



WATAUGA BOARD OF EDUCATION

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

WATAUGA COUNTY BOARD OF EDUCATION MEETING

Margaret E. Gragg Educational Center

AGENDA

September 14, 2020

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) | |
| 6:00 | 3. | OPEN SESSION/WELCOME/MOMENT OF SILENCE | Board Chair |
| 6:03 | 4. | DISCUSSION AND ADJUSTMENT OF AGENDA | Board Chair |
| 6:06 | 5. | SUPERINTENDENT’S REPORT | Dr. Scott Elliott |
| 6:11 | 6. | STUDENTS’ REPORT | Ms. Haleigh Lawson |
| 6:16 | 7. | CONSENT AGENDA | |
| | | A. Approval of Minutes for 8/10/20 | Dr. Scott Elliott |
| | | B. Surplus Declaration Request | |
| | | C. Approval to Receive the Deed for Mabel School Property | |
| | | D. Policies: Technical Changes for Approval | |
| | | a. 4345 Student Discipline Records | |
| | | b. 5040 News Media Relations | |
| | | c. 6306 School Bus Idling | |
| | | d. 7360/8225 Crowdfunding on Behalf of the School System | |
| | | e. 7500 Workday and Overtime | |
| | | f. 7505 Compliance with State Board of Education Employment Policies | |
| | | g. 7510 Leave | |
| | | h. 7540 Voluntary Shared Leave | |
| | | i. 7805 Superintendent Evaluation | |
| | | j. 8350 Fixed Assets Inventory | |
| | | E. Personnel Report | |

6:30 8. **COVID AND REMOTE INSTRUCTION UPDATE** Dr. Scott Elliott
Ms. Jennifer Greene
Ms. Shelly Klutz

7:15 9. **PRESENTATION BY WATAUGA COUNTY SCHOOLS NURSES** Ms. Shelly Klutz

----BREAK----

7:40 10. **POLICIES: SUBSTANTIVE CHANGES FOR FIRST READ** Dr. Wayne Eberle

1127 (New) Board Member Technology Use
4110 Immunization and Health Requirements for School Admission
4120 Domicile or Residence Requirements
4270/6145 Concussion and Head Injury

8:00 11. **POLICIES: SUBSTANTIVE CHANGES FOR SECOND READ** Dr. Wayne Eberle

3560 Title I Parent and Family Engagement
3410 Testing and Assessment Program
3460 Graduation Requirements
6325 Parking Areas for Students
7241 Drug and Alcohol Testing of Commercial Motor Vehicle Operators

8:10 12. **POLICIES: TO BE RESCINDED**

3465 Pioneer Core Diploma Program

8:15 13. **PUBLIC COMMENT** Board Chair

Note: Prior to the start of the Board Meeting, anyone who wishes to address the Board should complete the form at the door and add his or her name to the roster so that the board is aware of his or her desire to speak.

8:25 14. **BOARD OPERATIONS**

8:35 15. **BOARD COMMENTS**

8:45 16. **ADJOURNMENT**

17. **MISCELLANEOUS INFORMATION**

Personnel Advisory Council Committee Members



WATAUGA COUNTY BOARD OF EDUCATION

Margaret E. Gragg Educational Center
175 Pioneer Trail Boone, NC 28607
(828) 264-7190 (828) 264-7196

DATE: August 12, 2020

PRESENT:

Ron Henries, Brenda Reese,
Gary Childers, Steve Combs,
Jay Fenwick, Dr. Scott Elliott,
Superintendent, Dr. Steven Martin,
Assistant Superintendent

TIME: 6:15 p.m.

PLACE: Margaret E. Gragg Educational Center

CALL TO ORDER

Mr. Ron Henries, Board Chair, called the meeting to order in open session at 6:15. He thanked the Central Office staff for their hard work throughout the summer to discern the best way to implement all of the changing guidance from various state agencies for the benefit of the school system. He began the meeting with a moment of silence.

DISCUSSION AND ADJUSTMENT OF AGENDA

There was an addendum to the personnel addendum agenda.

SUPERINTENDENTS REPORT

Dr. Elliott greeted everyone and welcomed them to the 2020-2021 school year. He noted that this would be a great year and everyone in Watauga County Schools (WCS) would make it so.

He thanked the Principals and Central Services staff for their hard work to prepare for the coming year.

He stated that the High School Athletic Association had made a few changes and he would allow students additional ability to practice and condition.

He noted that School Nutrition services would resume the following Monday as an enterprise program. He encouraged everyone at school to purchase a lunch, and noted that students could pick up meals daily at school. Some remaining COVID funds would be used to maintain the program until students are back in school. He stated that it takes 3000 meals to break even. Dr. Elliott encouraged teachers, staff and students at the school day camps to purchase lunch from school nutrition. The Community is going to recognize the School Nutrition workers who have served over 250,000 meals during the spring and summer.

Dr. Elliott thanked the Commissioners for the \$150,000 funds for COVID related needs, among which were the electrostatic cleaners which would be used to quickly and thoroughly clean the schools. WCS has two units and will purchase one for each school.

STUDENT REPORT

Ms. Haleigh Lawson noted student excitement that schools were beginning. Laptop pickup and materials pickup had gone smoothly and efficiently. She noted that the Back2School Festival held at the high school had been a success. Videos had been produced for the students about remote learning utilizing the Pioneer Ambassadors. She noted that she had attended Kinder Orientation that day with her Kindergarten brother, and that it was a unique experience to be a high school senior and see the children just beginning their school careers.

CONSENT AGENDA

- A. Approval of Minutes for 7/13/20, 7/28/20
- B. Policies: Technical Changes for Approval
 - a. 4002 Parental Involvement
 - b. 3102 Online Instruction
 - c. 3227/7322 Web Page Development
 - d. 3300 School Calendar and Time for Learning
 - e. 3405 Students at Risk of Academic Failure
 - f. 3420 Student Promotion and Accountability
 - g. 3470/4305 Alternative Learning Programs
 - h. 3610 Counseling Program
 - i. 4152 Unsafe school Choice Transfer
 - j. 4210 Release of Students from School
- C. Personnel Report

Steve Combs moved to approve the consent agenda, which was seconded by Brenda Reese. The vote to approve was unanimous.

CALENDAR UPDATE

Board of Elections has chosen to use seven school sites to use as voting sites. November 3rd, per the new calendar will be a remote day, and all students will be remote that day no matter which phase of school WCS is in. Teachers will be on site.

CURRICULUM UPDATE

The creation of the Watauga Virtual Academy, and the previous plan for 2X3 Flex was ready and would be ready for students to begin. Pre-K students will be physically in school, while Kindergarteners through 12th will be full remote in cohorts on the 2X3 Flex program, and Watauga Virtual Academy. Opportunities had been arranged for students and families to meet their teachers and introduce the parents to resources and devices. Many teachers were involved in professional development during the summer. There was a virtual convocation and Virtual Health Fair for WCS employees. Devices for 1st and 2nd grades were to be delivered soon. Touch Chromebooks were purchased for Kindergarteners. School readiness and supplemental activities were posted on Friday

for students to do activities on their own. High School would begin with school sessions and orientation would be later, once the school year began. Watauga Virtual Academy has 200 students high school students, 200 middle school students and 400 K-5 students. The high school will use Edgenuity for courses that could not be taught by existing teachers. All students will be in remote learning with their peers at their school. AIG teachers and reading specialists are teaching classes in the Virtual academy for students across the district. Mrs. Stamey thanked her Curriculum staff for putting the schedule together, which was a significant project. Purchased planning periods helped to enable this, but it had been costly. Dr. Elliott noted that WCS enrollments were up slightly and that more options were being provided to accommodate needs. Teachers were using many resources to be able to offer a quality virtual format. He noted that this year students would note attendance, grades and full accountability.

The high school has done a tremendous amount of work. Ms. Stamey commented that WCS was rich with people who had talents and were able to make all of this work.

NEW AND UPDATED TITLE IX POLICIES FOR APPROVAL
ON 1ST READ

- 4020/7230 (New) Discrimination and Harassment Prohibited
by Federal Law
- 1720/4030/7235 (New) Title IX Nondiscrimination on the Basis of Sex
- 1725/4035/7236 (New) Title IX Sexual Harassment –
Prohibited Conduct and Reporting Process
- 1726/4036/7237 (New) Title IX Sexual Harassment Grievance Process
- 1730/4022/7231 Nondiscrimination on the basis of Disability
- 4040/7310 Staff-Student Relations
- 4329/7311 (New) Bullying and Harassing Behavior Prohibited
- 4331 Assaults and Threats
- 4340 School-Level Investigations
- 7232 (New) Discrimination and Harassment in the Workplace

Dr. Wayne Eberle explained the necessity of these policies being reviewed and approved to meet Federal guidelines. Following discussion, Brenda Reese moved to approve the above listed policies. The motion was seconded by Steve Combs. The vote to approve the policies as written was unanimously approved.

POLICIES: TO BE RESCINDED

- 4021/7230 Prohibition Against Discrimination, Harassment and Bullying
- 4015/7225 Discrimination, Harassment and Bullying Complaint Procedure

Dr. Eberle stated that these policies were absorbed into the previously approved policies. Gary Childers moved to rescind the above listed policies. The motion was seconded by Jay Fenwick and was unanimously approved by the board.

POLICIES: SUBSTANTIVE CHANGES FOR FIRST READ

- 3560 Title I Parent and Family Engagement
- 3410 Testing and Assessment Program
- 3460 Graduation Requirements
- 6325 Parking Areas for Students
- 7241 Drug and Alcohol Testing of Commercial Motor Vehicle Operators

The board discussed the policies listed above which would be brought for second read in September.

POLICIES: SUBSTANTIVE CHANGES FOR SECOND READ

- 4334/5035/7345 Use of Unmanned Aircraft (Drones)

Following discussion, Steve Combs moved to approve the policy above, which was seconded by Brenda Reese and approved with a 4 to 1 vote, Dr. Childers dissenting.

PUBLIC COMMENT

There were no public comments at the August board meeting.

BOARD OPERATIONS

There were no items for Board Operations.

BOARD COMMENTS

Steve Combs stated his pride in being a part of WCS and thanked everyone for all of their efforts to make school work. Dr. Fenwick stated his realization in the last 6-8 weeks about how important that the school system is to the community, keeping people employed, keeping people fed, etc. AND he thanked everyone for the wonderful graduation ceremony.

Dr. Eberle modeled the new Hanes 3-ply mask which would be supplied to all students, teachers, and staff of Watauga County Schools in a five-pack.

ADJOURNMENT

Steve Combs moved to adjourn, which was seconded by Jay Fenwick, and approved by all members at 8:16 PM.

