federal law, and School Board Policy 5120 and associated procedures. Student education records obtained by the Sheriff's Office or the School Resource Officer during the course of service pursuant to this Agreement

shall be kept confidential and managed pursuant to Section 3 of this Agreement. Nothing in this Agreement shall be construed to constitute a waiver of, or to in any manner diminish the provisions for, confidentiality of student records.

- c. For the purpose of reviewing the School Resource Officer's performance as contemplated herein, allow full access to the personnel file of the School Resource Officer to the Superintendent or the Superintendent's designee, provided the Resource Officer consents and signs a written release in accordance with N.C.G.S. 160A-168(c)(6), and provided that the information in such file is kept confidential and not further disclosed.
- d. Provide, to the extent that Sheriff's Office resources permit, an officer to temporarily perform School Resource Officer duties on occasions that the assigned School Resource Officer is unavailable to work.

3. STUDENT EDUCATION RECORDS

The SRO shall comply with all applicable laws, regulations, and School Board policies, including but not limited to laws, regulations and policies regarding access to confidential student records, provided that SROs shall under no circumstances be required or expected to act in a manner inconsistent with their duties as law enforcement officers. The SRO may have access to confidential student records or to any personally identifiable information of any WCS student, only to the extent allowed under the Family Educational Rights and Privacy Act (FERPA) and applicable School Board policies and procedures. SROs shall not automatically have access to confidential student records or personally identifiable information in those records simply because they are conducting a criminal investigation involving a student. School officials may, however, share relevant confidential student records and personally identifiable information contained in those records with SROs under any of the following circumstances:

- a) The SRO has written consent from a parent or eligible student to review the records or information in question.
- b) The principal or designee reasonably determines that disclosure to the SRO without parental consent is necessary in light of a significant and articulable threat to one or more person's health or safety.
- c) The disclosure is made pursuant to a valid subpoena or court order, provided that advance notice of compliance is provided to the parent or eligible student so that they may seek protective action from the court, unless the court has ordered the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.
- d) The information disclosed is "directory information" as defined by WCS BOE Policy and the parent or eligible student has not opted out of the disclosure of directory information.

- e) The disclosure is otherwise authorized under FERPA, its implementing regulations, and applicable WCS policies and procedures.

4. REPORTING AUTHORITY:

- a. For issues of school policy, the School Resource Officer will follow recommendations and coordinate activities with the administration of Watauga County Schools.
- b. For all other law enforcement duties and general supervision as per Watauga County and Watauga County Sheriff's Office Personnel Policy, the School Resource Officer will report to the Watauga County Sheriff's Office.

5. PERFORMANCE RESPONSIBILITIES:

The purpose of the School Resource Officer position is to create a safe, inviting, and engaging learning environment for all students and school staff members.

In addition to the specific duties set forth in Sections 6-8 below, the general duties of the School Resource Officer shall include:

- a. Protect students, staff, visitors and property of the school.
- b. Investigate criminal activity on school property.
- c. Assist other law enforcement agencies as requested.
- d. Assist social services and mental health agencies as requested.
- e. Patrol areas of school campus as directed or needed.
- f. Assist in medical emergencies as needed.
- g. Counsel school staff in crisis prevention and intervention.
- h. Conduct informal counseling with students and families.
- i. Coordinate with school administration to ensure the appropriate delineation of roles and duties between law enforcement and school administration. As such, the School Resource Officer:
 - i. Will be trained in the legal standards governing searches and interrogations of minors by law enforcement officers pursuing criminal investigations, including the standards of juvenile *Miranda*;
 - ii. Will report issues of routine school discipline to school officials and not independently investigate issues of school discipline;
 - iii. Will not ask school officials to initiate a search or interrogation for purely law enforcement purposes;
 - iv. Will not be asked to participate in the investigation of routine school discipline by school officials unless necessary to protect the safety of persons;
 - v. Will promptly notify school officials whenever a student is questioned on school premises for a law enforcement purpose and/or when law enforcement action is taken against any student unless such notice would compromise an active investigation; further, the

- School Resource Officer will consult with school officials as to whether the parent(s) or guardian of a minor should be contacted with respect to any of the foregoing; and
- vi. Will assist school officials in lawfully responding to any law enforcement requests for confidential student and employee records consistent with state and federal law.

6. PREVENTION:

- a. Establish positive relationships between the officer and the student population.
- b. Assist other agencies such as social services, mental health and other organizations which provide services and care to school system employees, students and families.
- c. Receive training in Conflict Resolution and Peer Mediation.
- d. Assist students and teachers through Conflict Resolution classroom activities, assemblies and informal discussion.
- e. Work with training team to conduct staff development in Conflict Resolution strategies.
- f. Assist in training students in Peer Mediation.
- g. Serve as a resource for parents and students.
- h. Maintain a crime prevention tip-line or website.

7. INTERVENTION:

- a. Identify causes of violence in the schools.
- b. Educate students with respect to the consequences of violence and criminal behavior.
- c. Investigate criminal activity against school property, personnel, students and visitors.
- d. Provide and/or coordinate law enforcement at school activities.
- e. Assist local law enforcement authorities in school-related matters as requested.
- f. Serve as liaison between law enforcement and school officials, students and parents.
- g. Keep a log of activities relating to class, student and parent contacts.
- h. Review and access school security video limited to the investigation of suspected crimes.
- i. Any other duties assigned by the Watauga County Sheriff's Office.

8. CRITICAL KNOWLEDGE, TRAINING OR CERTIFICATION:

- a. Basic Law Enforcement training.
- b. Certified as a North Carolina Law Enforcement Officer sworn by the Watauga County Sheriff's Office.
- c. General experience in law enforcement with specialized knowledge of and/or experience in dealing with substance abuse, juvenile law and operating standards of accepted School Resource Officer procedures.

- d. Crisis Prevention and Intervention training.
- e. Successful completion of School Resource Officer Certification from the NC Justice Academy.

9. TERM AND TERMINATION:

(a) The term of this MOU shall begin on the 1st day of July, 2022. The parties shall review the terms of this MOU at least annually and may amend it at any time in writing and by mutual agreement.

