



Watauga County Board of Education

OFFICE OF THE SUPERINTENDENT
MARGARET E. GRAGG EDUCATION CENTER
175 PIONEER TRAIL BOONE, NC 28607

TEL: (828) 264-7190
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WATAUGA COUNTY BOARD OF EDUCATION MEETING

February 11, 2019

5:30 P.M.

- 5:30 1. **CALL TO ORDER** Board Chair
- 5:32 2. **CLOSED SESSION**
- A. Approval of Minutes
 - B. Reportable Offenses – N.C.G.S.115C-288(g)
 - C. Student Records - N.C.G.S.143-318.11(a)(1)
 - D. Personnel – N.C.G.S.143-318.11(a)(6)
 - E. Attorney Client – N.C.G.S. 143-318.11(a)(3)
- 6:00 3. **OPEN SESSION/WELCOME/MOMENT OF SILENCE** Board Chair
- 6:03 4. **DISCUSSION AND ADJUSTMENT OF AGENDA** Board Chair
- 6:06 5. **PUBLIC COMMENT** Board Chair
- Note: Anyone who wishes to address the Board should sign the Public Comment Roster**
- 6:08 6. **SUPERINTENDENT’S REPORT** Dr. Scott Elliott
- 6:13 7. **STUDENTS’ REPORT** Ms. Isabelle Trew
Ms. Emerson Huffman
- 6:18 8. **PUBLIC RECOGNITION**
- A. School Counselors Dr. Paul Holden
 - B. Empty Bowls Dacia Trethewey
 - C. Servant’s Heart Brett Green
Dr. Scott Elliott
- 6:23 9. **CONSENT AGENDA**
- A. Approval of Minutes for 1/14/19 Dr. Scott Elliott
 - B. Field Trip Approval
 - C. Surplus Declaration Request
 - D. Second Administration Notification
 - E. Personnel Report
- 6:28 10. **YOUTH RISK BEHAVIOR SURVEY RESULTS** Elizabeth Kerley

----- BREAK -----

- 6:58 11. READING INSTRUCTION PRESENTATION** Ms. Tamara Stamey
- 7:18 12. POLICIES: SUBSTANTIVE POLICIES FOR FIRST READ** Dr. Wayne Eberle
- 6401-9100 Ethics and the Purchasing Function
 - 6450 Purchasing of Services
 - 6560 Disposal of Surplus Property
 - 7130 Licensure
 - 7300 Staff Responsibilities
 - 7730 Employee Conflict of Interest
 - 7920 Reduction in Force: Teachers and School Administrators
- 7:38 13. POLICIES: SUBSTANTIVE POLICIES FOR SECOND READ** Dr. Wayne Eberle
- 1321 Board Member Conflict of Interest
 - 3410 Testing Assessment Program
 - 3420 Student Promotion and Accountability
 - 3430 School Improvement Plan
 - 7610 Defense of Board Employees
 - 8305 Federal Grant Administration
 - 9110 Use and Selection of Architects, Engineers
 - 9120 Bidding for Construction Work
- 7:48 14. BOARD OPERATIONS**
- 7:53 15. BOARD COMMENTS**
- 7:58 16. ADJOURNMENT**
- 17. MISCELLANEOUS INFORMATION**



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TEL: (828) 264-7190
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DATE: January 14, 2019

PRESENT:

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

TIME: 5:30 p.m.

PLACE: Margaret E. Gragg Education Center

CALL TO ORDER

Ron Henries, Board Chair, called the meeting to order at 5:20 PM.

CLOSED SESSION

Mr. Henries called the meeting to order in closed session under Reportable Offenses – N.C.G.S.115C-288(g), Student Records - N.C.G.S.143-318.11(a)(1), Personnel – N.C.G.S.143-318.11(a)(6), Attorney Client – N.C.G.S. 143-318.11(a)(3) at 5:21 PM and adjourned to open session at 5:50 PM.

OPEN SESSION

The meeting was called to order in open session at 6:02 PM by Board Chair, Ron Henries. He began the meeting with a moment of silence.

DISCUSSION AND ADJUSTMENT OF AGENDA

There were no changes to the agenda.

PUBLIC COMMENT

There were no public comments at the January 2019 Board of Education meeting.

SUPERINTENDENT'S REPORT

Dr. Elliott welcomed Mr. Henries and board members, Ms. Trew and Ms. Huffman. He welcomed the principals and members of the Positive Behavior Support team as well as all others in attendance. He welcomed the auditors from Combs, Tennent, and Carpenter who were present to offer their opinion of the annual financial audit.

Dr. Elliott shared his pleasure in completing eight consecutive schools days. He noted that the next day would begin the first day of first semester final exams at the high school. He wished

Ms. Trew, Ms. Huffman, and all students the very best on their exams. He noted that weather indications favored the first semester ending on Friday and observation of the Martin Luther King, Jr. holiday as planned with an optional teacher workday on Monday. This would allow teachers the opportunity to process the end of first semester and plan for the start of second semester which would begin on Tuesday, January 22nd. He reminded everyone that many days had been missed so far this school year, and to be cautious in making any plans during the spring break week.

He noted that, as of that day, Watauga County Schools (WCS) had completed 82 days of school and 512.5 hours of instruction.

STUDENT REPORT

Ms. Isabelle Trew and Ms. Emerson Huffman presented their report on activities at the high school. They noted that exams would begin the next day. There would be upcoming DECA and Skills USA competitions. The *School's Out* program in conjunction with Mountain Alliance and GEARUP would be offering math tutoring. Watauga High would offer a parent night for families whose students would be seeking higher education. Applications for next year's Student Council are available. Plans are being made for *Punchline*, the Playmakers annual comedy performance. Winter sports will be finishing soon and spring sports of Baseball, Softball, Women's Soccer, and Men's Tennis will be holding tryouts. The students stated that they would continue their visits to K-8 schools, and continue gathering information from student leaders.

PUBLIC RECOGNITION

Dr. Elliott noted that January is National School Board Recognition month. He summarized the primary duties and critical functions of the board found in policy 1010. He shared his gratitude for the support of the board and their selfless work on behalf of Watauga County Schools. He gave each of the board members several personal thank you notes from members of the central services staff.

Dr. Michael Marcela recognized the principals and staff of the Positive Behavior Intervention and Support (PBIS) team. He presented awards to the schools which had achieved success in the program. Green Ribbon schools: Bethel Elementary, Cove Creek Elementary, and Green Valley Elementary who all achieved a score of 80 or higher on the evaluation tool. A Model School, with a minimum score of 90 was awarded to Valle Crucis. Exemplar School status was awarded to Parkway with a minimum score of 95 on the evaluation tool. Administrative teams collect a significant amount of data to document achievement. He thanked everyone for their diligent efforts to continue the success of this program which seeks to prevent undesirable behaviors by encouraging and promoting desirable behavior. He recognized Barbara Linnville and Karla Lerner, PBIS system-wide staff.

CONSENT AGENDA

Steve Combs moved to approve items A through E of the consent agenda, which was seconded by Jay Fenwick. The vote to approve these items was unanimous.

PRESENTATION OF 2017-2018 AUDIT RESULTS

Ms. Ly Marze introduced Brady Combs and Will Combs of the firm Combs, Tennant, and Carpenter, PC who presented the 2017-2018 Audit Report. He complimented Ms. Marze for her fine oversight of the financial systems of Watauga County Schools as well as the administrators

of other federal programs. He rendered their “Unqualified Opinion”, their highest opinion. The finance department handles \$48.2 million in funds and \$1.8 million is processed in the schools. Federal dollars total \$3.3 million with \$28.7 million in additional state funding.

SERVICES FOR BEHAVIORAL SUPPORT PRESENTATION

Dr. Paul Holden and Dr. Michael Marcela reviewed the services offered as behavior support by Watauga County Schools. Dr. Marcela noted that there were many safety concerns during the previous year and noted that the caseloads of the Exceptional Children (EC) Department and the Student Services department often overlap. He recognized Karla Lerner and Barbara Linnville who provide behavioral support across the district. The SOAR day treatment program at Blowing Rock is able to keep students in the school system while their behavioral needs are addressed. Teacher assistants help provide additional, and one-on-one support. Programs consist of:

- District-wide behavioral support staff on a scheduled basis in various schools with flexibility to address emergency needs when they arise
- SOAR K-5 program at Blowing Rock is successful and running smoothly
- Positive Behavior Intervention and Support program (PBIS)
- Autism coaching and support for individual students and classrooms
- Teacher support with interventions and strategies
- Consultation with classroom teachers to devise strategies for individual students
- Group instruction in research based programs
- Liaison to community agencies
- Behavior focused professional development

Grant funding changed this year, and was increased by \$10,000 with the additional funding providing flexibility in where funds are used. New and enhanced programs include Multi-Tiered System of Support (MTSS), social skill groups, PEERS groups-small groups which work on social skills, monthly behavior support instructional workshops, Crisis Prevention and Intervention training (CPI) de-escalation training, and development of Tier II standard treatment protocol for MTSS. The EC department is moving forward with enhancements to the program related to the grant. They provide modified day and homebound placement when appropriate. EC homebound is funded. General Ed homebound placement is usually due to a serious chronic illness or a short-term illness, and they noted a significant increase in placement due to depression and anxiety in general education students.