R. Ivan Henries, Board Chair

Dr. Scott Elliott, Superintendent

Declaration of Surplus Items - September 2020

Date Approved:

Bethel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
	1	4 Drawer Filing Cabinet		1	Very Rusty and Old
28501	1	Lenovo ThinkPad 11e Chromebook		1	Obsolete
	1	HP Computer Monitor		1	Works intermittently
100723	1	Edugear Chromebook R4		1	Obsolete
100717	1	Edugear Chromebook R4		1	Obsolete
100722	1	Edugear Chromebook R4		1	Obsolete
100715	1	Edugear Chromebook R4		1	Obsolete
100713	1	Edugear Chromebook R4	1		Obsolete
100719	1	Edugear Chromebook R4	1		Obsolete
100077	1	Elmo TT-02RX Document Camera		1	Broken
	1	Samsung TV	1		Not Needed
	1	Overhead Projector	1		Not Needed
	1	VHS Player	1		Not Needed
	<u>13</u>		<u>5</u>	<u>8</u>	

Blowing Rock

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
200140	1	6' Glass Front Trophy Case	1		No place for it
200141	1	6' Glass Front Trophy Case	1		No place for it
	1	Dell Computer Monitor		1	
200947	1	Pro-Team ProCare Vacuum Cleaner	1		
200734	1	Sico Cafeteria Table w/12 Stools		1	
	1	Rolling Computer Cart		1	
	<u>6</u>		<u>3</u>	<u>3</u>	

Cove Creek

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
800637	1	Casio Keyboard		1	Broken
801031	1	Bontempi Music Partner Keyboard		1	Broken
	1	Dell Computer Monitor		1	Broken
	<u>3</u>		<u>0</u>	<u>3</u>	

Hardin Park

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
32839	1	Aerohive Access Piont HiveAP250		1	Warranty Replacement
500923	1	Hotpoint Electric Dryer		1	Cost too much to repair
500766	1	Maytag Washing Machine		1	No longer works
	143	Student Chairs	143		Won't fit under desks
	1	Teacher Desk	1		No longer need
	1	Small Table		1	Damaged
	1	Table	1		No longer Need
	<u>149</u>		<u>145</u>	<u>4</u>	

Mabel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
24001085	1	Califone Cass Recorder		1	Broken
600591	1	Sound System Cabinet		1	No longer Used
600177	1	Airtemp Window Air Conditioner		1	Broken
600098	1	Asus EEE 10.1 Atom Chromebook		1	Obsolete
	1	Swivel Office Chair	1		
	1	Solid Arm Wood Office Chair		1	Bottom Busted
	1	Steelcase File Cabinet		1	Lock Broken
	1	Steelcase File Cabinet		1	Drawers are bent
	3	Wood Chairs	3		
	6	Blue Chairs	6		
	1	Teacher Desk		1	Falling Apart
	<u>18</u>		<u>10</u>	<u>8</u>	

Valle Crucis

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
301213	1	Samsung Galaxy 2 Tableet	1		
300954	1	Dell Chromebook 11 N2840		1	
300956	1	Dell Chromebook 11 N2840		1	
300288	1	Apple iPad 4		1	
	<u>4</u>		<u>1</u>	<u>3</u>	

Watauga High School

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
904343	1	Thomas-Stuart Manual Potter's Wheel	1		Not used. Post on GovDeals
	1	Thomas-Stuart Manual Potter's Wheel	1		Not used. Post on GovDeals
80124	1	Plasma-Cam CNC Cutting Table	-	1	Broken
29952	1	Lenovo N23 Chromebook		1	Damage/Paid
904212	1	SmartTech UX60 Projector		1	No longer works
	<u>5</u>		<u>2</u>	<u>3</u>	

Technology Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
31182	1	Lenovo N23 Chrombook		1	Lost/Paid
31323	1	Lenovo N23 Chrombook		1	Lost/Paid
28827	1	Apple iPad 4	1		
903327	1	Apple iPad 4	1		
28739	1	Epson Powerlite 98H Projector		1	
33677	1	Epson Powerlite 108 Projector		1	
	<u>6</u>		<u>2</u>	<u>4</u>	

Excise Tax: \$0.00
Pin #:

Recording Time, Book & Page
File Number: 9202219.00(rbm)

State of North Carolina

GENERAL WARRANTY DEED

County of Watauga

This Deed made this 1st day of September 2020, by and between:

Watauga County, a Corporate Body Politic
Room 205, 814 West King Street
Boone, NC 28607
(hereinafter called "Grantor")

and

Watauga County Board of Education
P.O. Box 1790
Boone, NC 28607
(hereinafter called "Grantee")

WITNESSETH

Prepared by and return to: di Santi Watson Capua Wilson & Garrett, PLLC
PO Box 193, 642 W. King Street
Boone, NC 28607

Grantor for and in consideration of the sum of TEN DOLLARS AND OTHER GOOD AND VALUABLE CONSIDERATION to it in hand paid by the Grantee, the receipt of all of which is hereby acknowledged, have, subject to any exceptions, conditions, provisions, restrictions or reservations herein contained, bargained and sold, and by these presents do grant, bargain, sell and convey unto the said Grantee, its successors and assigns, in fee simple all that certain lot(s), tract(s) or parcel(s) of land lying situated in Cove Creek Township, Watauga County, North Carolina, and more particularly described as follows:

The four (4), Exhibit A's attached hereto and incorporate herein by reference.

The property hereinabove described was acquired by Grantor by instrument recorded in Book of Records 1514 at Page 369, Watauga County Public Registry.

PREPARED WITHOUT BENEFIT OF TITLE EXAMINATION

To have and to hold the aforesaid lot, parcel or tract of land with every privilege and appurtenance thereunto belonging to the said Grantee, its successors and assigns, in fee simple to its only use and behoof forever, subject always to any exceptions, conditions, provisions, restrictions or reservations herein contained.

Grantor covenants with Grantee and Grantor is seized of the premise in fee simple and has the right to convey the same in fee simple; that title is marketable and free and clear of all encumbrances, other than those exceptions set forth below; and that it will warrant and defend the title to the same against the lawful claims of all persons whomsoever except for the exceptions hereinafter stated.

1. Utility, rights of way, and other easements of public record.
2. See Exhibit A's hereto, which is incorporated by reference herein as if set out in full.

Pursuant to N.C.G.S.105-317.2, Grantor represent that the property conveyed herein IS NOT its primary residence.

IN TESTIMONY WHEREOF, the said Grantor has hereunto set its hands and seals, or if corporate, has caused this instrument to be signed in its corporate name by its duly authorized officers and its seal to be hereunto affixed by authority of its Board of Directors, the day and year first above written.

WATAUGA COUNTY

BY: [Signature] (SEAL)
John Welch, Chair of the Watauga County
Board of County Commissioners

Attest:

[Signature]
Anita Fogle, Clerk to the
Board of County Commissioners

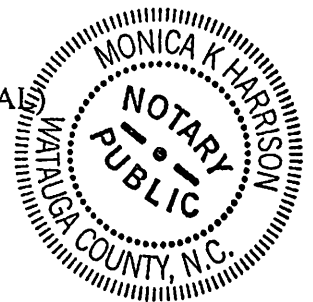
(CORPORATE SEAL)

STATE OF NORTH CAROLINA, COUNTY OF WATAUGA

I, Monica K. Harrison, a Notary Public, do hereby certify that Anita Fogle, personally appeared before me this day and acknowledged that she is the Clerk to the Board of County Commissioners for Watauga County, a North Carolina body politic, and that by authority duly given, and as an act of said body politic, the foregoing instrument was signed in its name by its Chairman to the Board of County Commissioners, sealed with its corporate seal, and attested by herself as its Clerk.

This the 1st day of September, 2020.

Monica K. Harrison (SEAL)
Notary Public



My commission expires: 12/02/2020

EXHIBIT A
GENERAL WARRANTY DEED
County of Watauga, GRANTOR
Watauga County Board of Education, Grantee

Parcel 1: (RB 111, P 658, Acquired from Harold Dean Pardue)

Page 1 of 4

A 0.033 of an acre tract located on the North side of NCSR 1388 approximately 1000 feet East of the intersection of said road and NCSR 1301; and being more particularly described as follows:

BEGINNING on an 5/8 inch rebar and cap set on the North side of NCSR 1388, said beginning corner being located South 80 degrees 41 minutes 40 seconds West 246.15 feet from a 6 inch locust fence post and North 80 degrees 41 minutes 40 seconds East 488.93 feet from a 6 inch locust fence post; thence from the beginning North 80 degrees 41 minutes 40 seconds East 116.11 feet to a 5/8 inch rebar and cap set; thence South 01 degree 23 minutes 25 seconds East 15.45 feet to the center of NCSR 1388; thence down and with the center of said road South 83 degrees 33 minutes 15 seconds West 115.45 feet; thence North 01 degree 23 minutes 25 seconds West 9.63 feet to the BEGINNING; being described using distances relative to the horizontal and bearings relative to astronomic North, as surveyed on December 1, 1988 by Frank Lee Hayes, RLS No. L-1488 and being Job #88381.

mb:2-12-35

EXHIBIT A
GENERAL WARRANTY DEED
County of Watauga, GRANTOR
Watauga County Board of Education, Grantee

Parcel 2: (RB 111, P 655, Acquired from Harold Dean Pardue)

Page 2 of 4

A 2.244 acre tract located on the North side of NCSR 1388 approximately 1000 feet East of the intersection of said road and NCSR 1301; being a portion of the Harold Pardue property described in the Deed recorded in Deed Book 102, Page 44, Watauga County, North Carolina, Public Registry; and being more particularly described as follows:

BEGINNING on a 6 inch locust fence post, the old Robert Osborne and George Wilson corner in the Harold Pardue Northern line, said fence post being located North 82 degrees 53 minutes 05 seconds East 172.44 feet from another 6 inch locust fence post, the old Northwest corner of the Harold Pardue property described in the Deed recorded in Deed Book 102, Page 44, Watauga County, North Carolina, Public Registry; thence from the beginning and with the George Wilson Southern line North 82 degrees 53 minutes 05 seconds East, passing a 5/8 inch rebar and cap set in reference at 20.00 feet, a total distance of 526.35 feet to a 5/8 inch rebar and cap set in the Billy Ray Pardue Western line; thence South 01 degree 23 minutes 25 seconds East 272.03 feet to a 5/8 inch rebar and cap set on the North side of NCSR 1388 thence with the North side of NCSR 1388 South 80 degrees 41 minutes 40 seconds West 116.11 feet to a 5/8 inch rebar and cap set; thence with a new line North 01 degree 23 minutes 25 seconds West 85.00 feet to a 5/8 inch rebar and cap set near a power pole; thence with a new line North 36 degrees 26 minutes 55 seconds West 20.68 feet to a 5/8 inch rebar and cap set; thence with a new line South 84 degrees 51 minutes 55 seconds West 372.33 feet to a 5/8 inch rebar and cap set; thence with a new line North 10 degrees 30 minutes 00 seconds West 159.92 feet to the BEGINNING; being described using distances relative to the horizontal and bearings relative to astronomic North, as surveyed on December 1, 1988 by Frank Lee Hayes, RLS No. L-1488 and being Job #88381.