(b) Either party may terminate this Agreement without cause on 90 days notice in writing to the other party;

(c) Either party may terminate this Agreement immediately for cause, upon giving written notice to the other party, in the event that the general counsel of the party terminating the Agreement provides a written statement that in his or her good faith legal opinion it is not legally permissible for that party to continue to substantially comply with this Agreement.

(d) In the event the School Board is dissatisfied with the performance of any assigned SRO, the Board shall consult with the Watauga County Sheriff and the parties shall negotiate in good faith so as to reasonably satisfy the Board, either by improvement in the performance of the SRO or by assignment of a different officer to serve as SRO. In the event the Board remains dissatisfied despite the foregoing efforts, the Board may terminate this Agreement upon 30 days written notice.

In the event of termination, for whatever cause, the School Board shall provide funding as specified herein, prorated through the effective date of the termination.

10. MISCELLANEOUS PROVISIONS

(a) Relationship of Parties. The School Board and the Sheriff's Office shall be independent contractors, and nothing herein shall be construed as creating a partnership or joint venture; nor shall any employee of either party be construed as employees, agents, or principals of any other party hereto. Each party maintains control over its personnel and any employment rights of personnel assigned under this MOU shall not be abridged. Each party agrees to assume the liability for its own acts or omissions, or the acts or omissions of their employees or agents, during the term of this Agreement to the extent permitted under North Carolina law. Nothing herein shall waive the right of either party or any of their respective employees to assert applicable immunities in the event of any lawsuit, including but not limited to sovereign immunity, governmental immunity, qualified immunity and/or public official immunity.

(b) Governing Law; Venue. This MOU shall be governed by the laws of the State of North Carolina. The venue for the initiation of any such action shall be Boone, North Carolina.

(c) Amendments and Modifications; Additional Policies and Procedures. This MOU may be modified or amended by mutual consent of the parties as long as the amendment is executed in the same fashion as this MOU. Notwithstanding the foregoing, the parties may develop additional policies and procedures by consent to implement this MOU, including but not limited to policies and procedures regarding reporting requirements and sharing information between the School Board and the Sheriff's Office. Further, each party may develop internal policies and procedures to implement their respective obligations under this MOU.

(d) Entire Agreement. This MOU constitutes the entire agreement between the parties and supersedes all prior agreements and understandings, whether written or oral, relating to the subject matter of this MOU.

(e) Severability. In the event that any provision of this MOU shall be invalid, illegal or otherwise unenforceable, the validity, legality, and enforceability of the remaining provisions shall in no way be affected or impaired thereby.

(f) Third Party Benefits. The services provided by the Sheriff's Office pursuant to this MOU shall not violate or in any way infringe on the rights of any third parties; provided, however, that nothing in this MOU shall be construed to create any right or remedy on the part of third parties.

(g) Counterparts. This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which taken together constitute one and the same instrument.

IN WITNESS WHEREOF, the parties set their hands and seals in Boone, Watauga County, North Carolina.

WATAUGA COUNTY

WATAUGA COUNTY
BOARD OF EDUCATION

Sheriff

Chairman

ATTEST:

ATTEST:

County Manager

Superintendent

Schedule A: Funding Provided by the School Board

<u>Fiscal Year:</u>	<u>Amount Provided:</u>
FY 2022-2023	\$ 85,347.63

Schedule B: School Resource Office Assignments

<u>FY 2022-2023 Number of Officers:</u>	<u>Assigned School:</u>
Lt. Seth Morrison	Watauga High School
Paul Scott	Bethel, Cove Creek
Andrew Smith	Green Valley, Parkway
Brandon Shepherd	Hardin Park
James Parker	Valle Crucis, Mabel

A. PRINCIPLES

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the Watauga County Board of Education (the "board"). Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, ~~in its two parts~~, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. ~~DEVELOPMENT OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY~~

~~The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, i~~Each school must develop a school improvement plan that considers the goals set out in the mission statement for the public schools adopted by the State Board of Education ("State Board") and the annual performance goals for that school as established by the State Board under G.S. § 115C-105.35. In developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

The board also expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet educational goals. Many board policies provide an opportunity for a school to incorporate innovative ideas into its school improvement plan; however, if a school would like to try an innovative method that requires deviation from board policy, the school may submit a request to the board for a waiver of the board policy. (See also policy 1500, Board Policies.) Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances

under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance. The board will consider such requests to the extent the waiver is permissible by law and likely to result in improved student performance at the school.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team must follow all legal requirements for developing and obtaining school approval of the school improvement plan. School improvement teams also must be familiar with state and local board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans.

The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and teacher assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105.27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

~~The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan.~~ School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

The Superintendent will adopt a timeline for schools to complete the School Improvement Plan process. Should situations impede or prohibit the timeline, a revised timeline may be provided.

2. Mandatory Components of the ~~State~~ Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.

- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.
- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. In accordance with policy 4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and

board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.

- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.
- l. The plan must include strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program).
- k-m. The plan must include intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).

3. Optional Components of the State-Plan

The school improvement plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81.15, in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board (see policy 3200, Selection of Instructional Materials).
- d. The plan may include innovative efforts to meet local educational goals. The following are examples of innovative efforts identified in board policies that the plan may address:
 - i. modifying the school calendar (see policy 3300, School Calendar and Time for Learning);
 - ii. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);
 - iii. adding hours of instructional time (policy 3300);
 - iv. providing additional means for evaluating instructional programs (policy 3140, Evaluation of Instructional Programs);

- v. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);
- vi. expanding the subject areas or objectives of the curriculum (policy 3100, Curriculum Development);
- vii. eliminating curricula on subject areas or objectives that are not state-required (policy 3100); and
- ~~i~~.viii. modifying the system-wide instructional and curriculum guides (see policy 3115, Curriculum and Instructional Guides).

4. Development and Review of the Plan

School improvement teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason(s) for the rejection.

Any plan modified by the school improvement team after being rejected by the

board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not requested, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. ~~If the State has deemed a school as low performing, the principal must submit to the superintendent and the board a report of the school improvement team.~~ If a school does not earn an overall performance grade of at least a C or does not meet its expected growth standard as established by the State Board, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan. If a school is a continually low-performing school as defined by G.S. 115C-105.37A, the school's improvement plan must be reviewed and approved by the State Board of Education.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 1600, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-

105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

D. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process ~~as required by board policy and state law~~ and on the effectiveness of the school improvement plan.