The team hopes to expand in-school day treatment programs to the middle and high school levels, but in the interim, there is a relationship with DayMark and the Assessment Support and Counseling Center (ASC) collaboration with ASU at Watauga High to meet certain needs. These programs are voluntary. The EC department uses SHAPE – School Health Assessment Performance and Evaluation system which is an online survey to help districts determine what needs are present in the schools, set goals, and establish programs for improvement. The committee meets in Watauga County Schools several times a year to self-assess, all in an effort to improve the mental health programs at the state and local level. A plan will be presented in about a year for approval.

Dr. Holden spoke about two types of behavior in mental health which need to be addressed: “internalizers” and “externalizers”. WCS provides two programs to address these: School-based therapy is advantageous for the students and parents. He feels Watauga is fortunate to have school-based therapists at all schools. Many mature, licensed therapists from DayMark work with students in WCS. This district has increased staff considerably over the last five years. During the 16-17 school year, 169 students were served, 195 students during the 17-18 year, and

currently 205 students are being seen. The ASC center is supporting 25 students in the 2018-2019 year, with nine students awaiting placement. They support students in crises, either in the home or who have indicated self-harm.

Following a break, the meeting resumed at 7:17.

SUBSTANTIVE POLICIES FOR FIRST READ

Dr. Eberle presented the policies for first read which were:

- 1321 Board Member Conflict of Interest
- 3410 Testing Assessment Program
- 3420 Student Promotion and Accountability
- 3430 School Improvement Plan
- 7610 Defense of Board Employees
- 8305 Federal Grant Administration
- 9110 Use and Selection of Architects, Engineers
- 9120 Bidding for Construction Work

During discussions, Gary Childers requested revised phrasing in 3410 to reflect the board's belief that test results are only one measure of a teacher's effectiveness. Definitive language in policy 3420 will be rewritten to reflect the board's philosophy of student expectations for achievement and promotion. Dr. Childers and Dr. Elliott will work together to make these changes and the above policies with revisions will be presented for second read in February.

POLICIES FOR REPEAL

- 3.03.10 Career Teachers

Dr. Eberle noted that due to the fact that Career Status for Teachers has expired, Policy 3.01.10 is no longer valid. Jay Fenwick moved to repeal policy 3.03.10 which was seconded by Brenda Reese. The motion passed unanimously.

BOARD OPERATIONS

Reservations for summer conference will be made for three board members and Dr. Elliott. Mr. Henries discussed membership in the advocacy arm of the NCSBA. It was decided to decline the offer to subscribe to this group.

BOARD COMMENTS

Dr. Childers thanked Dr. Eberle for his attention to the update of the policies. Mr. Henries attended the Football banquet and was proud of the team's unprecedented successful year.

ADJOURNMENT

Steve Combs moved to adjourn, which was seconded by Jay Fenwick, and approved by all members at 7:59 PM.

R. Ivan Henries, Board Chair



Dr. Scott Elliott, Superintendent

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

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

Sponsoring teacher: (Print) Selle, Will School: WHS
Cell phone number: 828 553 1323 Grade(s): 9-12 Number of students: Pending audition results
Departure date: Friday Feb 22 Return date: Sunday Feb 24
Departure time: 10am Return time: 5pm

Educational purpose:

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

UNC Greensboro - Western Region Orchestra Clinic

Purpose of trip and how it relates to the curriculum: Students selected by audition
to play in Regional Honors Orchestra.

Supervision and Safety:

Names of all school staff chaperones: Will Selle, Taryn Wooten

Names of all non-school chaperones: N/A

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

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

Transportation plan:

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

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached) N/A

Driver/s: Selle/Wooten (County Vehicles) Round trip mileage: 220 miles # of buses needed: 0
Total cost per student \$ ≈ 75 Source of funds: fundraising, 226.02 WHS Orchestra

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

Approval/Signatures:

Sponsoring teacher signature: V. Selle Date: 1 / 14 / 19
Principal approval: Andrew Date: 1 / 15 / 19

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 1 / 17 / 19
Superintendent approval: [Signature] Date: 2 / 4 / 19
Board of Education approval: _____ Date: ____ / ____ / ____

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

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

Sponsoring teacher: (Print) Taryn Wooten School: WHS
Cell phone number: (336) 613-4218 Grade(s): 11 Number of students: 1
Departure date: 2/1/18 Return date: 2/2/18
Departure time: 10:00 AM Return time: 10:30 PM

Educational purpose:

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

Asherville High School, Western Region Jazz Band Clinic
Asherville, NC

Purpose of trip and how it relates to the curriculum: Student auditioned for and was
selected to the Western Region Jazz Band. Student will attend
clinic and concert over the Friday/Sat of Feb 1 & 2.

Supervision and Safety:

Names of all school staff chaperones: Taryn Wooten

Names of all non-school chaperones: _____

All chaperones have a background check completed: ☒

Sponsoring teacher initials: _____

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be accommodated for site access and transportation? _____

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

Transportation plan:

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

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

Driver/s: Taryn Wooten Round trip mileage: ~170 # of buses needed: N/A
Total cost per student \$ ~\$75.00 Source of funds: 226.01

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

Approval/Signatures:

Sponsoring teacher signature: T. S. Wooten Date: 01/14/19

Principal approval: Chris Be Date: 1/15/19

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 1/17/19

Superintendent approval: [Signature] Date: 1/22/19

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

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

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

Sponsoring teacher: (Print) Shelly Klutz School: WHS
Cell phone number: 828-773-1753 Grade(s): 9-12 Number of students: 13
Departure date: 3/7/19 Return date: 3/9/19
Departure time: 6:00 AM Return time: 2:00 pm

Educational purpose:

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

Charlotte, NC, Charlotte Convention Center, Hotel

Purpose of trip and how it relates to the curriculum: HOJA - Future Health Professionals
North Carolina State Leadership Conference.
Students will compete against other high schools in
Health & Biology related activities.

Supervision and Safety:

Names of all school staff chaperones: Shelly Klutz, Tierra Stark, Monica Polick

Names of all non-school chaperones: NA

All chaperones have a background check completed:

Sponsoring teacher initials: Sh

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be accommodated for site access and transportation? There are no students attending that require accommodations.

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

Transportation plan:

Mode of transportation: ☐ Yellow bus with wheelchair lift ☐ Yellow bus without wheelchair lift
☐ Activity bus with wheelchair lift ☐ Activity bus without wheelchair lift ☐ Rental car/mini-van
☐ Charter bus Other (Please explain) 2 County office van CTE Truck

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

Driver/s: Shelly Kutz, Monica Polick Round trip mileage: 204 # of buses needed: NA
& Tierra Starke
Total cost per student \$ 273.23 Source of funds: Fundraisers will cover \$100.00 per ss
Parent will cover balance of \$173.23

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 1/25/19
Principal approval: [Signature] Date: 1/25/19

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 2/2/19
Superintendent approval: [Signature] Date: 2/7/19
Board of Education approval: _____ Date: / /

Declaration of Surplus Items - February 2019

Date Approved:

Bethel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
	1	Dell Monitor		1	Works intermittently
	1	4 Drawer File Cabinet	1		
	2		1	1	

Green Valley

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
28676	1	Lenovo Chromebook N20		1	Broken
400520	1	Emerson MS777 3-disc Changer CD Player		1	Broken
	2		0	2	

Hardin Park

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
25112	1	Apple iPad Air 16GB Tablet		1	Shattered screen
500155	1	NEC NP400 Projector		1	No longer displaying
	1	Metal Storage Cabinet	1		No longer used
500051	1	NEC VT695 Projector		1	Broken
500718	1	NEC NP400 Projector		1	Broken
500150	1	NEC NP400 Projector		1	Broken
500080	1	NEC VT695 Projector		1	Broken
	7		1	6	

Mabel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
24001549	1	Dell Monitor		1	Obsolete
24001459	1	Dell Monitor		1	Obsolete
600706	1	Wood-grain laminate AV Cart	1		Not being used
	1	HP LaserJet 1200 Printer		1	No cords
600258	1	HP LaserJet P1505 Printer		1	No cords
	1	Wooden Coat Tree	1		Not needed
	2	Projector Screens	2		No longer used
	8		4	4	

Parkway

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
700987	1	HP Ultralim Docking Station		1	No longer used
	1	Lenovo Thinkpad		1	Outdated
	2		0	2	

Valle Crucis

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
301188	1	Retevis H777 Two-Way Radio		1	Broken
25167	1	Epson Powerlite 98 Projector		1	No longer working
		Avermedia AverVision 300P			
300581	1	Document Camera	1		Might be usable. Wer
	3		1	2	

Watauga High School

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
900394	1	Epson Powerlite 460 Projector		1	No longer working
28407	1	Aerohive HiveAP170 Access Point		1	Damaged
32875	1	Aerohive HiveAP250 Access Piont		1	Returned to vendor fi
	1	Receptionist Chair		1	Broken
	4		0	4	

Technology Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
51494	1	Dell Optiplex GX620 Desktop		1	Out of date
28564	1	Dell Optiplex 790 Desktop		1	No longer working
28842	1	Dell Optiplex 790 Desktop		1	No longer working
28171	1	Aerohive HiveAP121		1	No longer working
		Outdoor Security Surveillance			
	2	Cameras		2	
51502	1	Apple iPad 2		1	Bad hardware
400601	1	Dell Optiplex 745 Desktop		1	
	8		0	8	