mb:2-12-34

EXHIBIT A
GENERAL WARRANTY DEED
County of Watauga, GRANTOR
Watauga County Board of Education, Grantee

Parcel 3: (RB 112, P 827, Acquired from Joe Marion Wilson and wife, Ella L. Wilson)

Page 3 of 4

An 8.521 acre tract located on the South side of NCSR 1301 approximately 5000 feet Southwest of the intersection of said road and U.S. Highway 421; being a portion of the J.M. Wilson tract described in the Deed recorded in Deed Book 58, Page 513, Watauga County, North Carolina, Public Registry; and being more particularly described as follows:

BEGINNING on a concrete monument set in the George Wilson and J.M. Wilson line Northeast of George Wilson's barn, said monument being located South 81 degrees 20 minutes 00 seconds East 401.97 feet from a 6 inch locust fence post on the East side of NCSR 1301, an old George Wilson and J.M. Wilson corner; thence from the beginning and with a new line through the J.M. Wilson property, North 13 degrees 25 minutes 55 seconds East, passing a 5/8 inch rebar with cap set in reference at 469.75 feet, a total distance of 502.17 feet to a railroad spike set in the center of NCSR 1301; thence with the center of said road a curved line concaved to the North having a radius of 2,500.00 feet for an arc distance of 359.31 feet (chord is North 75 degrees 30 minutes 00 seconds East 359.00 feet); thence with the same a curved line concaved to the North having a radius of 700.00 feet for an arc distance of 130.12 feet (chord is North 66 degrees 03 minutes 30 seconds East 129.93 feet); thence with the same a curved line concaved to the North having a radius of 1,200.00 feet for an arc distance of 94.65 feet (chord is North 58 degrees 28 minutes 25 seconds East 94.63 feet) to a railroad spike set; thence leaving the center of said road and with the Edna Miller Pardue and Clyde Miller lines, South 00 degrees 10 minutes 00 seconds East, passing a 5/8 inch rebar and cap set in reference at 40.00 feet, a total distance of 782.02 feet to a 5/8 inch rebar and cap set at the old George Wilson and J.M. Wilson corner; thence with the old George Wilson and J.M. Wilson line North 81 degrees 20 minutes 00 seconds West 673.59 feet to the BEGINNING; being described using distances relative to the horizontal and bearings relative to astronomic North, as surveyed on December 1, 1988 by Frank Lee Hayes, RLS No. L-1488 and being Job #88381.

mb:2-12-36

EXHIBIT A
GENERAL WARRANTY DEED
County of Watauga, GRANTOR
Watauga County Board of Education, Grantee

Parcel 4: (RB 112, P 830, Acquired from George W. Wilson and wife, Velma O. Wilson) Page 4 of 4

A 7.604 acre tract located approximately 650 feet West of NCSR 1301 and approximately 250 feet East of NCSR 1388, being a portion of the George Wilson property described in the Deed recorded in Deed Book 52, Page 409, Watauga County, North Carolina, Public Registry; and being more particularly described as follows:

BEGINNING on a concrete monument set in the George Wilson and J.M. Wilson line Northeast of the George Wilson barn, said monument being located South 81 degrees 20 minutes 00 seconds East 401.97 feet from a 6 inch locust fence post on the East side of NCSR 1301, an old George Wilson and J.M. Wilson corner; thence from the beginning and with the old George Wilson and J.M. Wilson line South 81 degrees 20 minutes 00 seconds East 673.59 feet to a 5/8 inch rebar and cap set; thence with the Clyde Miller and Walter R. Beaver lines South 00 degrees 10 minutes 00 seconds East 203.07 feet to a 5/8 inch rebar and cap set at the Billy Ray Pardue Northeast corner; thence with the Billy Ray Pardue Northern line North 83 degrees 06 minutes 25 seconds West 132.09 feet to a 5/8 inch rebar and cap set; thence with the Billy Ray Pardue Western line South 00 degrees 23 minutes 20 seconds East, passing a 1/2 inch conduit pipe found as reference at 35.06 feet, a total distance of 260.00 feet to a 5/8 inch rebar and cap set in the old George Wilson and Harold Pardue line; thence with said old George Wilson and Harold Pardue line South 82 degrees 53 minutes 05 seconds West, passing a 5/8 inch rebar and cap set in reference at 506.35 feet, a total distance of 526.35 feet to a 6 inch locust fence post the Robert Osborne Southeast corner; thence with the Robert Osborne, Leonard Hamilton and Melvin Shipes Eastern line North 10 degrees 30 minutes 00 seconds West, passing a 5/8 inch rebar and cap set in reference at 20.00 feet, a total distance of 387.10 feet to a 5/8 inch rebar and cap set at the Melvin Shipes Northeast corner; thence with a new line through the George Wilson property North 13 degrees 25 minutes 55 seconds East 239.86 feet to the BEGINNING; being described using distances relative to the horizontal and bearings relative to astronomic North, as surveyed on December 1, 1988 by Frank Lee Hayes, RLS No. L-1488 and being Job # 88381.

Parcel 5: Right-of-way and Easements

Also conveyed herewith and subject to are all Rights of way, easements, well or water rights, hereditaments and appurtenances which pertain to or which benefit the Mabel School property conveyed herein.

A. RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of Watauga County Board of Education (the "board") policies, the Code of Student Conduct, school standards or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons, expelled or to whom corporal punishment was administered: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the PowerSchool system or other data system as directed by State Board of Education policies and procedures.

B. DISCLOSURE OF RECORDS

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

C. REMOVAL OF RECORDS**1. End of Year Removal**

The following types of discipline records may not be removed from student records, electronic files and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student

appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other References/Resources: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction Program Monitoring and Support Division (~~March 2011~~), available at <https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data>

Adopted: February 9, 2015

Revised: _____ (Legal references only)

NEWS MEDIA RELATIONS

Policy Code:

5040

The news media can be an important means of communicating information about the school system to the community. The superintendent shall establish an effective working relationship with the news media. The news media should be notified whenever necessary to relay information to the public, such as when there are emergency school closings. The superintendent also is expected to identify opportunities to educate the news media regarding the goals of the Watauga County Board of Education (the "board") and school system, especially as they relate to student success and the educational program. The superintendent also should inform the news media of the results of the school system's efforts to improve student achievement.

The superintendent may designate a spokesperson to provide information to the news media. The school system will respond to the media's requests for information in compliance with policy 5070/7350, Public Records – Retention, Release, and Disposition.

Policy 5020, Visitors to the Schools, applies to news media. News media are expected to cooperate with the school system in their efforts to provide a safe and orderly learning environment in which disruptions to instructional time are minimized. The principal or superintendent may require news media to leave or prevent news media from entering school grounds if the news media's presence interferes with these efforts.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 115C-47, -109.3, -319 to -321, -402; 132-1 to -9; ~~Public Database Indexing Guidelines and Recommendations~~, N.C. Division of Archives and History; N.C. Attorney General Advisory Opinion, letter to Elizabeth Buford, February 26, 1996

Cross References: Board Meeting News Coverage (policy 1425), Visitors to the Schools (policy 5020), Emergency Closings (policy 5050), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: February 8, 2016

Replaces: Policy 2.04.40, Public Relations (as applicable)

Revised: _____ (Legal references only);

SCHOOL BUS IDLING

Policy Code:

6306

The Watauga County Board of Education (the “board”) recognizes that emissions that accumulate from school buses can be harmful to students and bus drivers. The board further recognizes that unnecessary bus idling wastes fuel and financial resources. The board is committed to transporting students on school buses in a manner that is safe and consistent with the board’s goal of resource conservation. To this end, the board prohibits all unnecessary school bus idling on school grounds. In addition, the board prohibits the warming up of buses for longer than five minutes, except in extraordinary circumstances or circumstances beyond the bus driver’s control.

This policy applies to school buses and activity buses when these buses are used to transport students to or from school, extracurricular activities, field trips and other school-related activities.

The superintendent shall develop procedures consistent with this policy. The superintendent shall ensure that school bus drivers and appropriate school personnel receive training to implement this policy.

Legal References: G.S. 115C-12(34)(b), -36, -47(50); State Board of Education Policy ALOT-003; N.C. Public School Allotment Policy Manual, State Allotment Formulas – Transportation of Pupils, Program Report Code 056, available at <http://www.ncpublicschools.org/fbs/allotments/general/https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/allotments-%E2%80%94-funding-public-school-units>

Cross References: Resource Conservation (policy 6530)

Adopted: April 11, 2016

~~Revised: August 14, 2017~~

Replaces: Policy 2.06.10, Transportation Resource Conservation (in part)

Revised: August 14, 2017; (Legal references only);

CROWDFUNDING ON BEHALF OF THE SCHOOL SYSTEM

Policy Code: 7360/8225

For purposes of this policy, crowdfunding is the practice of using online sites to solicit donations, whether monetary or in-kind, on behalf of the school system. A crowdfunding campaign is considered to be on behalf of the school system if it uses imagery or language that would lead a reasonable person to believe that (1) the school system is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the school system.

The Watauga County Board of Education (the "Board") recognizes that crowdfunding campaigns are increasingly being used by employees to fund specific projects or programs. By aggregating donations from a broad and potentially diverse group of donors, crowdfunding has the potential to provide additional revenue and resources to classrooms and programs. Crowdfunding also has the potential to promote morale among employees by rewarding hard work and dedication.

Despite the positive aspects of crowdfunding, the unregulated use of the practice can subject the school system and the employee engaging in crowdfunding to potentially significant legal liability. The purpose of this policy is to establish a balanced approach that regulates and provides parameters for crowdfunding on behalf of the school system.

Parent organizations engaging in fundraising are subject to policy 5010, Parent Organizations, and are exempt from this policy. The Board reserves the right to designate additional groups or individuals as exempt from this policy.

A. UNAPPROVED CROWDFUNDING PROHIBITED

Crowdfunding on behalf of the school system is prohibited unless undertaken by an employee with prior written approval under this policy. No action towards initiating a crowdfunding campaign on behalf of the school system may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the school system. Students are permitted to participate in publicizing an employee's approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the school system. Employees or students who participate in crowdfunding on behalf of the school system are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the school system; using a school system email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the school system.

Approved crowdfunding campaigns will operate in compliance with all laws and other board policies and regulations, including policies 6401/9100, Ethics and the Purchasing Function; 8210, Grants and Funding for Special Projects; and 8220, Gifts and Bequests, except as otherwise provided in this policy.