Legal References: G.S. 115C-47(38), -81.15, ~~-83.15~~, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

Cross References: Parental Involvement (policy 4002), School Safety (policy 4200/7270), Compliance with the Open Meetings Law (policy 2320), Board Policies (policy 1500), Hearings Before the Board (policy 1600), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Curriculum and Instructional Guides (policy 3115), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), Selection of Instructional Materials (policy 3200), School Calendar and Time for Learning (policy 3300), Students at Risk of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

Other Resources: North Carolina School Improvement Planning Implementation Guide, Version 2.3 – July 2016, N.C. State Board of Education/Department of Public Instruction, available at <https://www.dpi.nc.gov/media/4632/download>

Adopted: March 21, 2016

Revised: March 15, 2018 (Legal references only); February 11, 2019;

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: 4240/7312

The Watauga County Board of Education (the “board”) is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE). When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and the Department of Health and Human Services, Division of Child Development and Early Education DCDEE.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board supports all employees who in good faith make a report under North Carolina’s mandated reporting laws.

The superintendent shall develop any necessary procedures for making a report or otherwise implementing this policy.

A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

1. a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual contact with a child);
2. an offense that inflicts serious bodily injury or serious physical injury upon the

child by nonaccidental means;

3. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
4. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).

A "child care facility" includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child's care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

D. DUTY TO REPORT LICENSED EMPLOYEES TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

In addition to the other reporting requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.

D.E. COOPERATION WITH STATE AND LOCAL AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.
3. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campuses during school hours.
4. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
5. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child_care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
6. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
7. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

E.F. SHARING INFORMATION WITH OTHER AGENCIES

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

F.G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support

personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS

In accordance with G.S. 115C-47(65) and State Board of Education Policy SHLT-003, the school system will provide information on child abuse and neglect, including age-appropriate information on sexual abuse, to students in grades 6 through 12. Such information will be provided in the form of (1) a document given to all students in grades 6 through 12 at the beginning of each school year and (2) a display posted in visible, high-traffic areas throughout each secondary school.

~~The superintendent shall develop any necessary procedures for making a report pursuant to this policy, for sharing information with designated agencies, and for cooperating with agency investigations.~~

~~In addition to the requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.~~

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-47(65), -270.35(b), -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C.0373; State Board of Education Policy SHLT-003

Cross References: Professional and Staff Development (policy 7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700)

Adopted: July 14, 2014

Revised: July 9, 2018; September 9, 2019; January 13, 2020; March 12, 2020; August 9, 2021;

RULES FOR USE OF SECLUSION AND RESTRAINT IN SCHOOLS

Regulation Code: **4302-R**

The following rules will govern the use of seclusion and restraint by school personnel. As used in this regulation, “school personnel” means employees of the Watauga County Board of Education (the “board”) and any persons working on school grounds or at a school function (1) under a contract or written agreement with the school system to provide educational or related services to students or (2) for another agency providing educational or related services to students. Nothing in this document shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

Seclusion and restraint will not be used on students with disabilities (1) for behavior(s) that would not result in seclusion or restraint for students without identified disabilities, unless the use is authorized by the student’s IEP or Section 504 Plan for an educational or safety-related purpose, or (2) based on assumptions or stereotypes about disabilities or students with disabilities generally.

A. PHYSICAL RESTRAINT

Physical restraint means the use of physical force to restrict the free movement of all or a part of a student’s body.

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

1. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
2. as reasonably needed to maintain order or to prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
5. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
6. as reasonably needed to escort a student safely from one area to another;
7. if used as provided for in an IEP, Section 504 plan, or behavior intervention plan;
or
8. as reasonably needed to prevent imminent destruction to school or another person’s property.

Except as set forth above, physical restraint of students will not be considered a reasonable use of force, and its use is prohibited. In addition, physical restraint will not be considered a reasonable use of force when used solely as a disciplinary consequence.

Prone restraint is a form of physical restraint in which a person is held in a face-down position on the floor or other surface. Prone restraint does not include placement in a face-down position as part of a necessary medical intervention. The use of prone restraint is prohibited.

B. MECHANICAL RESTRAINT

Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

1. when properly used as an assistive technology device included in the student's IEP, Section 504 plan, or behavior intervention plan, or as otherwise prescribed by a medical or related service provider;
2. when using seat belts or other safety restraints to secure a student during transportation;
3. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
4. as reasonably needed for self-defense; or
5. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.

Except as set forth above, mechanical restraint, including the tying, taping, or strapping down of a student, will not be considered to be a reasonable use of force, and its use is prohibited.

C. SECLUSION

Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving by locking hardware or other means or (b) incapable of leaving due to physical or intellectual capacity.

Seclusion of a student by school personnel may be used in the following circumstances:

1. as reasonably needed to respond to a person in control of a weapon or other

dangerous object;

2. as reasonably needed to maintain order or prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
5. when used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
 - a. the student is monitored by an adult in close proximity who is able to see and hear the student at all times while the student is in seclusion;
 - b. the student is released from seclusion upon cessation of the behaviors that led to the seclusion, or as otherwise specified in the student's IEP, Section 504 plan, or behavior intervention plan;
 - c. the confining space has been approved for such use by the ~~local education agency~~ school system;
 - d. the space is appropriately lighted, ventilated, and heated or cooled; and
 - e. the space is free from objects that unreasonably expose the student or others to harm.

Except as set forth above, the use of seclusion is not considered to be reasonable force, and its use is prohibited. In addition, seclusion will not be considered a reasonable use of force when used solely as a disciplinary consequence.

D. ISOLATION

Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.

Isolation is permitted as a behavior management technique provided that:

1. the isolation space is appropriately lighted, ventilated, and heated or cooled;
2. the duration of the isolation is reasonable in light of the purpose for the isolation;
3. the student is reasonably monitored while in isolation; and
4. the isolation space is free from objects that unreasonably expose the student or

others to harm.

E. TIME-OUT

Time-out means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting. Teachers are authorized to use time-out to regulate behavior within their classrooms.

F. AVERSIVE PROCEDURES

The use of aversive procedures, including but not limited to all of the following examples, is prohibited.