Transportation Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>	<u>Reason</u>
51044	1	Dewalt Drill Driver DW 987		1	
51041	1	Dewalt Cordless Drill DW 995		1	
51045	1	Dewlat Drill Driver DW 987		1	
51042	1	Dewalt Cordless Drill DW 987		1	
	4		0	4	

Child Nutrition

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>- Usable</u>	<u>- Unusable</u>	<u>Reason</u>
404	1	Dell Optiplex 755 Desktop		1	
804	1	Dell Optiplex 755 Desktop		1	
304	1	Dell Optiplex 755 Desktop		1	
103	1	Dell Optiplex 755 Desktop		1	
703	1	Dell Optiplex 755 Desktop		1	
976	1	Dell Optiplex 755 Desktop		1	
	1	Dell Optiplex GX 620 Desktop		1	
	7		0	7	



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P.O. BOX 1790 BOONE N.C. 28607

TEL: (828) 264-7190
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11 February 2019

Dear Parents and Guardians,

Similar to last school year, Watauga County Schools is offering an opportunity to students in grades 4-8 who do not pass the North Carolina End-Of-Grade (EOG) Test in English Language Arts (ELA) or in grades 5 and 8 in Science. Those students who are either 1) identified by their principal as being eligible or 2) score within three scale score points of a Level III in ELA and/or Science will be invited to participate in a second administration of the test. Guidelines for *Read-to-Achieve* will apply to 3rd grade students who do not pass the 3rd grade ELA EOG. This opportunity will not be available in grades 3-8 Mathematics due to the delay of mathematics results while the North Carolina Department of Instruction conducts its standard setting process on the updated assessment.

Bus transportation will be provided on these days in the form of convenience or satellite stops. Information about the location of these stops will be provided to parents of eligible students.

The second administration will take place at your child's school following an opportunity for remediation before the end of the school year. The second administration will begin with the ELA test on Monday, June 17th and the science on Tuesday, June 18th. If your child is eligible for a second administration in both areas and would like to test in one day, arrangements may be made to accommodate this request. Testing will begin each day at 8:30A. Students will be provided a snack before each test.

Following the second administration, the higher of the two assessments will be used as a measure of your child's proficiency. You will also receive an updated and revised Individual Student Report or ISR.

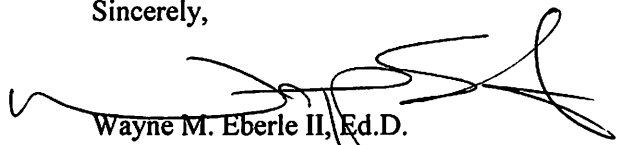
Please keep in mind this is an OPTIONAL opportunity. We want all our students to put forth maximum effort and, more importantly, be able to show what they know and have learned. Giving students an option for a second administration will ensure they have the opportunity to do their best.

Should your child be eligible for this opportunity, follow up communication will be provided to you after the first administration of the EOG by your child's teacher and/or principal.

If you have additional questions about this opportunity and eligibility, please contact your principal and/or teacher.

Thank you for allowing Watauga County Schools to serve you and your child as we continue to strive to be the best place to learn and work in North Carolina.

Sincerely,



Wayne M. Eberle II, Ed.D.
Director of Accountability and School Improvement



Watauga County Board of Education

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11 de febrero del 2019

Estimados Padres de Familia y Guardianes,

Al igual que el año pasado, las Escuelas del Condado de Watauga están ofreciendo una oportunidad a los/las estudiantes de 4^{to} a 8^{vo} grado que no hayan pasado la Evaluación de Fin de Grado (EOG) de Carolina del Norte en las áreas de Artes del Lenguaje Inglés (ELA) o en los grados de 5^{to} y 8^{vo} en ciencia. Aquellos(a) estudiantes que son 1) identificados(as) por su director(a) como elegibles o 2) sacaron una calificación cercana de tres puntos dentro del puntaje de escala para lograr el Nivel III en ELA y/o ciencia serán invitados(as) a participar a una segunda administración de la evaluación. Las pautas para la evaluación de Leer para Lograr (Read-to-Achieve) se aplicarán a los/las estudiantes de 3^{er} grado que no pasen la evaluación (EOG) de ELA de 3^{er} grado. Esta oportunidad no estará disponible para matemáticas de 3^{er} a 8^{vo} grado, debido al retraso de resultados de matemáticas mientras el Departamento de Instrucción de Carolina del Norte conduce su proceso de establecimiento de normas y evaluación actualizada.

El transporte en el autobús escolar se proporcionará en estos días en la forma de conveniencia o paradas escogidas. La información sobre la ubicación de estas paradas será proporcionada a los padres de los(as) estudiantes elegibles.

La segunda administración se llevará a cabo en la escuela de su niño(a) después de una oportunidad de remediación antes del final del año escolar. La segunda administración comenzará con la evaluación de ELA el lunes, 17 de junio y el de ciencia el martes, 18 de junio. Si su niño(a) es elegible para una segunda administración en ambas áreas y desea realizar las evaluaciones en un solo día, se pueden hacer arreglos para acomodar esta solicitud. Las evaluaciones comenzarán cada día a las 8:30 am. Los/las estudiantes recibirán una merienda antes de cada evaluación.

Después de la segunda administración, la calificación más alta, obtenida de las dos evaluaciones, se usará como una medida del dominio de su niño(a) en cada una de esas materias. Usted también recibirá un Informe Estudiantil Individual o "ISR" revisado y actualizado.

Por favor tenga en cuenta que esta es una oportunidad OPCIONAL. Nosotros queremos que todos(as) nuestros(as) estudiantes hagan un esfuerzo máximo y, lo que es más importante, que puedan mostrar lo que saben y lo que han aprendido. El brindarles a los/las estudiantes una opción para una segunda administración garantizará que tengan la oportunidad de dar lo mejor de sí mismos.

Si su niño(a) es elegible para esta oportunidad, se le proporcionará comunicación de seguimiento de parte de el/la maestro(a) y/o director(a) de su niño(a) después de la primera administración de las evaluaciones EOG.

Si usted tiene preguntas adicionales sobre esta oportunidad y elegibilidad, por favor contacte a su director(a) y/o maestro(a).

Gracias por permitir que las Escuelas del Condado de Watauga les sirvan a usted y a su niño(a) mientras continuamos esforzándonos por ser el mejor lugar para aprender y trabajar en Carolina del Norte.

Sinceramente,

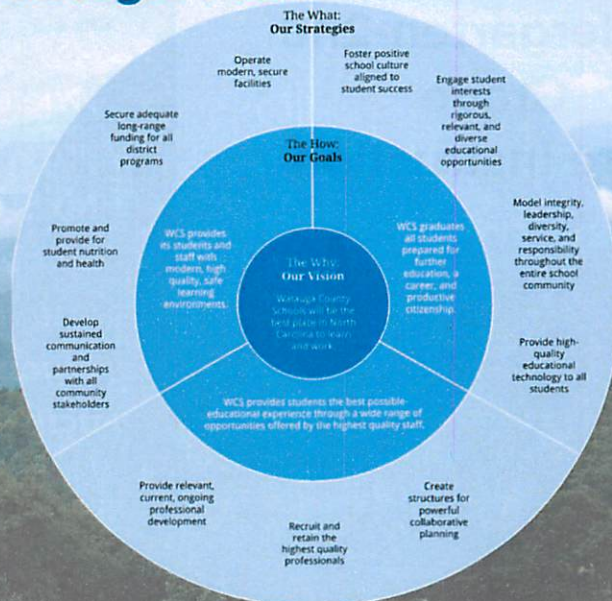
Wayne M. Eberle II, Ed.D.
Director de Responsabilidad y Mejora Escolar

K-3

Reading Instruction Overview

How is this tied to our Strategic Plan?

- High Quality Staff
- Evidence based programs/ resources for Core and Intervention
- Relevant PD
- Assessment Data to refine instruction





Staff at a Glance

- 77 Teachers and 11.5 Reading Specialists
- 24% w/Masters Degrees
- 43% have had Reading Foundations
- 13% have less than 3 years experience



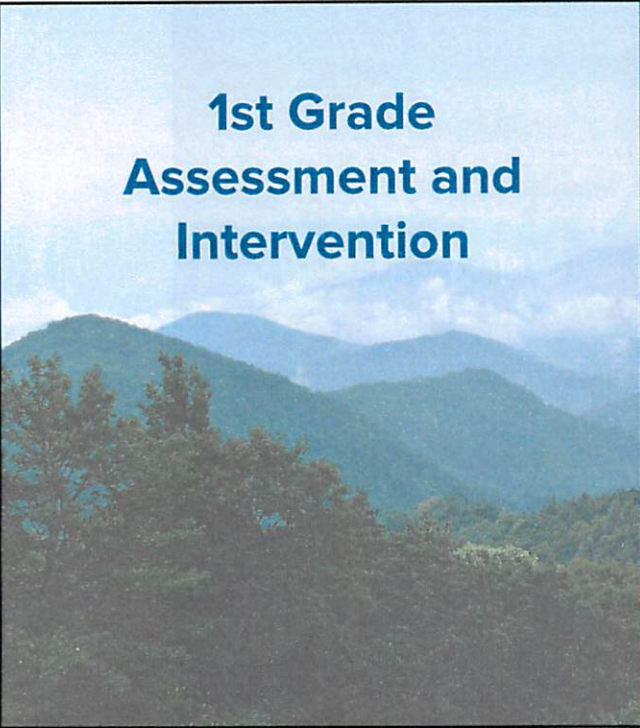
Kindergarten-2nd Grade Core Instruction

- *Explicit* phonics instruction with Letterland
- Use of **Decodable text**
- Whole class **grade level** novels, small group **leveled texts** and **read alouds**
- Large group and small group instruction including **graphic organizers** and **comprehension activities**
- Literacy in **Content Areas**