B. APPROVAL REQUEST FORM

An employee seeking approval of a crowdfunding campaign shall provide the following information on a form designated for this purpose (hereinafter referred to as the "approval request form"):

1. the employee's name, job title, school, and email address;
2. the approved crowdfunding website to be used;
3. the nature and quantity or amount of donations being requested;
4. the classroom, program, or activity to be benefitted and the educational purpose to be served;
5. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
6. the start and end dates of the crowdfunding campaign; and
7. a statement of recognition by the requester that any proceeds of the campaign are school property.

The approval request form will be made available in school offices and on the school system's website.

C. PROCESS FOR APPROVAL OF REQUESTS

Notwithstanding anything to the contrary in policy 8220, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.

1. Review by the Principal

To be eligible for approval under this policy, employees must submit in writing a fully completed approval request form to the principal. The principal has authority to approve proposed campaigns seeking a dollar value up to \$5,000. Regardless of the amount sought to be donated, the principal has authority to deny a proposed campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the principal, the proposed campaign would produce unacceptable inequity in the educational environment.

If a proposed campaign seeks a dollar value in excess of \$5,000, and the principal believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the principal shall refer the proposed campaign to the superintendent or designee.

2. Review by the Superintendent

The superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. The superintendent or designee has authority to approve proposed campaigns seeking a dollar value up to \$90,000. Regardless of the amount sought to be donated, the superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

If a proposed campaign seeks a dollar value in excess of \$90,000, and the superintendent or designee believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the superintendent or designee shall refer the proposed campaign to the Board.

3. Review by the Board

Only the Board has the authority to approve a campaign that seeks a dollar value in excess of \$90,000. After considering the superintendent's or designee's recommendation, the Board will decide whether to approve the proposed campaign.

D. REQUIREMENTS FOR APPROVED REQUESTS

Crowdfunding requests will not be approved unless the proposed campaign:

1. meets all requirements of board policy and any applicable administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable laws;
2. uses a crowdfunding site that has been approved by the superintendent pursuant to Section E;
3. is consistent with the school system's approved curriculum;
4. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
5. seeks donations that are compatible with the school system's technology, as confirmed by the technology director;

6. has a specific, pre-determined beginning and ending date;
7. does not disparage the school system or any of its buildings, programs, representatives, employees, or students;
8. does not include pictures or the identifying or confidential information of any school system student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
9. furthers the educational mission of the school and is not used for the unrelated personal gain of any individual;
10. does not result in donations being delivered directly to the requester;
11. is not contingent on the school system matching funds or making any expenditure;
12. does not request food or beverage items inconsistent with Smart Snack Standards, Section C of Policy 6140, Student Wellness, or nutrition standards set by the school system or school; and
13. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The school system reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time, including if it believes the donation was acquired in violation of board policy, regulation, or other law.

E. APPROVED CROWDFUNDING SITES

The superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the school system to go directly to the school system. The superintendent or designee shall encourage the use of sites that are focused on K-12 education.

If no site meets these requirements or the superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

F. PROCESSING AND ALLOCATING DONATIONS

All monetary donations will be made payable to and deposited in an individual school account where the employee is associated. If the monetary donation involves the electronic transfer of funds, the principal shall ensure that the transfer is made properly and in accordance with acceptable standards of practice. All in-kind donations must be inventoried in accordance with policy 8350, Fixed Assets Inventory, by the individual school where the employee is associated. The school finance officer shall ensure that all donations are processed in a manner consistent with the School Budget and Fiscal Control Act and any other applicable law.

All donations, regardless of their form, obtained through crowdfunding on behalf of the school system are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The school system reserves the right to transfer donations to a different use at the Board's discretion.

G. RECORDKEEPING

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the principal detailing how the donations were used and how students benefited.

Legal References: 7 C.F.R. 210.11; G.S. 115C-36, -47; The School Budget and Fiscal Control Act, G.S. 115C, art. 31

Cross References: Technology in the Educational Program (policy 3220), Parent Organizations (policy 5010), Collections and Solicitations (policy 5220), Student Wellness (policy 6140), Ethics and the Purchasing Function (policy 6401/9100), Grants and Funding for Special Projects (policy 8210), Gifts and Bequests (policy 8220), Fixed Assets Inventory (policy 8350), Individual School Accounts (policy 8410)

Other Resources: *Crowdfunding in K-12: Developing a Vision that Informs Policy*, EdSurge Research (2019), available at <https://www.edsurge.com/research/reports/crowdfunding-in-k-12-developing-a-vision-that-informs-policy>; Dave Yost, *Special Report on Crowdfunding Classrooms*, Office of the Ohio Auditor of State (July 11, 2018), available at <https://www.ohioauditor.gov/publications/2018%20crowdfunding%20report%20FINAL.pdf>; *Crowdfunding in K-12 Education*, National School Boards Association (April 2018), available at <https://www.ncsba.org/wp-content/uploads/2020/02/Crowdfunding-Best-Practices-for-School-Board-Members-NSBA.pdf> ~~<https://www.nsba.org/newsroom/american-school-board-journal/asbj-april-2018/online-only-crowdfunding-k-12-education>~~

Adopted: June 8, 2020

Revised: _____ (Legal references only)

A. EXEMPT AND NON-EXEMPT EMPLOYEES

Certain employees are exempt from coverage under the Fair Labor Standards Act ("FLSA") and are not subject to compensation for overtime work. Exempt employees include executive, administrative, and professional employees such as teachers, counselors, supervisors and administrators. Any employee or supervisor who is unsure if an employee is "exempt" under the Fair Labor Standards Act should contact the Superintendent or Personnel Director.

B. WORK SCHEDULES

The length of the school day for licensed and professional staff will be a minimum of seven hours and thirty minutes of time worked and will continue until professional responsibilities to the students and school are completed. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extra-curricular activities may require hours beyond the stated minimum for licensed and professional staff. Work schedules for other employees will be defined by the superintendent or his/her designee, consistent with the FLSA and the provisions of this policy. Teacher assistants are hired to work a forty (40) hour work week.

C. WORKWEEK DEFINED

Working hours for all employees not exempted under the Fair Labor Standards Act (FLSA), including secretarial, cafeteria, janitorial and maintenance personnel, will conform to federal and state regulations. The superintendent shall ensure that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors shall make every effort to avoid circumstances that require non-exempt employees to work more than 40 hours each week. For purposes of FLSA Compliance, the workweek for school system employees will be 12:00 a.m. Monday until 11:59 p.m. Sunday. A copy of the FLSA and any administrative procedures established by the superintendent will be available to employees in the human resources office.

D. OVERTIME

1. Authorization for Overtime Work: The Watauga County Board of Education (the "board") discourages overtime work by non-exempt employees. A non-exempt employee shall not work overtime without the express approval of his/her supervisor. All overtime work must be approved by the superintendent or designee. Every supervisor responsible for the supervision of employees subject to the FLSA shall, prior to permitting any overtime work, receive authorization from the Superintendent, Associate/Assistant Superintendent, or the Human Resources Director. All supervisory personnel shall monitor overtime use on a weekly basis and report such use to the Superintendent or designee monthly. Principals and supervisors shall monitor employees' work, shall ensure that overtime provisions of this policy and the FLSA are followed, and shall ensure that all

employees are compensated for any overtime worked. Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete timesheets of actual hours worked during the workweek must be signed by each employee and submitted to the finance officer. The finance officer shall review work records of employees on a regular basis to make an assessment of overtime use. Overtime (or compensatory time) pay may not be waived by an agreement between the school system and the employee. Overtime pay for non-exempt employees is compensable at 1.5 times the rate of pay for any time worked in excess of 40 hours during the workweek.

2. **Unauthorized Employee Overtime Work:** Non-exempt employees who work overtime without prior approval must be allowed to claim the hours worked in accordance with the FLSA. If the supervisor determines that the work was unforeseen and emergency in nature, it should be approved. If the supervisor determines that the performance of the work was unnecessary at the time it was performed, the hours worked must be paid to the employee, but disciplinary action may be taken for failure to follow established policy. The finance officer must be notified of any unauthorized and/or emergency overtime the next business day.

3. **Supervision of Employee Work Hours and "Release Time".** Supervisors may need to adjust daily schedules to allow for "release time" to prevent non-exempt employees from working more than 40 hours in a workweek. For example, if an employee works 10 hours on Monday, that employee can be given 2 hours of "release time" at some point during the same work week to avoid the employee working in excess of 40 hours during that work week.

4. **Time Records of Non-exempt Employees.** Accurate and complete time sheets of exact time worked during the workweek shall be signed by each non-exempt employee. Each non-exempt employee is responsible for signing-in and signing-out. Supervisors and building-level principals shall review and approve each time card or time sheet and shall sign the payroll data sheet before it is submitted to the school system payroll office.

5. **Rate of Pay.** The monthly salary of any nonexempt employee paid on a salary basis shall be reduced to its hourly rate equivalent. Hours shown on timesheets for holidays, annual leave or vacation days, and sick leave do not count as hours actually worked for purposes of the overtime calculation.

E. COMPENSATORY TIME:

1. **Agreement to Accept Compensatory Time:** Pursuant to federal regulation 29 CFR 553.23(c), the acceptance of compensatory time in lieu of overtime pay in accordance with this policy, is an express condition of employment for all non-exempt employees to be earned and used in compliance with this policy. In addition, the official job application for the school system will include a statement that the acceptance of compensatory time is a condition of employment for all non-exempt employees and may be earned and used in compliance with this policy.

2. **Compensatory Time:** In lieu of overtime compensation, all non-exempt employees

shall receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime worked, if such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is authorized by the immediate supervisor. Employees must be allowed to use compensatory time within a reasonable period after requesting such use (see policy 7510, Leave). Supervisors shall arrange for employees to take compensatory time before the end of the pay period following the pay period in which it was earned. Exceptions may be made in cases where doing so significantly interferes with fulfilling critical operations of the school system. Employees may accrue a maximum of 240 compensatory time hours before they must be provided overtime pay at the appropriate rate. In addition, upon leaving the school system, an employee must be paid for any unused compensatory time at the rate of not less than the higher of (1) the average regular rate received by the employee during his or her last three years of employment or (2) the final regular rate received by the employee.

Non-exempt employees whose workweek is less than 40 hours will be paid at the regular rate of pay for time worked up to 40 hours ("gap time".) Such employees will be provided overtime pay or compensatory time as provided above for working more than 40 hours in a workweek.