Aversive procedure means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability that causes or reasonably may be expected to cause one or more of the following:

1. significant physical harm, such as tissue damage, physical illness, or death;
2. serious and foreseeable long-term psychological impairment; or
3. obvious repulsion on the part of observers who cannot reconcile such extreme procedures with acceptable standard practice, for example:
 - a. electric shock applied to the body;
 - b. extremely loud auditory stimuli;
 - c. forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin;
 - d. placement in a tub of cold water or shower;
 - e. slapping, pinching, hitting, or pulling hair;
 - f. blindfolding or other forms of visual blocking;
 - g. unreasonable withholding of meals;
 - h. eating one's own vomit; or
 - i. denial of reasonable access to toileting facilities.

The use of aversive procedures is prohibited.

G. NOTICE, REPORTING, AND DOCUMENTATION

1. School personnel shall promptly notify the principal or designee of any of the following:
 - a. any use of aversive procedures;
 - b. any prohibited use of mechanical restraint;
 - c. any use of physical restraint resulting in observable physical injury to a student;
 - d. any prohibited use of seclusion; or
 - e. any seclusion exceeding 10 minutes or the amount of time specified in a student's behavior intervention plan.

2. Notice to Parents

When a principal or designee has personal or actual knowledge of any of the ~~events~~ incidents listed in subsection G.1, above, he or she shall promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident. Such notice shall be provided by the end of the workday during which the incident occurred when reasonably possible, but no later than the end of the following workday. Such notice also shall be provided in addition to the written incident report required in subsection G.3, below.

3. Written Report to Parents

Within a reasonable period of time not to exceed 30 days after any ~~incident involving the use of physical restraint, mechanical restraint, seclusion, isolation, or aversive procedures~~ incident listed in subsection G.1 of this regulation occurs, the principal or designee shall provide the parent or guardian with a written incident report. This report must include the following:

- a. the date, time of day, location, duration, and description of the incident and interventions;
- b. the events or events that led up to the incident;
- c. the nature and extent of any injury to the student; and
- d. the name of a school employee the parent or guardian can contact regarding

the incident.

4. Reporting to State Board

The board will maintain a record of incidents reported under the procedure described in subsection G.3, above, and will provide this information annually to the State Board of Education.

5. Non-Retaliation for Reporting

Any employee making a report alleging a prohibited use of physical or mechanical restraint, seclusion, or aversive procedure will not be discharged, threatened or retaliated against through compensation, terms, conditions, location, or privileges of employment unless the employee knew or should have known that the report was false.

Adopted: February 9, 2015

Replaces: Policy 5.05.63 Reasonable Force: Use of Seclusion and Restraint

Revised: January 15, 2018;

USE OF UNMANNED AIRCRAFT (DRONES)

Policy Code: 4334/5036/7345

The Watauga County Board of Education (the “Board”) supports and encourages the use of innovative and emerging technologies, including unmanned aircraft or drones, to further the goals and objectives of the educational program. However, the Board also must consider how the use of such technologies may impact the safety, security, and privacy of people and property. Therefore, the Board authorizes some use of unmanned aircraft on school property and at school-sponsored events in accordance with the requirements of this policy and to the extent that such use is not otherwise prohibited by federal, state, or local law or regulation.

This policy applies to all students, school system employees, contractors and vendors, school visitors, and other members of the general public on school property and at school-sponsored events.

A. DEFINITIONS

For purposes of this policy, the following definitions apply.

1. An “unmanned aircraft” or “drone” is an aircraft weighing less than 55 pounds that is operated without the possibility of direct human intervention from within or on the aircraft. The Board strictly prohibits the use of an unmanned aircraft weighing more than 55 pounds on school property or at a school-sponsored event. A “toy unmanned aircraft” is an aircraft weighing less than 0.55 pounds that is operated without the possibility of direct human intervention from within or on the aircraft.
2. The “use” of an unmanned aircraft includes the launch, operation, and/or recovery of the unmanned aircraft.
3. “School property” includes any property that is owned, leased, or otherwise controlled by the Board.
4. Use of an unmanned aircraft is for a “recreational” purpose if the use is solely for personal interests or enjoyment. Use for work or business purposes or for compensation or hire is not considered to be recreational.

B. AUTHORIZED USE OF UNMANNED AIRCRAFT

The use of an unmanned aircraft on school property or at a school-sponsored event for any purpose must be approved in writing by the superintendent or designee and must comply with the requirements of this policy and all other applicable board policies, including the public use requirements of policy 5030, Community Use of Facilities, when applicable. The use of a toy unmanned aircraft does not require FAA registration and does not require the approval of the Superintendent. Such use also must comply with all federal, state, and local laws and regulations, including the most current registration, certification, permit,

safety, and other requirements established by the Federal Aviation Administration (FAA) and the North Carolina Department of Transportation (NCDOT).

The superintendent or designee may grant approval for use on a case-by-case basis with any additional requirements or restrictions deemed appropriate, including, for example, to protect the safety, security, and privacy of people and property. However, the superintendent or designee shall not approve the use of unmanned aircraft for recreational purposes on school property or at school-sponsored events during the school day or at any other time when groups of students or employees may be present outdoors.

Prior to obtaining approval from the superintendent or designee, the operator of any unmanned aircraft may be required to provide proof of insurance, including adequate liability coverage for any claims arising out of the use of an unmanned aircraft, and proof of the registration, certification, permit, and/or waiver required by the FAA and/or NCDOT to operate the unmanned aircraft for the intended purpose(s).

An unmanned aircraft used on school property or at a school-sponsored event must be operated either by or under the direct supervision of an FAA-certified drone pilot in accordance with subsection B.1, below, or by a recreational flyer in accordance with subsection B.2, below.

1. Use by or under the Direct Supervision of an FAA-Certified Drone Pilot

An FAA-certified drone pilot, or an individual under the direct supervision of an FAA-certified drone pilot, may operate an unmanned aircraft for any commercial, educational, recreational, or other school system-related purpose as approved by the superintendent or designee. To qualify as an FAA-certified drone pilot, an individual must obtain a Remote Pilot Certificate from the FAA and have the certificate easily accessible during all use.