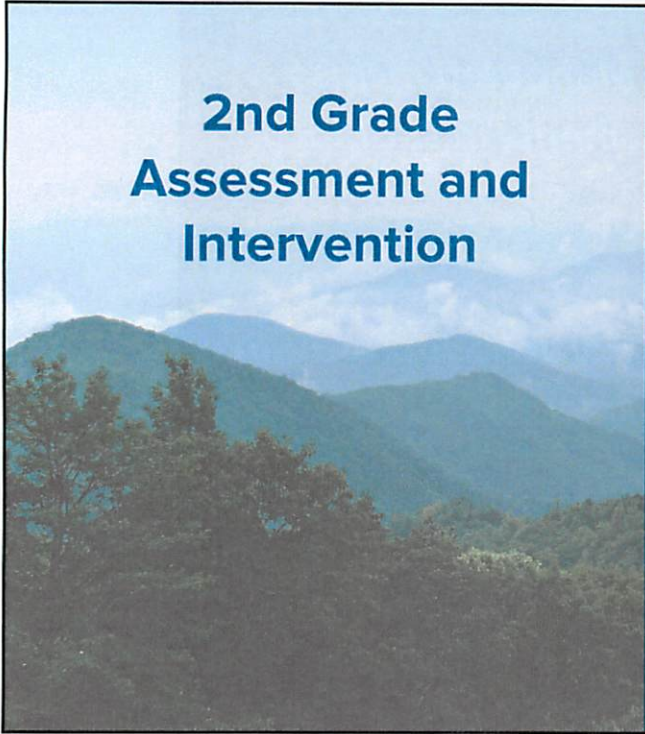
Kindergarten Assessment and Intervention

- *State Mandated mclass assessments in DIBELS and TRC*
- *Local Portfolio for formative assessment*
- *Letterland Intervention Lessons*



1st Grade Assessment and Intervention

- *Early Reading Screening Inventory (ERSI)*
- *State Mandated mclass assessments in DIBELS and TRC*
- *ASU Word Recognition and Developmental Spelling Assessments*
- *Letterland Intervention Lessons*
- *Early Steps Intervention with Reading Specialists*
- *Read to Achieve Summer Camp*



2nd Grade Assessment and Intervention

- *State Mandated mclass assessments in DIBELS and TRC*
- *ASU Word Recognition and Developmental Spelling Assessments*
- *Letterland Intervention Lessons*
- *Intervention Groups with Reading Specialists*
- *Read to Achieve Summer Camp*



3rd Grade Core Instruction

- *Explicit instruction with Zaner Bloser for word structure and spelling patterns*
- *Whole class **grade level** novels, small group **leveled texts** and **read alouds***
- *Large group and small group instruction including **graphic organizers** and **comprehension activities***
- *Literacy in **Content Areas***

3rd Grade Assessment and Intervention

- *State Mandated mclass assessments in DIBELS and TRC*
- *ASU Word Recognition and Developmental Spelling Assessments*
- *Intervention Groups with Reading Specialists*
- *Read to Achieve: BOG, Mastery Portfolio, and Summer Camp*
- *3rd Grade ELA EOG*

Continuum of Skills- Word Study

K	1	2	3
Letter/Sound Relationship	Short Vowels	Short vowel patterns	Word endings
Word Families (CVC)/Rhymes	Long Vowel Patterns	Long Vowel Patterns	Roots
Beginning Blends	Blends and Diagraphs	R-Controlled vowels	Prefix/suffix
Encode and /Decode individual letters/sounds	Encode and Decode larger chunks	Encode and Decode syllables	Encodeand Decode syllables
Sight Word Development	Sight word Development	Sight word Development	

Continuum of Skills- Comprehension

K	1	2	3
Concept of Print	Visual tracking	Oral/Silent Fluency/Accuracy	Silent Fluency/Accuracy
Finger Tracking	Oral Fluency/Accuracy		
Vocabulary Development	Story Vocabulary Development	Academic Vocabulary Development	Content Vocabulary Development
Comprehension of Story elements-Character and Setting With prompting and support	Comprehension of problem/solution, character feelings, text evidence	Comprehension of text features, main idea, key details, comparison of text, text evidence	Comprehension of author's craft, increased genre exposure, non-fiction strategies, text evidence

The Watauga County Board of Education (the "board") is committed to conducting the purchasing function in an ethical manner and in compliance with state and federal laws and regulations. The board expects all employees who are directly or indirectly involved in any aspect of the purchasing function to be aware of and comply with all current state and federal laws and regulations as these standards apply to the school system's purchasing activities. The board's purchasing goals and principles will not be compromised by individuals motivated by personal gain.

~~The board and its officers, agents and employees are subject to the laws governing conflicts of interest in furnishing supplies to the board and the use of confidential information.~~

~~No board member or officer, agent or employee involved in the purchasing function may do any of the following:~~

- ~~5. accept any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board.~~
- ~~7. accept trips or meals from contractors, subcontractors or suppliers, except gifts or favors of nominal value or meals furnished at banquets.~~
- ~~9.1. solicit or accept any gift or donation from an E-rate service provider in violation of federal gifting rules.~~

Employees directly or indirectly involved in any aspect of the school system's procurement, purchasing, and/or contracting process for apparatus, materials, equipment, supplies, services, real property, or construction or repair projects, regardless of source of funds, must adhere to the following standards of conduct and those established in policies 7730, Employee Conflict of Interest, and 8305, Federal Grant Administration.

1. Employees are expected to make all purchasing-related decisions in a neutral and objective way based on what is in the best interest of the school system and not in consideration of actual or potential personal benefit.
2. Employees shall not participate, directly or indirectly, in making or administering any contract from which they will obtain a direct benefit, unless an exception is allowed pursuant to law.

An employee obtains a direct benefit when the employee or his or her spouse will receive income, commission, or property under the contract or the employee or spouse has more than a 10 percent interest in an entity that is a party to the contract. See G.S. 14-234 and policy 7730, Employee Conflict of Interest.

Participation in making or administering a contract includes, but is not limited to,

participating in the development of specifications or contract terms; obtaining or reviewing bids; preparation or award of the contract; and having the authority to make decisions about, interpret, or oversee the contract.

3. Employees shall not participate, directly or indirectly, in the selection, award, or administration of a contract supported in whole or part by a federal grant or award if the employee has a real or apparent conflict of interest. See 2 C.F.R. 200.318 and policy 8305, Federal Grant Administration.

A real or apparent conflict exists when the employee, his or her immediate family member or partner, or an organization which employs or is about to employ any of those individuals, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this subsection, a "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. It does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

4. Employees shall not influence or attempt to influence any person involved in making or administering a contract from which the employee will obtain a direct benefit as described in paragraph 2, above.
5. Employees shall not solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract by the school system.
6. Employees shall notify the superintendent or designee in writing if they have an actual or potential conflict of interest under this policy or applicable state or federal law that would disqualify them from performing any aspect of their job responsibilities.
7. Employees shall not solicit or accept trips, meals, gratuities, gifts, favors, or anything of monetary value from current or recent (within the past year) contractors, subcontractors, or suppliers, or any persons or entities that foreseeably may bid on a contract in the future, unless the item is an unsolicited gift of nominal value (\$50 or less), and is one of the following: an advertising item or souvenir that is widely distributed; an honorarium for participating in a meeting; a meal provided at a banquet; or other item that is clearly permitted by state and federal law. Multiple permitted items from a single contractor may not exceed an aggregate value of \$100 in a twelve-month period.

Employees shall inform existing and potential contractors, subcontractors, and suppliers about these restrictions.

8. Employees shall not solicit or accept any gift from a current or potential provider of E-rate services or products in violation of applicable federal E-rate program gifting rules.

9. Employees shall not divulge confidential information to any unauthorized person. Confidential information includes, but is not limited to (1) the school system's cost estimate for any public contract, is confidential prior to bidding or completion of other competitive purchasing processes; and (2) the identity of contractors who have obtained proposals for bid purposes for a public contract, is confidential until the bids are opened in public and recorded in the board minutes. Any employee who divulges confidential information to any unauthorized person will be subject to disciplinary action.
10. An employee shall not misuse information in violation of G.S. 14-234.1. Specifically, an employee shall not, in contemplation of the employee's own official action or that of the board or others acting on behalf of the school system, or in reliance on information known to the employee in his or her official capacity and not made public, to:
- a. acquire a financial interest in any property, transaction, or enterprise;
 - b. gain a financial benefit that may be affected by the information or contemplated action; or
 - c. intentionally aid another to acquire a financial interest or gain a financial benefit from the information or contemplated action.