F. ATTENDANCE EXPECTATIONS

All employees are expected to be present during all working hours. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours (including unauthorized overtime) are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

G. RECORDKEEPING

The Superintendent shall require all records on wages, hours, and other items listed in the recordkeeping regulations (29 CFR 615) to be kept by the business office for the time specified by the FLSA.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201, *et seq.*; G.S. 115C-47(18), -288, -307; *North Carolina Public School Personnel Employee Salary and Benefits Manual* (most current version), North Carolina Department of Public Instruction, Division of School Business, available at <https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/compensation-public-school-employees>

Cross References: Leave (policy 7510)

Adopted: December 14, 2015

Replaces: Policy 3.01.50, Workday, Overtime, Compensatory Time and policy 3.08.60, School Day

Revised: November 13, 2017;

COMPLIANCE WITH STATE BOARD OF EDUCATION EMPLOYMENT POLICIES

Policy Code:

7505

It is the policy of the Watauga County Board of Education (the "board") to comply with the benefits and employment policies promulgated by the State Board of Education or the Department of Public Instruction in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, as supplemented by any applicable local board policy.

In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its benefits and employment policies be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policies are made.

Legal References: *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Specific Employment Relationships Policies (all policies in the 7400 series), Workday and Absences Policies (all policies in the 7500 series)

Adopted: December 14, 2015

Revised: _____ (Legal references only);

The Watauga County Board of Education (the “board”) believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <http://www.nepublicschools.org/district-humanresources/key-information> <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>.

In addition to applicable laws and regulations, this board policy applies to leave requests. The information in this policy is intended to supplement, not replace, the requirements of law and the State Board of Education. In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its leave practices be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policy are made.

The superintendent shall develop any necessary administrative procedures and make them available to employees upon request.

A. MINIMUM LEAVE TIME

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

C. SICK LEAVE

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness or injury. Employees who anticipate using sick leave should inform their immediate supervisor in advance so that arrangements may be made to reassign the employee’s duties during the period of

absence.

D. PERSONAL LEAVE

Teachers earn personal leave at a rate of .20 days for each full month of employment, not to exceed two days per year. Unused personal leave may be carried forward from one year to another and may be accumulated without limitation until June 30 of each year. On June 30, personal leave in excess of five days shall be converted to sick leave so that a maximum of five days of personal leave is carried forward to July 1. At the time of his or her retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement.

Personal leave must be used in half or whole day units. Personal leave may be requested by application in accordance with the policies of the State Board of Education and may be used only upon the authorization of the teacher's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent. A teacher shall not take personal leave on the first day he or she is required to report for the school year, on a required teacher workday, on days scheduled for state testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request will be automatically granted subject to the availability of a substitute teacher. The teacher cannot be required to provide a reason for the request.

E. VACATION LEAVE

Vacation may be taken only upon the authorization of the employee's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees.

For 10-month employees the first 10 days of annual vacation leave must be scheduled in the school calendar and must be taken as scheduled.

Annual vacation leave may be accumulated without any applicable maximum until June 30 of each calendar year. On June 30, accumulated annual vacation leave in excess of 30 days will be converted to sick leave so that only 30 workdays of annual vacation leave are carried forward.

An employee who has unused vacation time from another school system in North Carolina may have the vacation time transferred to this school system.

Instructional personnel who must be replaced by a substitute may not take earned vacation on days when school is in session for students unless the employee's absence is due to the employee's own catastrophic illness and the employee has exhausted all of his or her sick leave or unless the employee qualifies as a new parent. In such instances, the employee will not be required to pay the substitute.

The superintendent shall establish procedures for reviewing requests for the use of vacation leave for catastrophic illness by instructional personnel.

F. PARENT INVOLVEMENT LEAVE

All employees may take up to four hours of paid leave per year to attend or otherwise be involved in the school of a child for whom the employee is a parent, guardian, or person standing in loco parentis. The scheduling of parent involvement leave is subject to the approval of the principal or other supervisor as appropriate.

G. COMPENSATORY LEAVE

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) as described in policy 7500, Workday and Overtime. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible; however, the superintendent or designee may exempt certain employees or categories of employees from this requirement when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

H. LEAVE TO TEACH AT A CHARTER, REGIONAL, OR LAB SCHOOL

Leave of absence to teach for one year at a charter, regional, or lab school will be granted to a teacher upon timely written request to the board. The request must be provided at least 45 days before the teacher would otherwise have to report for duty if it is the initial year of the charter/regional/lab school's operation and at least 90 days if it is after the charter/regional/lab school's initial year of operation. The teacher may return to work in the school system in accordance with the provisions of applicable state law.

I. DISCRETIONARY LEAVE OF ABSENCE WITHOUT PAY

An employee, who wishes to take leave that is not eligible for any other specific type of leave, may be granted a leave of absence without pay for a period of up to one calendar year at the discretion of the superintendent with approval from the board.

The employee is expected first to consult with his or her immediate supervisor and then to provide advance written notice (60 days if possible) stating the beginning and ending dates of the desired leave of absence. The superintendent may request documentation from the employee in support of his or her request. In determining the length of the leave of absence without pay that will be approved, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the

employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

J. OTHER LEAVE

Other types of leave, such as leave for observance of a bona fide religious holiday, professional leave, community responsibility leave, leave for jury duty or court attendance, elected officials leave, parental involvement in schools leave, parental leave without pay, and military leave (see policy 7530, Military Leave), will be granted in accordance with the requirements of law and State Board of Education policy.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <http://www.ncpublicschools.org/district-humanresources/key-informationhttps://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: December 14, 2015

Revised: ~~August 14, 2017 (Legal references only); May 21, 2018~~

Replaces: Policy 2.04.50, School Volunteers (in part re parent involvement leave), policy 3.04.10, Annual Vacation Leave, policy 3.04.20, Leave Of Absence , policy 3.04.30, Personal Leave, policy 3.04.40, Sick Leave, policy 3.04.60, Employee Leaves and Absences, policy 3.04.70, Parent Involvement Leave, and policy 3.01.20, Employment Definitions

Revised: August 14, 2017 (Legal references only); May 21, 2018; (Legal references only)

VOLUNTARY SHARED LEAVE

Policy Code:

7540

The purpose of voluntary shared leave is to enable employees to donate earned leave to a fellow employee who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in applicable state law.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the human resources office.

Legal References: G.S. 115C-12.2, -47, -325 (applicable to career status teachers), -325.1 *et seq.* (applicable to non-career status teachers), -336; 16 N.C.A.C. 6C .0402; *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <http://www.ncpublicschools.org/district-humanresources/key-information><https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References:

Adopted: December 14, 2015

Replaces: Policy 3.04.50, Voluntary Shared Leave

Revised: _____ (Legal references only);

It is the responsibility of the Watauga County Board of Education (the "board") to maintain and improve the quality of the administrative leadership of the school system. A primary method used to carry out this responsibility is to assist the superintendent in improving his or her effectiveness. To this end, the board shall annually evaluate the superintendent against the performance standards described below. The board may use the evaluation process and guidelines established by the State Board of Education, including the *Rubric for Evaluating North Carolina Superintendents*, or such other processes and evaluation tools as the board chooses. Except in extraordinary circumstances, every board member shall be involved in the evaluation.

A. SUMMARY OF PERFORMANCE STANDARDS

The board sets for the superintendent the following standards as established by the State Board.

1. Strategic Leadership

The superintendent shall continually reevaluate and adjust, as necessary, expectations, processes, and plans in an effort to help every student graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century. The superintendent shall promote a climate of inquiry that challenges the community to build on the school system's core values and beliefs about the preferred future and develop a pathway to reach it.

2. Instructional Leadership

The superintendent shall set high standards for instruction and shall create professional learning communities that result in highly engaging instruction and improved student learning. The superintendent shall set specific achievement targets for schools and students and then require the consistent use of research-based instructional strategies to reach the targets.

3. Cultural Leadership

The superintendent shall recognize the effect a school system's culture has on school performance. The superintendent shall gain an understanding of the people in the school system and community, their history, and their traditions and motivate them to actively support the school system's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the school system and community, the superintendent shall "reculture" the school system, if necessary, to improve learning and infuse the work of the adults and students with passion, meaning, and purpose.

4. Human Resource Leadership

The superintendent shall create within the school system a professional learning community with processes and systems in place that provide for the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. The superintendent shall use distributed leadership to support learning and teaching, plan professional development, and engage in school system leadership succession planning.

5. Managerial Leadership

The superintendent shall ensure that the school system has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the school system and give priority to student learning and safety. The superintendent must solicit operating and capital resources, monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the school system.

6. External Development Leadership

The superintendent, in concert with the local board, shall design structures and processes that result in broad community engagement with, support for, and ownership of the school system vision. Acknowledging that strong schools build strong communities, the superintendent shall proactively create opportunities for parents, community members, government leaders, and business representatives to invest resources, assistance, and good will in the school system.

7. Micropolitical Leadership

The superintendent shall promote successful teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural contexts. The superintendent shall bring his or her knowledge to the board and work with the board to define mutual expectations, policies, and goals for the success of the school system.

The board may also provide the superintendent with additional specific standards, expectations, goals, and objectives.

B. EVALUATION PROCESS

Each year, the superintendent must conduct a self-assessment of his or her own performance needs using the *Rubric for Evaluating North Carolina Superintendents* or another instrument selected by the board. This self-assessment will become the basis for setting preliminary goals for the upcoming school year.

The superintendent shall then meet with the board and share the results of the self-assessment and his or her plans for the next school year. Such plans should address areas that need improvement as well as areas of strength that should be expanded and enhanced.

At this meeting, the superintendent and the board will establish the conditions of the annual evaluation, including (1) the scope and timeline of the evaluation; (2) the goals and other performance expectations of the board; (3) the evidence and documentation necessary to demonstrate the expected level of performance; (4) the potential consequences of poor performance; and (5) the potential benefits of exemplary performance. The superintendent may develop, suggest, or submit additional goals or initiatives for consideration by the board.

In preparation for the evaluation, the superintendent shall collect, analyze, and synthesize the evidence and documentation needed to demonstrate his or her performance throughout the year. This information will be provided to the board at least 30 days before the date of the annual evaluation.

Board members will independently rate the superintendent's performance using the *Rubric for Evaluating North Carolina Superintendents* or another instrument selected by the board. They will then meet to discuss their individual ratings and agree upon a single rating for each standard and each element associated with the standard. The board will make every effort to achieve consensus on the superintendent's ratings.

The superintendent and the board will meet to discuss the superintendent's self-assessment and the board's evaluation of the superintendent. Should additional data or documents need to be brought into the discussion, the board and superintendent will agree on the information needed for the review and a timeline for providing it for the board's consideration. At this meeting, the superintendent and the board will agree upon performance goals and recommendations for the subsequent school year.

Legal References: G.S. 115C-47, -271, -333(f); *North Carolina Superintendent Evaluation Process* (North Carolina Department of Public Instruction, September 2, 2010), available at http://www.dpi.state.nc.us/docs/effectiveness_model/ncees/instruments/super_eval_manual.pdf <https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/home>

Cross References: Board and Superintendent Relations (policy 2010), Superintendent Contract (policy 7420)

Adopted: January 11, 2016

Revised: _____ (Legal references only)

Fixed asset accounting is an important part of the stewardship responsibility of school officials. It allows school officials to properly account for the financial and economic resources of the school system. An inventory control system will be established for all tangible fixed assets owned or possessed by the Watauga County Board of Education (the "board"). The superintendent shall ensure that a physical account of fixed assets is taken on an annual basis.