An FAA-certified drone pilot and any individual under the direct supervision of an FAA-certified drone pilot must comply with all federal, state, and local laws and regulations, including all applicable requirements under 14 C.F.R. Part 107 ("Part 107"). In addition, if the use of an unmanned aircraft is not solely for hobby or recreational purposes, an FAA-certified drone pilot and any individual under the direct supervision of an FAA-certified drone pilot also must comply with the training and permit requirements of G.S. 63, art. 10, as applicable.

2. Use by a Recreational Flyer

A recreational flyer may operate an unmanned aircraft strictly for recreational purposes as approved by the superintendent or designee. A recreational flyer is not required to be an FAA-certified drone pilot or under the direct supervision of an FAA-certified drone pilot. However, a recreational flyer must comply with all federal, state, and local laws and regulations, including all applicable federal

requirements under the *Exception for Limited Recreational Operations of Unmanned Aircraft* (49 U.S.C. 44809).

C. UNAUTHORIZED USE OF UNMANNED AIRCRAFT

School system employees shall reasonably attempt to monitor school property and school-sponsored events for the unauthorized use of unmanned aircraft. Employees must report any known or suspected unauthorized use of an unmanned aircraft as soon as practicable to the principal or other school official responsible for supervising the school property or school-sponsored event. If the unauthorized use poses a threat to the safety, security, or privacy of people or property, the employee should attempt to intervene directly if it is possible to do so safely and effectively and ask the operator to discontinue the use. If the employee is unable to identify the individual operating the unmanned aircraft, or if the unmanned aircraft is grounded and unattended, the employee should immediately notify the principal or other school official responsible for supervising the school property or school-sponsored event.

A student or school system employee who uses an unmanned aircraft in violation of this policy will be subject to disciplinary action, up to and including suspension or expulsion for students and termination for employees. A contractor or vendor, school visitor, or other member of the general public who uses an unmanned aircraft in violation of this policy will be asked to discontinue the unauthorized use and/or asked to leave school property or the school-sponsored event in accordance with policy 5020, Visitors to the Schools.

School officials may also report the unauthorized use of an unmanned aircraft to local law enforcement and/or the FAA, as appropriate.

D. GUIDELINES FOR ALL USE OF UNMANNED AIRCRAFT

1. FAA Safety Guidelines

A student, school system employee, contractor or vendor, school visitor, or other member of the general public who is authorized by the superintendent or designee to operate an unmanned aircraft on school property or at a school-sponsored event must comply with all applicable FAA safety guidelines, including, but not limited to, the following.

a. The operator must follow FAA guidelines for registration. The unmanned aircraft, if registered, must be marked with the registration number.

a.b. No later than September 16, 2023, the unmanned aircraft must be equipped with remote identification unless flying within an FAA-recognized identification area.

b.c. The unmanned aircraft must have a maximum groundspeed of 100 mph or less.

- e.d. The operator ~~must fly the unmanned aircraft during daylight only and must~~ keep the unmanned aircraft within his or her visual line of sight at all times.
- d.e. The operator must not fly the unmanned aircraft above 400 feet in uncontrolled airspace and must not fly the unmanned aircraft in controlled airspace (e.g., near airports) without FAA authorization. The operator must comply with all other FAA airspace restrictions (e.g., near military bases).
- e.f. The operator must not fly the unmanned aircraft near other aircraft and must always yield the right of way to all other aircraft, especially manned aircraft.
- f.g. The operator must not fly the unmanned aircraft ~~over people, groups of people, public events, or stadiums full of people, or near~~ emergency response activities.
- g.h. The operator must not fly the unmanned aircraft under the influence of drugs or alcohol. In addition, the operator must not fly the unmanned aircraft if he or she knows or has reason to know of any other physical or mental condition that would interfere with the safe operation of the unmanned aircraft.
- h.i. The operator must not otherwise fly the unmanned aircraft in a careless or reckless manner.

2. Other Guidelines

A student, school system employee, contractor or vendor, school visitor, or other member of the general public who is authorized by the superintendent or designee to operate an unmanned aircraft on school property or at a school-sponsored event also must comply with the following guidelines established by the Board.

- a. The operator of any unmanned aircraft on school property or at a school-sponsored event must provide appropriate documentation of approval from the superintendent or designee immediately upon request by any school system employee.
- b. Students are prohibited from operating an unmanned aircraft on school property or at a school-sponsored event without appropriate faculty or other adult supervision whether or not such supervision is required under federal regulations.
- c. The superintendent or designee, as well as the principal or other school official responsible for supervising school property or a school-sponsored event, may require the operator of an unmanned aircraft to temporarily or permanently suspend further use of the unmanned aircraft on school

property or at a school-sponsored event at any time for any reason.

- d. The use of an unmanned aircraft to photograph or to record audio and/or video of the following is prohibited without the express written approval of the superintendent: (a) students, employees, visitors, or other individuals, (b) school- or school system-sponsored activities and other events, or (c) school buildings or other school system facilities. Any such photographs or other audio and/or video recordings obtained through the use of an unmanned aircraft may not be used for any marketing or other commercial purpose or otherwise distributed to a third party without the express written approval of the superintendent.
- d.e. Unmanned aircraft may not be flown over people or moving vehicles without the express written approval of the superintendent. As a pre-condition of receiving approval, the operator must provide the superintendent information sufficient to determine that the flight will be conducted in compliance with applicable FAA regulations.
- e.f. Any data or other information collected through the use of an unmanned aircraft may not be sold for profit.
- f.g. The use of an unmanned aircraft inside any enclosed school or other building on school property (including any school or other building under construction) or indoors at a school-sponsored event off school property is prohibited without the express written approval of the superintendent or designee.
- g.h. The use of unmanned aircraft within the physical confines of any stadium, field, arena, or other structure, including the playing area of the venue, during a North Carolina High School Athletic Association contest, including pre- and post-game activities, is prohibited.
- h.i. Any incident resulting in an injury to a person or damage to property caused by the use of an unmanned aircraft must be reported immediately or as soon as practicable thereafter to the principal or other school official responsible for supervising the school property or school-sponsored event where the incident occurred. This requirement applies whether or not the incident is also subject to the mandatory reporting requirements under federal regulations.
- i.j. Any unmanned aircraft owned by a school or the school system must be properly insured and must be scheduled (i.e., listed on the policy) and operated as required by the school system's liability coverage agreement.