The superintendent or designee shall ensure that all affected personnel are aware of board policy requirements and applicable laws. Any individual aware of any violation of this policy, policy 2121, Board Member Conflict of Interest, policy 7730, Employee Conflict of Interest, the conflict of interest provisions of policy 8305, Federal Grant Administration, or applicable conflict of interest laws shall report such violation to the superintendent, or, if it involves the superintendent, to the board chairperson in accordance with policy 1760/7280, Prohibition Against Retaliation. Employees who violate this policy, policy 2121, policy 7730, or the conflict of interest provisions of policy 8305, will be subject to disciplinary action.

Legal References: 2 C.F.R. 200.318(c); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 1321), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)

Adopted: February 8, 2016

Revised:

PURCHASE OF SERVICES

Policy Code:

6450

Services will be purchased in a manner consistent with the purchasing goals of the Watauga County Board of Education (the "board"). The board generally does not require competitive bidding is not required for the purchase of services; however, contracts for services will be made under conditions that foster competition among potential providers when feasible and after careful pricing.

No contract may be entered into with a restricted company, as listed by the state treasurer in accordance with G.S. 147, art. 6E or 6G, except as permitted by those laws.

Purchases using federal funds must be made in accordance with the terms and conditions of the federal award and all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.)

Contracts entered into with entities or individuals to provide a driver education program for students must be awarded on a competitive basis through requests for proposals to contract and in accordance with the requirements of State Board of Education Policy DRIV-001.

This policy does not apply to contracts for architectural, engineering, surveying, and construction management at risk services, which are governed by policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.

Legal References: 2 C.F.R. 200.317-200.326; G.S. 115C-36; 143-64.31; 147 art. 6E, art. 6G; State Board of Education Policy DRIV-001

Cross References: Goals of the Purchasing Function (policy 6400), Federal Grant Administration (policy 8305), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Adopted: February 8, 2016

Revised: May 9, 2016; July 10, 2017; February 12, 2018

DISPOSAL OF SURPLUS PROPERTY

Policy Code:

6560

When personal property becomes unnecessary and undesirable for public school purposes, the school system will sell or dispose of the property in order to provide additional revenue for educational purposes, in accordance with the requirements of G.S. 115C-518 and G.S. 160A, article 12.

Equipment and supplies acquired under a federal award will be disposed of in accordance with the terms and conditions of the federal award, all applicable requirements of federal law and regulation, and the provisions of this policy not inconsistent with such requirements.

Contracts for the sale or disposal of surplus property must be consistent with G.S. 147, art. 6E and 6G. Prior to disposition, the superintendent or designee must make a finding that the property is no longer necessary or desirable for school use. Before any property may be sold or disposed of, it must be removed from the appropriate fixed asset inventory.

The superintendent or designee shall ensure that any confidential, proprietary, or other identifying information is removed from surplus property prior to disposition. In addition, the disposal of any equipment or other property through waste management services must be done in a manner consistent with environmental or other relevant rules and regulations.

The board will approve the disposal of surplus property pursuant to the requirements of G.S. 160A, article 12.

Legal References: 2 C.F.R. 200.313-200.314; G.S. 115C-518; 147 art. 6E, art. 6G; 160A, art. 12

Cross References: Fixed Assets Inventory (policy 8350), Fixed Assets (8350-R)

Adopted: April 11, 2016

Revised: May 9, 2016; February 12, 2018

The Watauga County Board of Education (the “board”) intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee’s license except as may be otherwise allowed by state and federal law and State Board policy. ~~In addition, all professional teachers employed to teach core academic subjects must be “highly qualified” as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.~~
3. The board may employ candidates entering ~~encourages entry into the~~ teaching profession by skilled individuals from the private sector from other fields who hold a meet state residency licensure requirements or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ for up to one year an individual who holds a permit to teach an emergency license issued by the State Board of Education. ~~An emergency license is not renewable.~~

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State

Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

3. **Interim Principals**

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. **Cherokee Language and Culture Instructors**

An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. **Driver Education Instructors**

An individual, who is not licensed in driver education, is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education policy DRIV-003.

C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. LICENSE CONVERSION

Teachers must ~~teach three years and meet all other requirements~~ of the State Board of Education in order to move from an initial to a continuing professional license. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing professional licensure are informed of the process for appealing the state decision.

E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with state law G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

F. PARENTAL NOTIFICATION

At the beginning of each school year, ~~the school system officials shall will~~ notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing requirements ~~criteria~~ for the subject or grade level(s) and subject area(s) ~~they are teaching in which the teacher provides instruction~~; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have ~~has had any licensure requirements been~~ waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught a core academic subject by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned ~~is not highly qualified~~.

G. EQUITABLE DISTRIBUTION OF TEACHERS

The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she

determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-270.21, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies DRIV-003, DRIV-004, EVAL-004, EVAL-023, LICN-001, ~~-004~~, LICN-005, LICN-018, LICN-021, LICN-022, NCAC-6C.0102, NCAC-6C.0307, TCED-016

Cross References:

Adopted: February 9, 2015

Revised: September 11, 2017; May 21, 2018

Replaces: Policy 3.02.40, Qualifications of Certified Personnel

For students to succeed, all school employees must approach their responsibilities conscientiously, always remembering that the ultimate responsibility of the school system is to provide students with the opportunity to receive a sound basic education. The standards shall apply to all school employees and shall be the basis for review of the performance of school employees. These standards shall establish prohibitions and mandatory requirements for all employees. Violation of these standards shall subject an employee to investigation and disciplinary action by the Watauga County School System and/or the State Board of Education.

All employees, student teachers, and volunteers shall adhere to the standards of professional conduct contained in this policy. Any act or omission that violates these standards is prohibited and is subject to disciplinary action up to and including dismissal from employment.

A. STAFF RESPONSIBILITIES

All school employees shall:

1. be familiar with, support, comply with and, when appropriate, enforce all applicable Watauga County Board of Education (the "board") policies, administrative procedures, school rules and applicable laws;
2. attend to the safety and welfare of students, including the need to provide appropriate supervision of students;
3. demonstrate integrity, respect and commitment to the truth through attitudes, behavior and communications with others;
4. address or appropriately direct any complaints concerning school employees, the school program or school operations;
5. develop, promote, and maintain courteous and professional working relationships with other staff members, students, parents, and visitors;
6. avoid confrontations with co-workers, including but not limited to engaging in actions or conversations which the employee knows or should know will result in a disruption;
7. direct all complaints regarding the work environment to the appropriate supervisors and/or file grievances and avoid any actions that may undermine the work or the authority of co-workers and supervisors;
8. not create or post any inappropriate online content that has an impact on their (or any employee's) ability to perform their job, especially if accessible to any student(s), and bear in mind that content created or posted online apart from the WCS network may be viewed by anyone, including students, parents, and other

members of the community;

9. use the Watauga County Schools network only in a professional manner as described in policy 7335, Employee Use of Social Media, and 3225/4312/7320, Technology Responsible Use;
10. be respectful in all conduct and communications with students as set forth in policy 4040/7310, Staff-Student Relations, and shall not abuse or exploit any student in person or in electronic communication in any manner, including but not limited to the actions listed below. Electronic communications include, but are not limited to, e-mail, text messaging, instant messaging, chat rooms, blogging, websites, and social media.
 - a. any use of language that is considered profane, vulgar, or demeaning;
 - b. any sexual act;
 - c. any solicitation of a sexual act, whether written, verbal, or physical;
 - d. any act of child abuse, as defined by law;
 - e. any act of sexual harassment, as defined by law; and
 - f. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
11. comply with all administrative directives in a timely and professional manner, including written directives regarding specific issues or behaviors;
12. attend, participate in, and complete all required professional development activities and meetings;
13. complete and transmit all required reports and other documentation in a timely and professional manner;
14. maintain the confidentiality of records as required by law and more fully set forth in policy 1325/7315, Confidential Information, and 4250/5075/7316, North Carolina Address Confidentiality Program;
15. faithfully account for all funds collected from students, colleagues, or other parties and not submit fraudulent requests for reimbursement, expenses, or pay;
16. arrive at school each day at an appropriate time designated by the principal ready and prepared to complete all assigned duties; and

17. exercise proper care and maintenance of school property.

B. NOTICE OF CRIMINAL OFFENSE

Employees shall notify the human resources director if they are arrested for, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking or a lesser violation). Notice must be in writing, must include all pertinent facts and must be delivered to the human resources director no later than the next scheduled business day following the arrest, charge or conviction, unless the employee is hospitalized or incarcerated, in which case the employee must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the employee must report the disposition and pertinent facts in writing to the human resources director no later than the next business day following adjudication.

In addition, all driver education instructors must immediately report to the board any conviction that results in three or more points, and any conviction that could cause suspension or revocation of the driver license in any state. The board will notify the Department of Public Instruction when an instructor loses his or her privilege to drive in North Carolina or any other state. The superintendent or designee shall conduct annual checks of the driving records of all driver education instructors.

Failure by an employee to provide timely notice as described ~~above~~ in this policy may lead to disciplinary action up to, and including, dismissal.