A. DEFINITION OF FIXED ASSETS

Fixed assets are items of tangible property, both real and personal, having a value of \$5,000 or more and an estimated useful life of two years or more. Fixed assets are distinguishable from intangible property, such as money or securities, and consumable tangible property, such as office supplies.

B. CATEGORIES OF FIXED ASSETS

For the purposes of accounting and inventorying fixed assets, they will be divided into the following categories.

1. Land: Real property owned in fee simple, easements, rights-of-way and leases and other interests in land.
2. Land Improvements: Permanent improvements (excluding buildings as defined in Section 3 below) that add value to the land or improve the use of land, such as sidewalks, parking lots, driveways, fences and drainage systems.
3. Buildings: Any permanent or portable, man-made structure owned by the board of education and used to house or shelter persons or property, including schools, offices, warehouses, garages, sheds and similar structures.
4. Equipment: Any portable, tangible personal property not permanently affixed to real property that is owned, leased or used by the school system, including such items as machinery, tools, furniture, computers and motor vehicles.

C. RECORD KEEPING

The superintendent shall develop an appropriate record keeping and inventory system for the school system's fixed assets.

Legal References: G.S. 58-31A-35; 115C-36, -47, -102.6A(c)(5), ~~523-529~~

Adopted: February 8, 2016

Replaces: Policy 6.04.10, Fixed Assets (now regulation 8350-R)

Revised: February 10, 2020 (Legal references only); _____ (Legal references only)

A. BOARD MEMBER USE OF SCHOOL SYSTEM TECHNOLOGICAL RESOURCES

The Watauga County Board of Education (the "board") provides its members with access to certain school system technology devices and accounts, including laptops and email accounts, for use in conducting school system business. Board members have a responsibility to use such devices and accounts in a manner that is ethical, respectful, and supportive of the board's duty to provide students with the opportunity to receive a sound, basic education. Like all users of school system technological resources, board members are expected to abide by the generally accepted rules of network etiquette.

1. Responsible Use of School System Technological Resources

Whenever a board member uses school system computers or other technology devices or accounts or accesses the school network or the Internet using school system resources, the board member must comply with the rules for use listed in Section B of policy 3225/4312/7320, Technology Responsible Use. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

2. Privacy Expectations when Using School System Technological Resources

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

B. BOARD MEMBER USE OF PERSONAL TECHNOLOGICAL RESOURCES FOR SCHOOL

SYSTEM BUSINESS

As much as is practicable, board members should use school system technology devices and accounts for conducting school system business and storing school system electronically stored information (“ESI”). Though use of personal technology devices and accounts may be convenient for conducting school system business, such use is discouraged when school system resources are reasonably available.

1. Definition of Personal Technology Devices and Accounts

For purposes of this policy, “personal technology devices and accounts” means technology devices or accounts that are not under the control of the school system and which the school system does not have the ability to access without the board member’s assistance. Personal technology devices include, but are not limited to, computers, phones, tablets, and other technological devices that are owned or leased by a board member. Personal accounts include, but are not limited to, personal email accounts and online file storage services (e.g., file hosting services, cloud storage services, social media sites, and online file storage providers that host user files via the Internet). Board member use of personal social media sites is also subject to Section C of this policy.

2. School System ESI on Personal Technology Devices and Accounts

School system business-related ESI sent and/or received by a board member using a personal technology device or account may constitute a public record or student education record and, as a result, may require retention and disclosure by the school system. In the event of litigation, school system business-related ESI located on a personal technology device or account may be subject to discovery and a litigation hold. Board members are cautioned that using personal technology devices or accounts to conduct school system business or to store school system business-related ESI will significantly reduce their expectation of privacy in those devices or accounts. Board members should avoid the use of personal technology when conducting school system business to prevent a conflict between board members’ interests in privacy in their personal technology devices and accounts and the school system’s legal obligation to preserve certain school system business-related ESI.

Board members are expected to immediately transfer any school system business-related ESI sent and/or received by the board member using a personal technology device or account to a school system account for proper retention and storage. Board members shall cooperate with school officials in accessing any school system business-related ESI stored on personal technology devices or accounts.

C. BOARD MEMBER USE OF PERSONAL SOCIAL MEDIA

The board recognizes that board members may engage in the use of personal social media

to communicate with friends, family, and/or the community. Board members are expected to exercise good judgment in their online interactions, remaining mindful of their ethical obligations as described in policy 2120, Code of Ethics for School Board Members.

1. Definition of Personal Social Media

For purposes of this policy, “personal social media” means any social media networks, tools, or activities that are not under the control of the school system. Social media refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content. Examples of social media include Web 2.0 tools, Facebook, Twitter, LinkedIn, Flickr, YouTube, Instagram, Google+, and social media components of learning management systems such as Canvas, Moodle, or Edmodo.

2. Guidelines for All Types of Personal Social Media Use

Content posted online may be viewed by anyone, including students, parents, employees, and community members. As public officials, board members should be aware that their online behavior serves as an example to employees and students even when they are not engaging directly in school system-related business. The following standards should guide board members’ online conduct.

- a. Board members should be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.
- b. Board members may not post confidential information about students, employees, or school system business.
- c. Board members should not post identifiable images of a student or student’s family on a personal social media site without permission from the student and the student’s parent or legal guardian.
- d. Board members may not use postings to libel or defame the board, individual board members, students, or school system employees.
- e. Board members should not use personal social media to harass, bully, or intimidate students, employees, or other board members.
- f. Board members may not use personal social media to engage in any other conduct that violates board policy or administrative procedures or state and federal laws.

3. Guidelines for Personal Social Media Use That Is School System-Related

The school system controls and maintains the school system's official website, as well as the school system's official Facebook and Twitter accounts. The school system website and social media accounts present information from the local school administrative unit and are not forums for expressing views of individual board members, employees, or members of the public.

Individual board members, acting in their capacity as public officials, may choose to establish personal social media accounts to facilitate their own communications with the community. The following standards are provided to guide board members' personal social media use for school system-related purposes.

- a. When presenting information on personal social media, board members should clearly indicate that the information posted reflects the views of the individual board member and is neither endorsed by the board nor necessarily reflective of the views of the board or of an official board policy.
- b. A personal social media platform that allows comments from the community may elicit complaints or inquiries from parents or interested citizens concerning school matters. In such cases, the board member should refer the complainant to the appropriate school system administrator in accordance with policy 2122, Role of Board Members in Handling Complaints.
- c. Board members should be aware that when they use a personal social media account in their capacity as a public official and allow community members to post comments publicly on the account, they may be creating a "public forum" for speech protected by the First Amendment. If a "public forum" is created, the board member must be careful not to engage in viewpoint discrimination by, for example, deleting a community member's comment because the board member does not like the view expressed in the comment or blocking only certain individuals from being able to post based on their views. Board members are encouraged to consult with an attorney to create viewpoint-neutral rules to govern their school system business-related personal social media accounts.

Legal References: U.S. Const. amend IV; Stored Communications Act, 18 U.S.C. 2701, *et seq.*; Computer Fraud and Abuse Act, 18 U.S.C. 1030; G.S. 14-454, -458; *Davidson v. Randall*, 912 F.3d 666 (4th Cir. 2019)

Cross References: Code of Ethics for School Board Members (policy 1320), Role of Board Members in Handling Complaints (policy 1322), Technology Responsible Use (policy 3225/4312/7320), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Electronically Stored Information Retention (policy 5071/7351)

Adopted:

IMMUNIZATION AND HEALTH REQUIREMENTS

Policy Code: **4110**

The Watauga County Board of Education (the "board") requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization and health assessments. The principal or designee shall maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

A. IMMUNIZATION

1. Requirements for Initial Entry

Within 30 calendar days of his or her first day of attendance in the school system, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- a. DTaP (diphtheria, tetanus, and pertussis);
- b. poliomyelitis (polio);
- c. measles (rubeola);
- d. rubella (German measles);
- e. mumps;
- f. Haemophilus influenzae, type b (Hib);
- g. hepatitis B;
- h. varicella (chickenpox); and
- i. any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization Branch online at <http://www.immunize.nc.gov/>.

2. Additional Requirements

- a. All students entering seventh grade or who have reached age 12, whichever comes first, are required to receive the following:

- i. _____ a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
 - ii. _____ the meningococcal conjugate vaccine (MCV).
- b. All students entering the twelfth grade or who have reached age 17 are required to receive a booster dose of MCV.

3. Certificate of Immunization

- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
- b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
- c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

Medical exemptions must be certified in writing by a physician licensed to practice in NC, and must state the basis for the exemption, the specific vaccination(s) that the student should not receive, and the length of time for which the exemption is necessary.

Religious exemptions require the submission of a written statement from a parent or guardian saying that he/she holds bona fide religious beliefs in opposition to immunization requirements.

B. HEALTH ASSESSMENT/VISION SCREENING

Within 30 calendar days of the first day of school entry, all kindergarten students and, beginning with the 2016-17 school year, all students entering public schools for the first time, regardless of grade level, must furnish to the principal a form that meets the requirements of state law indicating that the student has received a health assessment pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below. The principal

or designee shall, at the time of enrollment, notify the parent, guardian, or person standing *in loco parentis* that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or designee certification that within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist or a vision screener certified by Prevent Blindness North Carolina.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam must present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

Upon request, the teacher(s) of a student subject to an absence from school for failure to provide the health assessment form required by this section shall provide to the student all missed assignments, and to the extent practicable, the materials distributed to students in connection with the assignments. The principal or designee shall arrange for the student to take home textbooks and school-furnished digital devices for the duration of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

C. HOMELESS STUDENTS

Notwithstanding the provisions of this policy, admissions for homeless students will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of

immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

D. FOSTER CHILDREN

Notwithstanding the provisions of this policy, admissions for students in foster care will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The enrolling school will immediately contact the school last attended by the foster child to obtain any relevant documentation.

E. CHILDREN OF MILITARY FAMILIES

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6311(g)(1)(E); McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-390.2(l), -,407.5; 130A-152 to -157, -440 to -443; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125), Attendance (policy 4400)

Other ~~References~~Resources: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>

Adopted: July 14, 2014, replaces policies 5.03.40 and 5.03.50

Revised: August 3, 2015; March 14, 2016; November 13, 2017;

A student who is domiciled within the geographic area served by the school system, who is under age 21 (22 for students entitled to special education services), who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition. In addition, students who are homeless or in foster care may be entitled to continue attending their school of origin without payment of tuition regardless of a change in their domicile or residency status.