The superintendent or designee may develop any additional administrative procedures or other regulations necessary to implement the requirements of this policy or to further protect the safety, security, and privacy of people and property.

Legal References: FAA Reauthorization Act of 2018, P.L. 115-254; 49 U.S.C. 44801 *et seq.*; 14 C.F.R. Part 89, Part 107; Federal Aviation Administration, Advisory Circular 91-57B (May 31, 2019), available at https://www.faa.gov/documentLibrary/media/Advisory_Circular/AC_91-57B.pdf; Federal Aviation Administration, Advisory Circular 107-2 (June 21, 2016), available at https://www.faa.gov/uas/resources/policy_library/media/AC_107-2_AFS-1_Signed.pdf; G.S. 14-7.45, -280.3, -401.24, -401.25; G.S. 15A-300.1, -300.2, -300.3; G.S. 63, art. 10; G.S. 113-295; North Carolina High School Athletic Association, Policy 2.2.3(c) (2019-20202021-2022), available at <https://www.nchsaa.org/handbook> <https://www.nchsaa.org/sites/default/files/attachments/2.2.3%20Facilities.pdf>

Cross References: Student Behavior Policies (4300 series), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030)

Other Resources: Federal Aviation Administration, Unmanned Aircraft Systems (UAS) website, available at <https://www.faa.gov/uas/>; North Carolina Department of Transportation, Division of Aviation, Unmanned Aircraft Systems website, available at <https://www.ncdot.gov/divisions/aviation/uas/Pages/default.aspx>

Adopted: August 12, 2020

Revised:

Attendance in school and participation in class 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.

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.

A. 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

B. LATE ARRIVALS ~~A~~ 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.

C. ~~LAWFULLY~~ EXCUSED ABSENCES

When a 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. An absence may be lawfully 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; ~~or~~
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
- 9-10. any other reason as approved by the board in a board resolution.

D. SCHOOL-RELATED ACTIVITIES

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; and
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 suspensions will not be counted as absent.

E. 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.

F. 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.

G. 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.

H. SPECIAL 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 of caregivers or nighttime residence, before taking 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 policy 3620, Extracurricular Activities and Student Organizations.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103, .0106; State Board of Education Policies ATND-000, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Student Behavior Policies (policy 4300), Short-Term Suspension (policy 4351)

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at <https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

Adopted: February 9, 2015

Revised: March 14, 2016; August 14, 2017 (Legal references only); August 13, 2018; June 8, 2020; September 13, 2021; December 13, 2021;

Replaces: Policy 5.02.20, Attendance Requirements

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, advertising for and promotion of commercial products and services are discouraged during the instructional day. School officials shall screen and approve the distribution and display of advertising materials and messages publicized through school media or displayed on school property and at school events.

A. APPLICABILITY OF POLICY

This policy is intended to govern requests to advertise products, ~~or services, programs, or activities~~ on school ~~grounds property~~, at school events, or through school publications and ~~other electronic media~~ by:

1. individuals;
2. non-profit organizations not otherwise permitted to distribute or display materials or messages by policy 5210, Distribution and Display of Non-School Material; and
3. for-profit organizations and businesses.

B. PROHIBITED ADVERTISEMENT ~~AND PROMOTIONAL ACTIVITIES~~ MESSAGES

The Watauga County Board of Education (the "board") prohibits advertising, ~~commercial or promotional messages, and other items and materials~~ that (1) ~~are~~ is vulgar, indecent, or obscene; (2) contains libelous statements, personal attacks, or abusive language, such as language defaming a person's character, race, religion, ethnic origin, sex (including pregnancy, childbirth, sexual orientation, and gender identity), family status, or disability; (3) ~~causes~~ clearly threatens to cause a material and substantial disruption of a school activity; (4) ~~encourages~~ the commission of unlawful acts or the violation of lawful school rules or regulations; (5) ~~are~~ is inappropriate considering the age of the students in the school; (6) includes information that is inaccurate, misleading, or false; or (7) ~~advertise~~ is for any product or service not permitted to minors by law.

C. SCHOOL FORUMS

Although permitting some advertising within the school system, the board does not intend to create a public forum or to open school facilities, including its electronic media, print publications, or school facilities, for unlimited access by outsiders and advertising by the general public.

D. REGULATIONS GOVERNING ADVERTISING IN THE SCHOOLS

The superintendent ~~shall may~~ develop regulations governing advertising in the schools subject to ~~s~~Section B above and in accordance with the following guidelines.

1. ~~Advertising is permitted in school publications such as yearbooks, school newspapers, newsletters, and event programs. School officials may permit the publication of commercial advertisements for a reasonable fee or an in-kind contribution that advertises or promotes an outside organization's products, programs or services.~~
- 2.1. ~~School officials may allow for sell, for a reasonable fee or an in-kind contribution,~~ commercial advertisement space on stadium, athletic, and/or gymnasium billboards, banners, or signage ~~or in school publications, such as yearbooks, school newspapers, newsletters, and event programs.~~ Such space may be sold, for a ~~reasonable fee or an in-kind contribution, to for advertisements or promotions of an~~ outside organizations's ~~or individuals for the purpose of advertising their products,~~ services, programs, or activities.
- 3.2. School officials may permit boards, displays, or banners that acknowledge donations to or sponsors of a school or the school system.
- 4.3. School officials shall prohibit advertising through the school system employee and student e-mail system and the school system website.
- 5.4. Advertising in school publications, ~~or other-in~~ school media, in school facilities, and on school property will be limited to an advertiser's (a) name, ~~brand name,~~ and/or trade name; (b) logo; (c) location or place of business and contact information; (d) slogans that identify the advertiser but do not promote it; and (e) products, services, programs, or servicesactivities in a value-neutral description.
- 6.5. School officials have discretion to determine whether to~~may not~~ use commercially sponsored materials or materials containing commercial advertising in school instructional programs and activities.
7. ~~Collection of student data for marketing purposes is governed by section B of policy 4720, Surveys of Students.~~
- 8.6. School officials may accept donations of equipment and supplies that contain advertising messages. However, such donations must comply with the requirements of policy 8220, Gifts and Bequests.
- 9.7. Advertising materials that are primarily or entirely commercial shall not be posted in schools or distributed to students or parents.
- 10.8. Advertising materials that are primarily or entirely commercial shall not be distributed to school system employees except for information about employee benefit plans provided by vendors on the approved list maintained by the Watauga County Schools Benefits Manager in the central office.