Legal References: G.S. 115C-47, -307, -308; State Board of Education Policies DRIV-003, DRIV-004

Cross References: Nondiscrimination on the Basis of Disabilities (policy 4022/7231), Drug-Free and Alcohol-Free Workplace (policy 7240), Prohibition Against Discrimination, Harassment, and Bullying (policy 4021/7230), Staff-Student Relations (policy 4040/7310), Confidential Information (policy 1325/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Technology Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Professional Standards of Conduct and Performance for Teachers (policy 7305), Duty to Report a Criminal Offense (policy 7307), Employee Use of Social Media (policy 7335), Employee Dress and Appearance (policy 7340), Public Records – Retention, Release, and Disposition (policy 5070/7350), Electronically Stored Information Retention (policy 5071/7351), Extracurricular and Non-Instructional Duties (policy 7405), Employee Conflict of Interest (policy 7730)

Adopted: December 14, 2015

Employees are expected to avoid engaging in any conduct that creates or gives the appearance to the public of creating a conflict of interest with their job responsibilities. Employees shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school system. ~~with the school system. Although there may be other conflicts of interests, Although conflicts of interest are not limited to those described in this policy, at a minimum employees must comply with the follow~~ Watauga County Board of Education (the "board") directives established below in the following areas. ~~In addition, employees engaged directly or indirectly in the school system's procurement, purchasing, and/or contracting process must comply with policy 6401/9100, Ethics and the Purchasing Function.~~

A. FINANCIAL INTERESTS CONTRACTS WITH THE BOARD

~~An employee shall not engage in selling goods or services to the Watauga County Board of Education (the "board") and shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school system.~~

~~0. — Contracts with the Board~~

An employee shall not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. participate in the selection, award, or administration of a contract supported in whole or in part by federal funds if the employee has a real or apparent conflict of interest as described in policy 8305, Federal Grant Administration;
3. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the employee will obtain a direct benefit from the contract; or
4. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract by the board.

An employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he or she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract.

An employee derives a direct benefit from a contract if the employee or his or her spouse

does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board and the spouse of the superintendent if approved by the board in an open session meeting in accordance with the requirements of state law and subsection D.2 of policy 7100, Recruitment and Selection of Personnel.

~~0. Non School Employment~~

B. MISUSE OF INFORMATION

An employee shall not do any of the following:

1. use information, which was learned in the employee's role as an employee and which has not been made public, to acquire a financial interest or gain a financial benefit, or to intentionally help another do so; or
2. acquire or gain, or intentionally help another person to acquire or gain, a financial interest or benefit in contemplation of official action by the employee or the school system.

C. NON-SCHOOL EMPLOYMENT

The board recognizes that some employees may pursue additional compensation on their own time. Any such employee shall not engage in the following:

1. non-school employment that adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
2. work of any type in which the sources of information concerning customer, client or employer originate from any information obtained through the school system;
3. work of any type that materially and negatively affects the educational program of the school system;
4. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or
5. any type of private business during school time or on school property, unless prior approval is provided by the superintendent;-
6. having any financial or material interest in supplying books, maps, furniture, and/or apparatus to the school system or to any school in the system;-

7. acting as an agent for any author, publisher, or dealer in recommending or procuring the use of any book, map, apparatus, furniture, school supply, construction material, or service of any kind;
8. disclosing information concerning a school system business transaction to an individual, organization, or company seeking to conduct business with the Watauga County Schools;
9. accepting a gift or soliciting a gift from any individual, company, or organization or accept any other types of favors, services, or accommodations from any individual, company, or organization with whom the school district has an actual or potential contractual relationship;

An employee may accept a meal or token promotional gift (value less than \$25) that is given routinely by an individual, company, or organization, such as pens, notepads, and marketing materials.

10. using confidential information for financial or personal benefit or share such information with an individual not affiliated with the school district for that individual's financial or material benefit; or
11. accepting money or gifts from outside individuals, companies, or organizations for the purpose of influencing a student's decision to attend a particular college or university.

The superintendent may grant prior approval for work performed under subsections dC.4 and eC.5 above if such work enhances the employee's professional ability or professional growth for school-related work. The superintendent may establish reporting procedures that require employees to notify the school system of any non-school employment.

Except as otherwise provided in the superintendent's contract, the superintendent is subject to the provisions of this section on non-school employment and shall seek prior approval from the board before engaging in consulting or other employment activities outside the school system. The board expects the superintendent to comply with all sections of this policy and all state and federal laws regarding conflicts of interest in his or her position as superintendent.

B.D. RECEIPT OF GIFTS

No employee may solicit or accept any gifts from any potential or current provider of E-rate services or products in violation of federal E-rate program gifting rules.

No school employee may solicit or accept trips, meals, favors, or other gifts or items of monetary value from any other person or group desiring to do or doing business with the school system, unless such gifts are of nominal value (\$50 or less) and (1) are instructional products or advertising items of nominal value that are widely distributed;

(2) are honorariums for participating in a meeting; (3) are meals served at a banquet; or (4) are approved for receipt by the superintendent or designee. These exceptions for gifts of nominal value do not apply to employees involved in purchasing and procurement activities except as provided in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration, and applicable state and federal law.

~~No school employee may solicit or accept any gifts from any potential provider of E-rate services or products in violation of federal gifting rules.~~

E. VIOLATIONS

The superintendent or designee shall ensure that all personnel are aware of the requirements of this policy and applicable conflict of interest laws. Any individual aware of any violation of this policy, policy 2121, Board Member Conflict of Interest, policy 6401/9100, Ethics and the Purchasing Function, the conflict of interest provisions of policy 8305, Federal Grant Administration, or applicable conflict of interest laws shall report such violation in accordance with policy 1760/7280, Prohibition Against Retaliation. Employees who violate this policy, policy 6401/9100, or the conflict of interest provisions of policy 8305, will be subject to disciplinary action.

C.F. DISCLOSURES

The Superintendent, Principals, Assistant Principals, and Central Level Administrators shall complete disclosure forms annually indicating that they have been free of any conflict of interest during the preceding year and will maintain that position during the next year.

D.G. ETHICS REVIEW COMMITTEE

The Superintendent shall appoint an Ethics Review Committee to investigate and review any complaints of a conflict of interest, including recommendations for appropriate sanctions.

Legal References: 2 C.F.R. 200.318(c)(1); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 133-32, -33; 115C-47(17a), -47 (18); 133-32; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993
~~47 C.F.R. 54.503; FCC Sixth Report and Order 10-175~~

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Recruitment and Selection of Personnel (policy 7100), Federal Grant Administration (policy 8305)

Adopted: December 14, 2015

Replaces: Policy 3.08.90, Conflict of Interest (in part related to employees)

Revised:

REDUCTION IN FORCE: TEACHERS AND SCHOOL ADMINISTRATORS

Policy Code:

7920

The purpose of this policy is to establish an orderly procedure for a reduction in force. This policy applies to (1) employees with career status and (2) all other teachers and school administrators, as defined in the relevant statutes, during the terms of their contracts. A reduction in force among any other employees will be accomplished in accordance with policy 7921, Classified Personnel Reduction, or, as applicable, in accordance with any conflicting terms of an individual employee's contract.

A. GROUNDS FOR REDUCTION IN FORCE

A reduction in force may be implemented when the Watauga County Board of Education (the "board") determines that any of the following circumstances have resulted in the need to decrease the number of positions held by employees to whom this policy applies.

1. System Reorganization

System reorganization is defined as (a) the closing, consolidation, or reorganization of schools, school buildings, or facilities; (b) the elimination, curtailment, or reorganization of a curriculum offering, program, or school operation; or (c) the merger of two or more school systems.

2. Declining Enrollment

Declining enrollment exists (a) when the enrollment or projected enrollment for the next succeeding school year causes a decrease in the number of teaching or administrative positions allocated by the State or any other funding source; or (b) when the enrollment or projected enrollment of a curriculum offering or program for the next succeeding school year is inadequate to justify continuation of the course or program.

3. Financial Exigency

Financial exigency means (a) any significant decline in the board's financial resources that compels a reduction in the school system's current operational budget; (b) any significant decrease or elimination in funding for a particular program; or (c) any insufficiency in funding that would render the board unable to continue existing programs at current levels.

B. PRELIMINARY DETERMINATION

1. The superintendent shall determine whether or not a reduction in force for employees subject to this policy is necessary, appropriate, or in the best interests of the school system.

2. If the superintendent decides to recommend to the board a reduction in force, he or she shall first determine which positions shall be subject to the reduction. In making that determination, the superintendent shall account for both:
 - a. structural considerations, such as identifying positions, departments, courses, programs, operations, and other areas where there are (1) less essential, duplicative, or excess personnel; (2) job responsibility and/or position inefficiencies; (3) opportunities for combined work functions; and/or (4) decreased student or other demands for curriculum, programs, operations, or other services; and
 - b. organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
3. The superintendent shall then present a recommendation to the board. The recommendation must include:
 - a. the grounds for a reduction in force;
 - b. the positions to be reduced, categorized by area(s) of licensure and/or program responsibility; and
 - c. the background information, data, and rationale for the recommendation.
4. The board will review the superintendent's recommendation and will determine whether to reduce the number of employees or to reduce their terms of employment.
5. If the board, after exploring, considering, and discussing a variety of ways to avoid a reduction in force, determines that a reduction in force of employees subject to this policy is necessary, the superintendent shall recommend to the board which individuals are to be dismissed, demoted, or reduced to part-time employment, based on the criteria set forth below.