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are "grandfathered" into the system under subsection C.5, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

A. DOMICILE AND RESIDENCE DEFINED

Domicile requires the intent to abandon one's prior home and remain in the new location as a permanent home for an indefinite period. In contrast, a residence need not be one's exclusive home and does not require an intention that the residence be the permanent home.

B. MEETING DOMICILE REQUIREMENTS

1. Domicile of Students Generally

The domicile of a student under 18 years of age is presumed to be the domicile of his or her parents, legal guardian, or legal custodian as defined by the General Statutes of North Carolina.

2. Domicile of Emancipated Students

If a student is at least 18 years of age, is married, or has been abandoned by his or her parents, or if the court declares a student to be emancipated, the student may establish a domicile independent from that of his or her parents, legal guardian, or legal custodian. A student who establishes domicile as a result of being emancipated is a domiciliary of the school system and is entitled to the same rights and privileges of other students domiciled in the school system.

3. Domicile of Students with Divorced or Separated Parents

Domicile for the purpose of school admission and assignment will be determined by the following criteria.

- a. In the event that a student's parents are divorced or separated and physical custody has been given to only one parent, the student's domicile follows that of the parent who has been granted physical custody.
- b. If physical custody has not been determined or has been granted jointly to both parents, or if the custodial parent wishes the student to attend school in the non-custodial parent's system of residence, then the parents must jointly agree on which residence will be used to determine the student's domicile. The selected residence must be submitted in writing to the superintendent.
- c. The selection may not be changed during the school year unless the parents satisfy the Watauga County Board of Education's (the "board") policies on transfers and releases.
- d. In the event that the parents cannot agree on which residence will be used to determine the student's domicile for school assignment purposes, school officials shall assign the student according to the residence of the parent with physical custody of the student at the beginning of each ~~the~~ school year.

C. MEETING RESIDENCE REQUIREMENTS

A student who resides in the system in any of the following circumstances will be admitted without payment of tuition.

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. Subject to the provisions set forth in policy 4125, a homeless student will be assigned to a school in the attendance area where he or she is physically located or wherever the interests of the child are best met.
2. The parent, guardian, or legal custodian residing in the school system attendance area is a student, employee, or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home, or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities*, and the child was (a) enrolled in the school system on the last day of school for the 2006-07

school year or (b) enrolled in and attending a school in the school system on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.

6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
 - a. The death, serious illness, or incarceration of the child's parent or legal guardian.
 - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
 - c. Abuse or neglect by the parent or legal guardian.
 - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
 - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
 - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
 - g. The parent or legal guardian is one of the following: (1) on active military duty, not including periods of active duty for training for less than 30 days, and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). Assignment under this subsection is only available if some evidence of the deployment, medical discharge, retirement, or death is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian, or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3). If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

D. PARTICIPATION IN JROTC BY HOME SCHOOL STUDENTS

A home school student who resides within the assignment area of a school that maintains a Junior Reserve Officers' Training Corps (JROTC) unit shall be permitted membership in the JROTC unit of the school without regard to domicile if the student is otherwise qualified for membership but for lack of enrollment in the school.

D.E. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

E.F. APPEAL OF ADMISSION DECISIONS

Within 10 working days of receiving all of the information required under this policy, the superintendent or designee shall provide a written decision to the applicant for admission to the school system. The superintendent's decision regarding admission of the student may be appealed to the board in accordance with subsection E.5 in policy 4010, Student and Parent Grievance Procedure.

Legal References: 10 U.S.C. 2031(g); Elementary and Secondary Education Act, 20 U.S.C. 6303 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References: Student and Parent Grievance Procedure (policy 4010), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

Adopted: November 10, 2014

Revised: ~~September 11, 2017~~

Replaces: Policy 5.02.50, Student Assignments (in part) and Policy 5.02.60 (in part)

Revised: September 11, 2017;

The Watauga County Board of Education (the "board") recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies. The superintendent or designee shall develop plans consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES

Per North Carolina High School Athletic Association rules, all high school student-athletes and parents of high school student-athletes must view the CrashCourse concussion education video prior to each sport season.

B.C. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C.D. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D.E. RETURN TO LEARNING

The superintendent or designee shall develop a plan that meets all the requirements of the State Board of Education for addressing the needs of students in grades pre-K through 12 who suffer concussions. The superintendent or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return-to-learn issues and other concerns related to concussion and brain injuries. Parents and students must be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

E.F. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

F.G. ATHLETIC TRAINERS AND FIRST RESPONDERS

Each high school principal shall designate at least one licensed athletic trainer or first responder who meets the requirements of state law and State Board of Education policy. The principal shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the superintendent or designee, including, but not limited to, attendance at football games and practices and compliance with all applicable training and certification requirements.

To the extent funding and resources are available, the superintendent shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all high school and middle school sports.

G.H. RECORD KEEPING

The superintendent shall require each principal to maintain complete and accurate records

of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011-147; Article 34 Chapter 90; State Board of Education Policies ATHL-000, ATHL-003, SHLT-001

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website <http://tbicenter.unc.edu>; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/Archives/2011%20Reports%20Received/Study%20of%20Sports%20Injuries%20at%20Middle%20and%20High%20School%20Levels.pdf>

Adopted: November 10, 2014

Revised: January 28, 2016; August 14, 2017; January 13, 2020 (Legal references only);

TITLE I PARENT AND FAMILY ENGAGEMENT

Policy Code:

3560

The Watauga County Board of Education (the “board”) recognizes the value of family engagement in a child’s academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children’s first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system’s Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, the term “parent and family engagement” means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child’s learning;
2. that parents and family members are encouraged to be actively involved in their child’s education at school;
3. that parents are full partners in their child’s education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system’s challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide

comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys. .

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating, in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult

on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents, ensure that teachers, specialized instructional support

personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;

9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities, providing a comprehensive range of opportunities for parents to be informed and involved through:
 - a. helping parents understand standards and expectations through community- based meetings, parent conferences and home visits if needed;
 - b. providing materials and suggestions to help parents support the education of their children at home;
 - c. working with school staffs to ensure a system-wide value and encouragement of parent involvement;
 - d. including parents on advisory councils, School Improvement Teams and other representative committees;
 - e. soliciting parent involvement in program and policy review and evaluation
 - f. encouraging parent volunteerism in the classroom, and at school activities; and
 - g. participating in parent-teacher-student organizations and activities.

13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality

and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

4. Student's Academic Growth and Achievement

School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.

4.5. Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee of a Title I school shall provide notice

to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

- b. Each-At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

The superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Adopted: August 3, 2015

Revised: December 14, 2015; February 13, 2017; July 10, 2017;

The Watauga County Board of Education (the “board”) believes an effective testing and assessment program evaluates the progress of individual students and helps ensure educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful as one of several considerations for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detract from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education. The superintendent, in consultation with the school principals, shall determine how results from such measures will be used in determining students’ final grades, provided that the requirements described in Section B, below, and any other applicable state requirements are met.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

High school students must take all end-of-course (EOC) tests, NC Final Exams, and Career and Technical Education State Assessments (CTE Post-Assessments) required by the State Board of Education. For all students, including English Learner students in their first year

in a U.S. school and students following the Occupational Course of Study Pathway, the results of EOC tests, NC Final Exams, and CTE Post-Assessments will count as 25% percent of a student's final grade in each high school course for which there is an EOC test, NC Final Exam, or CTE Post-Assessment. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) -or other applicable law and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plan and for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -83.5, -83.6, -174.11, -174.12, -174.13, -174.15, -174.22, -174.25, -276, -288, -307, -402.5; S.L. 2019-212, Sec. 1; State Board of Education Policy series TEST and GRAD; EVAL-006; EVAL-025 through -031

Cross References: Professional and Staff Development (policy 7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References/Resources: *Testing Security: Protocol and Procedures for School Personnel* (NCDPI), available at https://files.nc.gov/dpi/documents/files/testing_security18.pdf; *NC Final Exams Test Administrators' Guides*, available at <http://www.dpi.state.nc.us/accountability/testing/common-exams/>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations><http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: August 3, 2015

Revised: ~~June 13, 2016; July 10, 2017; March 15, 2018 (Legal references only); February 11, 2019~~

Replaces: Board policy 4.01.60, Student Assessment and policy 4.03.35, Accountability Standards (in part)

Revised: June 13, 2016; July 10, 2017; March 15, 2018 (Legal references only); February 11, 2019;

The Watauga County Board of Education (the “board”) recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

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

1. successful completion of all course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction and pass a skills test; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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

A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The table in subsection A.1 below lists the course unit requirements for the Future-Ready Core Course of Study applicable to students who entered ninth grade for the first time during the 2013-14 school year or thereafter. Students who entered the ninth grade for the first time before the 2013-14 school year should consult their school counselor to determine applicable course unit requirements for graduation.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. Watauga High School students may earn one or two units of credit upon successful completion of a course, depending on how the course

is offered.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their guidance counselors when planning course schedules or making other decisions based on graduation requirements. Watauga High School students may graduate and receive a high school diploma when a combination of the following state and local requirements are met:

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2013-2014 and Thereafter

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	4
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	4
Science	3 (a physical science course, Biology, and earth/environmental science)	3
Social Studies	4 (including American History: Founding Principles, Civics and Economics; American History Parts I and II; and World History)****	4
Health/P.E.	1	2—one in Health/one in P.E.
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)*****	11—five approved by Watauga County BOE or from NC Standard Course of Study
Total Credits	22*****	28*****

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students entering ninth grade for the first time prior to the 2014-15 school year have alternate math course options. See SBE Policy GRAD-004.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <http://maccss.ncdpi.wikispaces.net/file/view/Math%20Options%20Chart%209.5.2014.pdf/522504358/Math%20Options%20Chart%209.5.2014.pdf>

**** American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an

AP/IB/CIE course, dual enrollment, or any other course that does not fully address the NCSCOS.

***** Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

***** Students may earn course credit for the successful completion of courses through a university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)

2. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	4
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	3
Science	2 (including Applied Science and Biology)	2
Social Studies	2 (including American History: Founding Principles, Civics and Economics; and American History I or American History II)	2
Health/P.E.	1	2
Career/Technical	4 (Career/Technical Education electives)	4
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)	6
Electives	0	5—five approved by Watauga County BOE or from NC Standard Course of Study
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22**	28**

* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

** Students may earn course credit for the successful completion of courses through a university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)

B. HIGH SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

High school students must take all end-of-course (EOC) tests, ~~NC Final Exams~~, and Career and Technical Education State Assessments (CTE Post-Assessments) required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program. Students shall attain passing scores on exit standards adopted by the North Carolina State Board of Education and administered by Watauga County Schools.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student

meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificates, Transcripts, and Participation

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

Transcripts may be issued to all students receiving a diploma or certificate. The transcript shall provide all information required by State Board of Education policy GRAD-009 and/or other State Board policies as appropriate.