E. PROTECTION OF STUDENT PRIVACY

Collection of student data by the school system for marketing purposes is governed by Section C of policy 4720, Surveys of Students.

~~Neither the school system nor the school administrators at any school will~~No school system employees shall require students to provide marketing information to vendors either through the provision of personal information or through marketing surveys. In addition, neither the school system nor any school ~~system employee administrator~~ will enter into any contract for products or services, including electronic media services, in which students are asked to reveal personal information for collection by the providers of such services for marketing purposes. For the purposes of this ~~s~~Section, personal information includes, but is not limited to, the student's name, telephone number, e-mail address, and home address.

F. PROCESS TO REQUEST TO ADVERTISE

Any entity or individual interested in advertising ~~or promoting products, and services, programs, or activities~~ pursuant to this policy ~~or~~ and school system regulations must submit a request to the principal (for advertising specific to an individual school) or to the superintendent's designee (for system-wide advertising). The principal or superintendent's designee shall decide whether to may approve the advertising request~~that complies with board policies and regulations~~ and respond within 30 working days.

If the principal or superintendent's designee denies an advertising request for approval to advertise a product or service, the entity or individual seeking to advertise has five days to appeal the decision to may submit a request for the superintendent to review the decision made by the principal or the superintendent's designee within five working days. The superintendent shall ~~review the request and make a decision within 10 working days of receiving the appeal request for review~~. As needed, the superintendent shall consult with the board attorney concerning a request to advertise.

Any request denied by the superintendent may be appealed to the board ~~of education~~ if the right to an appeal is mandated by G.S. 115C-45(c). A decision as to whether an appeal is mandated by G.S. 115C-45(c) will be made in consultation with the board attorney. If an appeal is not mandated by G.S. 115C-45(c), the board, in its sole discretion, may decide whether ~~or not~~ to review the superintendent's decision.

Legal References: G.S. 115C-36, -45(c), -98

Cross References: Surveys of Students (policy 4720), Distribution and Display of Non-School Material (policy 5210), Gifts and Bequests (policy 8220)

Adopted: February 8, 2016

Replaces: Policy 2.04.70, Distribution of Non-School Sponsored Materials (in part)

| Revised:

Agenda
Calendar Committee Meeting Minutes
20 October 2022
3:45P WHS Room 2202

Welcome and Sign-In

Members in Attendance: Michele Lee (GV), Anne Sukow (BE), Pamela West (BE), Marshall Ashcraft (BOE), Pamela Shirley (CO), Kari Riddle (PKY), Erin Strickland (BR), Laurie Nixon (WHS), Jana Yount (VC), Charlena Townsend (PKY), Natasha Lyons (VC), Dr. Wayne Eberle (CO)

Review items discussed from 22 September meeting

- Dr. Eberle reminded everyone that we have the, Just In Case or “JIC” Calendar (blue)
 - It is rumored that some counties are trying to put pressure on legislators to make changes, but we cannot entertain our “JIC” calendar at this time. We are going to follow what the law says.

Continue Discussion of Priorities from past meetings:

- WHS is willing to reduce number of days in 1st semester to as low as 84 to ensure 1st semester testing occurs before holiday break: *SY 22-23 testing will occur following the holiday break due to the limited number of days achieved with an August 22nd start date/ likely testing will occur following the holiday break for SY 23-24 as well*
 - *Not currently a topic of discussion with the calendar that we have.*
- One full week at Spring Break
- Easter at the beginning of Spring Break (Easter is 31 March 2024)
- Support the use of Saturday school as early as possible (Note- Remote Days may significantly reduce the need for this option in the future)

Minute Discussions

- Calendar has a better chance of staying in tact with the use of Remote Days
- A lot of confusion stems from PD days and work days
- Options: No work day in the 3rd nine weeks (as a potential make up for inclement weather), keep the work day and move Spring Break, and add a teacher workday at Good Friday, place a work day and keep Spring Break where it is.
- Laurie Nixon- Do have a work day between Dr. MLK Jr. day & Spring Break, large need, remote days are hard on everyone.
- Dr. Eberle- wants everyone to consider weather, potential confusion, as well as if we add a day onto Spring Break (ie Good Friday) since it would be after the nine weeks ends - what does that look like to the public is something we need to consider.
- Anne: Why is February off limits for one day? We see discipline issues at an all time high and teachers/students getting sick and could use a workday to help.

- Eberle: It's not off limits but we just need to make sure we look at all sides of the coin. This is something that is up to the committee to decide where we want to put the optional teacher workdays.
- Laurie Nixon: Why can't we have both something in February and something in March? A workday to work on items in February as well as in March at the end of the nine weeks. This is beneficial for students and teachers alike. EC teachers also have so much end of year paperwork to complete and it is hard for them to get it done during the school days without a workday.
- Group Conversation: This conversation was around workdays at the end of the school year and if we had a day in February and March for workdays that would leave us 4 workdays at the end of the year.
- Eberle: What I am hearing is that we want the 20th of March.
 - Kari: What about February?
 - Eberle: I think we need to look at data from the Inclement Weather Notebook or "Football" that has all of the data of what the weather days look like. I think we need to look at that data before we make any decisions about adding a day in February.
 - Michele: Why can't we have President's Day off in February?
 - Eberle: That is up to the committee to decide on but I would feel more comfortable with having this discussion after I have some data in front of me from the Inclement Weather Notebook keeping in mind we would like to stay away from using a Monday or Friday as an Opt Teacher WD.