C. CRITERIA

The primary consideration in any reduction in force will be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the school system. The superintendent shall consider a variety of factors in determining which employees will be included in the reduction in force, including the following:

1. work performance and evaluation ratings;
2. areas of licensure;
2. ~~highly qualified status;~~

3. program enrollment;
4. service in extra duty positions and ability to fill such positions;
5. length of service, with higher priority given to service in this school system; and
6. degree level.

The superintendent shall develop a system for using the above-mentioned factors to determine which employees will be recommended to the board for inclusion in the reduction in force.

D. PROCEDURE FOR TERMINATION

The board will consider the superintendent's recommendation and may, by resolution, order dismissal or demotion of an individual or reduce an individual to part-time employment. All requirements of G.S. 115C-325 (for teachers with career status) and 115C-325.6 (for non-career status teachers) will be met, including the time limits and procedures for notice and the opportunity for a hearing, when any teacher with career status (as defined in G.S. 115C-325) or teacher or administrator (as defined in G.S. 115C-325.1) is terminated, demoted, or reduced to part-time employment due to a reduction in force.

E. TERMINATION/REEMPLOYMENT OF A TEACHER WITH CAREER STATUS

When a teacher with career status is dismissed in accordance with this policy, his or her name will be placed on a list of available employees to be maintained by the board.

F. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a non-career status teacher; to offer a new, renewed, or extended contract to a school administrator; or to reemploy any non-career status teacher who is not under contract for any cause it deems sufficient (see policy 7950, Non-Career Status Teachers: Nonrenewal). A decision (1) not to renew a non-career status teacher's contract, (2) not to renew, extend, or offer a new contract to a school administrator, or (3) to not reemploy any non-career status teacher who is not under contract is not considered a "termination" under this policy. In such circumstances the procedures set forth in this policy are not required to be followed before the board's decision.

Legal References: G.S. 115C-287.1, 325 (applicable to career status teachers), -325.4, -325.6 to -325.9 (applicable to non-career status teachers)

Cross References: Classified Personnel Reduction (policy 7921), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: February 8, 2016

Replaces: Policy 3.03.40, Professional Personnel Reduction in Force

Revised:

The Watauga County Board of Education (the "board") and each member of the board recognize that they~~All members of the Watauga County Board of Education (the "board") are subject to North Carolina's the criminal laws related to conflicts of interest in public office and that a board member may not use his or her office for personal benefit. The board and each member of the board further recognize that they are subject to the standards established by the federal government for recipients of federal grants as specified in policy 8305, Federal Grant Administration,; including strict restrictions against having a pecuniary interest in any business of the board. The board and each member of the board understand that violation of state and federal laws and regulations on conflicts of interest may result in conviction of a crime, may render a contract of the board void, or may result in loss of federal funds. In addition, board members~~In keeping with the ethical duties specified in policy 2120, Code of Ethics for School Board Members, board members will not let any personal or business interest interfere with their duties as public officials,; including ethical duties as specified in policy 1320, Code of Ethics for School Board Members. If a board member has an actual or potential conflict of interest in a matter before the board, the board member should declare that interest as soon as possible and the provisions in policy 1442, Voting Methods will be followed.

All board members will abide by the following conflict of interest rules.~~A member of the board will not do any of the following:~~

1. A board member will not derive a personal benefit from a contract with the school system in violation of state law G.S. 14-234. Specifically, a board member will not:
 - a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
 - b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the board member will obtain a direct benefit from the contract; or
 - c. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract;

For purposes of G.S. 14-234, a board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract. A board member is also involved in making a contract if the board takes action on the contract, even if the specific board member did not actually participate in that action, unless the contract is approved under an exception to the law under which the board member is allowed to benefit and is prohibited from voting.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board and the spouse of a board member. However, the board member involved will not deliberate or vote on the spouse's employment contract or attempt to influence any other person who is involved in making or administering the contract.

2. A board member will not deliberate on, vote on, or otherwise engage in the selection, award, or administration of a contract supported in whole or part by federal funds when he or she has a real or apparent conflict of interest under federal rules as provided in 2 C.F.R. 200.318(c)(1) and policy 8305, Federal Grant Administration. For purposes of this paragraph, a conflict of interest arises when a board member or his or her spouse, immediate family member, or partner, or the employer or pending employer of any of those persons, has a financial or other interest in or receives a tangible personal benefit from a firm considered for the contract. Any such conflict must be disclosed to the awarding agency.

For purposes of the previous paragraph, a "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. It does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

3. A board member will not solicit or accept trips, meals, gratuities, gifts, favors, or anything of monetary value from (i) current contractors, subcontractors, or suppliers; (ii) any contractor, subcontractor or supplier that has performed under a contract with the board within the past year; or (iii) any contractor, subcontractor, or supplier that foreseeably may bid on a contract in the future, unless the item is an unsolicited gift of nominal value (\$50 or less) and is one of the following: an advertising item or souvenir that is widely distributed; an honorarium for participating in a meeting; a meal provided at a banquet; or other item that is clearly permitted by state and federal law.

Multiple permitted items from a single contractor, subcontractor, or supplier may not exceed an aggregate value of \$100 in a twelve-month period.

- ~~0. accept a gift or favor from any person or group desiring to do or doing business with the school system, unless such gifts are instructional products or advertising items of nominal value that are widely distributed; or~~
- ~~1.4.~~ A board member will not solicit or accept any gifts from a current or any potential provider of E-rate services or products in violation of applicable federal E-rate program gifting rules.
5. A board member will not misuse information in violation of G.S. 14-234.1. Specifically,

a board member will not use knowledge of contemplated board action, or information known to the member in his or her official capacity and not made public, to:

- a. acquire a financial interest in any property, transaction, or enterprise or gain any financial benefit which may be affected by the information or contemplated action;
or
- b. intentionally aid another to acquire a financial interest or gain a financial benefit.

~~A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.~~

~~A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the spouse's employment contract or attempt to influence any other person who is involved in making or administering the contract.~~

~~Legal References: ÷ 2 C.F.R. 200.112 and 200.318(c)(1); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 133-32; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175~~

~~Cross References: Code of Ethics for School Board Members (policy 1320), Voting Methods (policy 1442), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)~~

Adopted: October 12, 2015

Replaces: Board policy 3.08.90, Conflict of Interest (in part related to board members)

Revised: January 28, 2016;

The Watauga County Board of Education (the “board”) believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that 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 detracts 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.

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; 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: *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 <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);

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

A. PURPOSE

The Watauga County Board of Education (the “board”) ~~believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonability possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.~~ maintains high academic expectations for all students and believes that all students are capable of academic growth. Students should be afforded as many opportunities as possible to demonstrate academic achievement prior to progressing to the next level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student’s readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student’s readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student’s work, ~~and, when appropriate, accepted research-based standards for assessing developmental growth and, when appropriate, any other factors deemed relevant.~~ -The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student’s readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 4010, Student and Parent Grievance Procedure.

E. READING CAMPS

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team. The IEP Team shall make a recommendation to the principal for special placement. The principal shall determine the student's placement. The superintendent/designee shall review the recommendation before special placement is made. The school principal has the ultimate responsibility for placement and grading of students in accordance with federal, state, and local regulations.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

G. CREDIT BY DEMONSTRATED MASTERY

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

H. CREDIT RECOVERY

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class

rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day ~~at a high school in this school system or through the North Carolina Virtual Public School;~~
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

K. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

L. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are

expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

M. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

N. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, -83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies CCRE-001, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of

Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: July 11, 2016

Revised: July 10, 2017; March 15, 2018 (Legal references only);

A. PRINCIPLES

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

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

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

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

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

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

to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

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

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

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

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant

reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- ~~h. For schools identified by the Department of Public Instruction as Focus or Priority schools, the plan must identify the interventions the school will implement to address students' academic needs. Such interventions must include strategies to address the needs of all children, particularly the lowest achieving, and how these needs will be met in a timely and effective manner. If the school is identified as a Focus school as a result of not meeting participation rates in the state assessment program, the plan must include interventions to improve participation.~~
- i. In accordance with policy 4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the State Plan

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

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.

- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81.15, in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.

4. Development and Review of the Plan

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

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

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

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

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

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

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

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

5. Elimination of Redundant or Unnecessary Reporting Requirements

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

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

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

must also be posted on the website.

D. STAFF DEVELOPMENT

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

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

Legal References: ~~U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012);~~ G.S. 115C-47(38), -81.15, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

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

Adopted: March 21, 2016

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

DEFENSE OF BOARD EMPLOYEES

Policy Code:

7610

~~The Watauga County Board of Education (the "board") will~~ It is generally the Watauga County Board of Education's (the "board") policy to provide for the defense of any civil or criminal action or proceeding brought against an employee in his or her official or individual capacity, or both, on account of an act done or an omission so long as all of the following conditions are met.

1. The act or omission occurred in the scope and course of employment.
2. Defense of the action would not create a conflict of interest between the board and the employee.
3. The employee did not act or fail to act because of fraud, corruption or malice on his or her part.
4. All potential liability insurance carriers and/or liability coverage providers have provided written notification to the employee that the carrier(s) and/or liability coverage provider(s) will not provide a defense for the employee.

In order for the board to provide for the defense pursuant to this policy, the employee must provide a written request to the superintendent as soon as possible upon learning of the claim or action and receiving written notice from all potential insurers and/or liability coverage providers pursuant to item 4 above.