Participation in graduation and baccalaureate ceremonies is optional. Students who have completed all graduation requirements, have paid all fees, and have the approved graduation attire and diploma may participate in graduation exercises.

Exceptional Children who have satisfactorily completed the course of study prescribed in their Individual Education Plans are eligible to participate in graduation exercises.

6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

7. Grade Replacement

Students are permitted to repeat a course for credit when they have failed a course. Students are permitted to repeat a passed course for grade replacement. The repeated course must be a seated class taken during the normal school day and must be taken within one year of initial completion of the course in question.

Legal References: G.S. 115C-12(40), 47, -81.25(c)(10)(c), -81.45(d)(1), -174.11, -276, -288, -407.5; GS 116-11(10a); State Board of Education Policies CCRE-001, GRAD-004, GRAD-007, GRAD-008, GRAD-009, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual

Enrollment (policy 3101), Online Instruction (policy 3102), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: September 14, 2015

Revised: November 9, 2015; October 10, 2016; August 14, 2017; June 11, 2018; September 10, 2018; _____

Replaces: Policy 4.04.50, Exit Documents at Graduation; policy 4.04.70, Graduation Requirements; policy 4.03.35 Accountability Standards (in part)

PARKING AREAS FOR STUDENTS

Policy Code:

6325

Principals may assign individual student parking spaces or designate parking areas for students. Whenever individual spaces are designated or assigned, first priority will be given to individuals with physical disabilities. Students who need transportation in order to participate in school-related internships or off-site learning opportunities will have priority over other students for having a parking space but shall not receive preference for closer or otherwise more desirable parking. Pursuant to G.S. 115C-46, principals may provide for the registration of vehicles and remove cars parked in violation of school rules.

Parking on school grounds is a privilege, not a right. Parking privileges may be revoked as a consequence for violating parking rules or for violating student behavior policies, school standards or school rules as provided in policy 4302, School Plan for Management of Student Behavior. School officials retain authority to conduct routine patrols of student parking lots and inspections of the exteriors of student motor vehicles on school property for any reason without notice or consent. Student cars parked on school property may be searched in accordance with policy 4342, Student Searches.

Legal References: G.S. 115C-46

Cross References: School Plan for Management of Student Behavior (policy 4302), Student Searches (policy 4342)

Adopted: April 11, 2016

Revised:

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

The purposes of this policy are to help ensure the safe operation of school vehicles and to comply with federal law and regulations by establishing a comprehensive program for the drug and alcohol testing of school bus drivers and all other commercial motor vehicle operators employed by the Watauga County Board of Education (the "board")

A. APPLICABILITY

This policy applies to any driver, which for purposes of this policy is defined as any employee, volunteer or independent contractor whose duties for the board of education require a commercial driver's license under federal law. This includes anyone who regularly or intermittently drives a school bus, an activity bus, a vehicle designed to transport 16 or more people (including the driver), or any other vehicle that meets the definition of commercial motor vehicle under 49 C.F.R. 382.107. Employees who operate vehicles for inspection, service, or maintenance purposes are included in this definition.

B. PROHIBITED ACTS

No driver may:

1. operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver's body, in violation of G.S. 20-138.2B;
2. use alcohol while performing safety-sensitive functions;
3. perform safety-sensitive functions within four hours after using alcohol;
4. use alcohol within eight hours following an accident while operating a commercial motor vehicle or until undergoing a post-accident alcohol test, whichever occurs first;
5. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses and Schedule I drug or substance: or
6. report for or remain on duty requiring the performance of safety-sensitive function when the driver uses and non-Schedule I drug or substance that is identified in the other federal schedules of controlled drugs, unless such use is pursuant to the instruction of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

Safety-sensitive functions include, but are not limited to, inspecting, servicing, or conditioning any commercial motor vehicle; operating any commercial moto vehicle;

participating in or supervising the loading or unloading of a commercial motor vehicle; and repairing, obtaining assistance for, or remaining in attendance upon a disabled vehicle.

In addition drivers and anyone who supervises drivers, must not commit any act prohibited by federal law, including the federal regulation entitled "Controlled Substances and Alcohol Use and Testing" (49 C.F.R. pt. 382, hereinafter referred to as Part 382), or by policy 7240, Drug-Free and Alcohol-Free Workplace.

C. TESTING

The human resources office will carry out pre-employment, post-accident, random, reasonable suspicion, return-to-duty and follow-up testing for drugs and alcohol as required by Part 382.

Federal regulations prohibit a driver who is tested under the provisions of this section and found to have an alcohol concentration of at least .02 from performing safety-sensitive functions for at least 24 hours following administration of the test. Drivers who are tested under the provisions of this section and found to have any alcohol in their system are subject to additional discipline under this policy, including dismissal.

D. EMPLOYEE AND APPLICANT INQUIRIES

All employees subject to this policy, all employees who would become subject to this policy by virtue of a change or expansion of duties, and all applicants who would be subject to this policy if employed by the board must consent in writing to the release of any information gathered pursuant to Part 382 by any previous employers and must give written or electronic consent to any query by school officials of the federal Commercial Driver's License Drug and Alcohol Clearinghouse ("Clearinghouse").

1. Pre-Employment Inquiry

Before employing any applicant subject to this policy, school officials shall obtain, pursuant to the applicant's written consent, all records maintained by the applicant's previous employer regarding violations of Part 382 in the three years prior to the inquiry date. School officials shall also conduct a query of the Clearinghouse, pursuant to the applicant's electronic consent submitted through the Clearinghouse, to obtain any information regarding the applicant's violations of Part 382.

If school officials obtain information from the applicant's previous employer or from the Clearinghouse that the applicant committed a violation of Part 382 and has not subsequently completed the return-to-duty process required under federal law, the applicant may be disqualified from employment.

2. Annual Query

School officials shall conduct a limited query of the Clearinghouse at least once per year for each employee subject to this policy, pursuant to the employee's written or electronic consent, to determine whether information exists about the employee regarding violations of Part 382. If information exists about the employee, school officials shall obtain the information in the Clearinghouse within 24 hours of conducting the limited query, subject to the employee's electronic consent submitted through the Clearinghouse.

E. TRAINING AND EDUCATION

Each driver and supervisory employee, including principals and assistant principals, must be provided with educational materials that inform the employees of drug testing procedures, prohibited acts, consequences and other aspects of Part 382, this policy and any accompanying administrative procedures. The information also will identify a school system employee who is responsible for providing information on substance abuse. Each employee must sign a statement certifying his or her receipt of these materials.

Each supervisor who is responsible for overseeing the performance of drivers, including principals and assistant principals, must undergo at least one hour of training concerning alcohol misuse and one additional hour of training concerning drug abuse.

F. REFERRALS

Each driver who commits acts prohibited by Part 382 or G.S. 20-138.2B, other than information will include the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

G. CONSEQUENCES

Employees who have committed a prohibited act; refused any test required by this policy; or otherwise violated this policy, G.S. 20-138.2B or Part 382 will be subject to disciplinary action, up to and including dismissal.

Any employee who has committed a violation of Part 382 will not be allowed to perform any safety-sensitive functions until the employee has completed the return-to-duty process, including an evaluation by a substance abuse professional, completion of any appropriate treatment designated by the substance abuse professional, and achievement of a negative return-to-duty test. Moreover, if the employee's violation of Part 382 has been reported to the Clearinghouse, the employee may not resume safety-sensitive functions until a query of the Clearinghouse demonstrates that the employee completed the return-to-duty process.

H. PROCEDURES

All procedures for collection and testing provided in the Federal Highway Administration's "Procedures for Transportation Workplace Drug and Alcohol Testing Programs" (49 C.F.R. pt. 40) and all requirements in Part 382, including testing, reporting, record

retention, training and confidentiality, will be followed. Copies of these federal regulations will be readily available. The superintendent shall develop any other procedures necessary to carry out these regulations.

Legal References: 49 U.S.C. 31306; 49 C.F.R. pts. 40, 382; G.S. 20-138.2B

Cross References: Drug-Free and Alcohol-Free Workplace (policy 7240)

Adopted: February 9, 2015

Revised: ~~January 9, 2017; March 12, 2020~~

Replaces: Policy 3.08.35, Drug and Alcohol Testing for Bus Drivers.

Revised: January 9, 2017; March 12, 2020;

The Pioneer Core Diploma program will target students who are having difficulty meeting the specified local requirements of 28 credits for graduation. Students must meet specific criteria to be approved for the program. These criteria include, but are not limited to, the following:

1. the individual student's best opportunity for achievement;
2. continual attendance or truancy issues;
3. chronic behavior problems;
4. academic/credit deficiencies;
5. previous drop-out;
6. failed a grade level at least once, often twice (age appropriateness); or
7. environmental, psychological, and/or physiological challenges, such as:
 - a. chronic substance abuse;
 - b. depression;
 - c. pregnancy;
 - d. parental responsibilities;
 - e. socially delayed;
 - f. emotionally delayed;
 - g. anger management problems; or
 - h. judicial problems.

The Pioneer Core Diploma program will require that:

1. Students sign an individual educational action plan contract.
2. Students participate in a Credit Recovery Program to recover credits for courses failed due to absenteeism and academics.
3. Students receive a Personal Education Plan (PEP) that will be customized to an educational program for better instructional delivery and academic success.

4. Parent(s)/Guardian(s) will meet with the Pioneer Core Diploma Committee to sign an agreement and be involved in the process.
5. Students receive services from the Student Support Services Team (Administrator, School Counselor, Assessment Center Counselor, School Social Worker, and School Nurse) that will ensure educational counseling, mentoring, and social support to reduce disciplinary problems and suspensions.
6. Students graduate with the minimum North Carolina Graduation Requirements.

Decisions will be made as to who may or may not participate in this program, without regard to race, sex, creed, color, national origin, cultural or economic background, or disability. See policy 4001, Equal Educational Opportunities, in which the board affirms that every student should be given an equal opportunity for a sound basic education and that no student, on the basis of sex, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school system. The school system will treat its students without discrimination.

Cross References: Equal Educational Opportunities (policy 4001)

Adopted: November 17, 2008

Revised: September 14, 2015

**Watauga County Schools
Personnel Advisory Council Members
2020-2021**

School	Representative
Bethel	Maura McGlamery
Blowing Rock	Lisa Bolster
Cove Creek	Michael Furr
Green Valley	Tara Watson
Hardin Park	Lisa Shaw
Mabel	Jeanie Hicks
Parkway	Shelly Campbell
Valle Crucis	Mary Ruth Hagaman
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Central Office	Dr. Scott Elliott
Central Office	Christy Parker
Central Office	Jennifer Hendrix
BOE member Ex officio	Ron Henries
BOE member Ex officio	Steve Combs