Consideration/consensus on calendar choices/ options- what works and what does not

- Start with the presented calendar from the last meeting, using it as a template and discuss stakeholder feedback. Pros/ Cons
- Calendar B is still not an option but we have it ready in case a change in law makes it a possibility- for now we will keep it on hold
- Discuss adjustments, if any, to calendar

Next Steps for sharing with faculties, parent groups, community members

Questions/Concerns

Next Calendar Committee meeting date: 3 November 2022 3:45P- in person
We will be meeting on this date

Meeting Adjourned @5:07pm

Agenda
Calendar Committee Meeting
3 November 2022
3:45P WHS Room 2202

Meeting Called to Order by Dr. Wayne Eberle (Presiding Over Meeting) @3:48pm

Minutes recorded by Natasha Lyons (VC)

- Welcome and Sign-In
 - Members/Special Guests in Attendance: Dr. Scott Elliott (Superintendent - CO), Dr. Wayne Eberle (Presiding over Meeting - CO), Dr. Stephen Martin (CO), Natasha Lyons (VC), Pamela West (BE), Kari Riddle (PKY), Claudine Lovins (HP), Michelle Lee (GV), Amy Thomas (Mabel), Dr. Chris Blanton (WHS), Amy Warren (CC), Anne Sukow (BE), Jana Yount (VC), Marshall Ashcraft (BOE), Laurie Nixon (WHS), Susan Milhaupt (HP), Carly Pugh (CC)
- Review items discussed from 20 October meeting/ minutes sent out
 - Dr. Wayne Eberle reviewed items from the previous meeting. Some items below reminded are as follows:
 - Continue Discussion of Priorities from past meetings: Simply reminders below
 - WHS is willing to reduce number of days in 1st semester to as low as 84 to ensure 1st semester testing occurs before holiday break: *SY 22-23 testing will occur following the holiday break due to the limited number of days achieved with an August 22nd start date/ likely testing will occur following the holiday break for SY 23-24 as well*
 - One full week at Spring Break
 - Easter at the beginning of Spring Break (Easter is 31 March 2024)
 - Support the use of Saturday school as early as possible (Note- Remote Days may significantly reduce the need for this option in the future)
 - Consideration/consensus on calendar choices/ options- what works and what does not
 - Start with the presented updated calendar from the last meeting, using it as a template and discuss stakeholder feedback. Pros/ Cons
 - Reminder that Calendar B (“Just In Case” Calendar) is still not an option but we have it ready in case a change in law makes it a possibility- for now we will keep it on hold
 - Discuss adjustments, if any, to calendar and motion to send calendar to BOE for consideration
- Meeting Discussion Notes
 - Dr. Elliott: Welcomed all to the committee, especially newer faces to the committee, and thanked the committee for the work that this committee does. Also gave some insight to the task that the calendar committee has at hand and the things that we cannot control due to state laws we still have to follow. He reminded us all that we may not always agree on what the calendar is, himself included, but that we all need to make sure that our voices are heard and that we are all here to create a calendar with the best intentions that will serve our students and staff. The BOE likes to honor what the committee recommends and he has to manage it once it is approved.

- Dr. Eberle: What we do for this calendar may not always be something that would be possible for future calendars. This calendar, it works to put a workday at the end of every nine weeks but future calendars may not allow that. We have to keep in mind all of the students and staff members such as staff members that “clock-in-clock-out” to get paid and the students that rely heavily on schools for other things than just instruction such as meals. We also have to remember that once we use the days
- Carly Pugh: I was not at the meeting last time but I did read the minutes, was it discussed that instead of a teacher workday, to make it an early release so we still have instruction and teachers can have time to grade.
 - Dr. Scott Elliott: We have never done that before but that could be a happy medium. We would lose some instruction time but not all of the time would be lost.
- Dr. Scott Elliott: Just to help me guide my thoughts, is it a high priority to have the full christmas break, spring break, and no saturday school?
 - Group Consensus was that it was a priority.
- Claudine Lovins: Where is the historical data?
 - Dr. Scott Elliott: It is on the calendar section of the website.
- Dr. Stephen Martin: In looking at the historical data, we did not miss many days last year but we have missed lots of days in previous years - it is unpredictable.
- Dr. Wayne Eberle: We had a really bad winter several years ago and had to move work days from March into February in order to preserve Saturdays and Spring Break.
 - Claudine Lovins: My daughters first grade year we went to school 3 Saturdays out of 4 in a month - it was bad.
- Laurie Nixon: We had some discussion on putting a day in February instead of a day in March.
 - Dr. Wayne Eberle: I think it was in addition to the day in March that was part of the discussion.
 - Kari Riddle: I think it was two conversations that merged into one conversation.
- Dr. Wayne Eberle: If anyone wants to keep discussing, we can do that. However, if someone wants to entertain a motion to approve this revised calendar. Talked about next steps with an approved calendar and what would happen once the committee presents a calendar to the Board of Education (BOE) and Superintendent.
 - Motion to Approve the Calendar so moved by Claudine Lovins
 - Seconded by Susan Milhaupt
 - Dr. Wayne Eberle asked for who approved or opposed the motion
 - Kari Riddle: Stopped the voting for a discussion.
 - MOTION STOPPED FOR DISCUSSION
 - Kari Riddle: For those of us who were here at the last meeting, I think there is a little hesitation. I am having a hard time raising my hand because as I was leaving my school today my staff said “Fight for those workdays!”
 - Anne Sukow: Something I have heard from my staff members is to have the workdays not a week and a half before Spring Break.
 - Carly Pugh: I am also worried about behaviors with my students with such a long stretch.

- Dr. Scott Elliott: Where we put teacher workdays, I want to make sure that teachers will use them to work and not just for “needing a break” and teachers not using it to get work done. I can understand at the end of the nine weeks needing a work day for grading, wrapping up the nine weeks.

- Dr. Wayne Eberle: I agree, the end of the nine weeks makes sense as it makes sense with it being at the end of the nine weeks but in the middle of February it is hard to say what the need is for teachers and if they would use it.

- ***Discussion continued among committee members and special guests about where to place the workday.***

- Important notes from the additional discussion

- Dr. Elliott noted that when he has to manage the calendar for inclement weather, he does take several factors into that decision such as: mental well being of all members of the school community, pay for staff members who are “clock-in-clock-out,” how many remotes days we have had, the need for a teacher workday to allow teachers to get work done, etc. - Dr. Scott Elliott does everything he can to give the teacher
 - A workdays in February is more likely to be taken than a workday in March just due to historical perspective

- NO FURTHER DISCUSSION - Motion Carried Unanimously

- Questions/Concerns

- No questions or concerns presented

- Next Calendar Committee meeting (if needed) date: 1 December 2022 3:45P- in person

- This Meeting Date is Not Needed

Motion to Adjourn the Meeting so Moved by Laurie Nixon; seconded by Anne Sukow.

Meeting Adjourned @4:55pm