The superintendent, with advice from the board attorney, shall make a recommendation to the board as to whether the board will provide legal representation for the employee. Board approval of an employee's request to provide legal representation will only relate to the initial trial or proceeding. The employee must make an additional request in writing to the board for legal representation at each subsequent stage of the appeal of the action or proceeding.

If an employee's request for legal representation in any civil or criminal action or proceeding is denied and subsequently the employee is found not to be liable or guilty, the board may reimburse the employee a reasonable attorney's fee upon written request of the employee.

To protect its own financial resources, the board will provide for sufficient liability coverage for personnel, workers' compensation coverage and unemployment compensation insurance.

By enacting this policy, the board does not intend to create any contractual rights between the board and any employee and this policy should not be construed to create any contract term or substantive right whatsoever. Further, this policy should not be construed to waive any claim of immunity that the board might otherwise be entitled to make.

Legal References: G.S. 115C-43; *Wray v. City of Greensboro*, 370 N.C. 41 (2017)

Cross References:

Adopted: December 14, 2015

Replaces: Policy 3.11.02, Workers Compensation

The Watauga County Board of Education (the “board”) intends to administer federal grant awards efficiently, effectively, and in compliance with all requirements imposed by law, the awarding agency, and the North Carolina Department of Public Instruction or other applicable pass-through entity.

A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS

The finance officer shall be responsible to the superintendent to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal law and regulation, including the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”) issued by the U.S. Office of Budget and Management and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following areas.

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations, and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

3. Procurement

All purchases for property and services made using federal funds must be conducted in accordance with all applicable federal, state and local laws and regulations, the Uniform Guidance, and the school system's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319, and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under G.S. 14-234 and accepting gifts and favors from vendors under G.S. 133-32 (see policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member, or agent of the school system engages in the procurement of goods, services, or construction or repair projects funded in whole or part with federal financial assistance.

- a. No employee, board member, or agent of the school system may participate directly or indirectly in the selection, award, or administration of a contract

supported by a federal grant or award if he or she has a real or apparent conflict of interest.

~~Each employee, board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award ("covered individual") and who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing any potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.~~

For purposes of this paragraph, a real or apparent conflict of interest exists would arise when (1) the employee, board member, or agent of the school system covered individual, (2) any member of his or her immediate family, (3) his or her partner, or (4) an organization which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict in accordance with this paragraph shall not participate in the selection, award, or administration of a contract supported by a federal grant or award. For purposes of this paragraph, "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. "Financial interest" does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

Any employee, board member, or agent of the school system who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.

- b. ~~Covered individuals shall not~~ No employee, board member, or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts, or other items of monetary value from a contractor, supplier, or a party to a subcontract except that for a federal grant or award; however, covered individuals may accept (1) a single unsolicited item with a nominal value of (\$50 or less) or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted. Violations of this rule are subject to disciplinary action.

5. Mandatory Disclosures

The superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.

The finance officer shall submit all required certifications and is authorized to sign them on behalf of the board.

8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Performance reports, including reports of significant developments that arise between scheduled performance reporting dates, must be submitted as required by federal or state authorities.

B. AUDITS AND CORRECTIVE ACTION

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer will prepare all financial statements, schedules of expenditures, and other documents required for the audit.
2. At the completion of the audit, the superintendent or designee shall prepare a corrective action plan to address any audit findings. The plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. TRAINING

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)

The board intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a board policy is contrary to a federal law, regulation, term, or condition applicable to a federal award, employees must follow the applicable federal requirement.

E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 7280, Prohibition Against Retaliation.

Legal References: 2. C.F.R. Part 200; G.S. 14-234; 133-32

Cross References: Prohibition Against Retaliation (policy 7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Fiscal Management Standards (policy 8300)

Other References: *Standards for Internal Control in the Federal Government* ("The Green Book") (GAO), available at <http://www.gao.gov/greenbook/overview>; *Internal Control Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <http://www.coso.org/ic.htm>; *Compliance Supplement, Part 6, Internal*

Control (Office of Management and Budget), available at
~~<https://www.whitehouse.gov/omb/financial-fin-single-audit>~~
https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A133/2017/Compliance_Supplement_2017.pdf

Adopted: July 11, 2016

Revised:

USE AND SELECTION OF ARCHITECTS, ENGINEERS, SURVEYORS, AND CONSTRUCTION MANAGERS AT RISK

Policy Code:

9110

A. USE OF ARCHITECTS AND/OR ENGINEERS

To the extent required by North Carolina General Statute 133-1.1, a registered architect or registered engineer, or both, will be used to design and inspect school system buildings being repaired or constructed. In addition, architects and/or engineers may be used for services, such as:

1. preparing feasibility studies for additions, alterations, or renovations of existing facilities;
2. providing consulting services on technical matters;
3. providing services related to long-range planning or facility design; and
4. assisting in the preparation and submission of any documents requested by other governmental agencies.

B. SELECTION PROCESS FOR ARCHITECTURAL, ENGINEERING, SURVEYING, AND CONSTRUCTION MANAGEMENT AT RISK SERVICES

Except as otherwise permitted under G.S. 115C-521(g), the procurement of architectural, engineering, surveying, or construction management at risk services for facility design, construction, and related services will be accomplished in accordance with the following requirements. Any purchase of services using federal funds must also be made in accordance with the terms and conditions of the federal award and all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.)

1. Projects with an Estimated Professional Fee of \$50,000 or More
 - a. The superintendent shall solicit proposals from service providers for selection based upon qualifications using the following or similar criteria:
 - 1) training and experience of the service provider, especially in school-related projects;
 - 2) planning ability and promptness;
 - 3) experience in specification writing, including reputation for accuracy and sufficiency of detail;

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- 4) experience in the construction of K-12 buildings;
 - 5) reputation for quality of design and construction in appearance and utility;
 - 6) history of thorough inspections and follow-through with jobs;
 - 7) timely completion of projects within the established budgets;
 - 8) relationships with contractors and designers; and
 - 9) any other factors the superintendent deems relevant.
- b. The superintendent shall provide a list of qualified service providers to the Watauga County Board of Education (the “board”) for consideration and selection unless the estimated professional fee for the project is within the superintendent’s authority to contract as provided in policy 6420, Contracts with the Board. The list shall not include any company whose name appears on the state treasurer’s lists of restricted companies, developed in accordance with G.S. 147, art. 6E or art 6G.
 - c. A North Carolina resident firm will be granted a preference over a nonresident firm if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm’s home state. The solicitation documents must require that nonresident firms disclose and describe any construction contract preferences granted by the firm’s home state.
 - d. Fees will be negotiated with the selected firm. If a fair and reasonable fee cannot be agreed upon, the board or superintendent will select the next best qualified firm and negotiate fees. The contract with the firm must be reviewed by the board attorney and meet all applicable laws and board policies. The contract must have board approval unless the board has delegated this authority to the superintendent in policy 6420.
2. Projects with an Estimated Professional Fee of Less than \$50,000
 - a. The process established in subsection B.1 is not required unless otherwise directed by the board or superintendent for a specific project.
 - b. When the estimated professional fee for a project is estimated to be within the superintendent’s authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall have

authority to select the firm. Board approval of the firm is not required. The contract with the firm must meet all applicable laws and board policies and must be consistent with G.S. 147, art. 6E and art. 6G.

- c. When the professional fee is estimated to exceed the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall recommend one or more firms to the board for consideration. The board will approve the selection of the firm. The contract with the firm must be reviewed by the board attorney, be approved by the board, meet all applicable laws and board policies, and be consistent with G.S. 147, art. 6E and art. 6G.

Legal References: 2 C.F.R. 200.317-200.326; G.S. 115C-521(g); 133, arts. 1 and 3; 143-64.31, -64.32; 147 art. 6E, art. 6G

Cross References: Contracts with the Board (policy 6420), Federal Grant Administration (policy 8305), Site Selection (policy 9010), Facility Design (policy 9020)

Adopted: April 11, 2016

Revised: May 9, 2016; February 13, 2017; February 12, 2018;

The Watauga County Board of Education (the “board”) strives to obtain high quality services at a reasonable price through the bidding process employed by the school system. This policy describes state and local requirements. Any contracts funded with federal funds must also be made in accordance with the terms and conditions of the federal award and all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (“Uniform Guidance”) issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.)

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability, and the time specified in the bids for performance of the contract. Contracts will contain a provision stating that the contractor and contractor’s subcontractors, if any, must comply with the requirements of G.S. Chapter 64, Article 2. Prior to bidding, contractors may be required to prequalify if the board has elected to use this process. No contract may be entered into with a restricted company, as listed by the state treasurer in accordance with G.S. 147, art. 6E or 6G, except as permitted by those laws.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability, or religion. In addition, in accordance with G.S. 143-133.5, the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The superintendent, on behalf of the board, must certify that good faith efforts have been made to increase the participation in construction contracts by minority-owned and female-owned businesses, as required by policy 9125, Participation by Minority Businesses.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm’s home state. The school system’s bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm’s home state.

B. BIDDING METHODS

The board may request bids for contracts for building projects using single prime, multi-prime (separate prime), construction management at-risk, dual bidding, design-build,

design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the methods authorized by G.S. 143-128, the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. FORMAL BIDDING

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. INFORMAL BIDDING

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney. The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects.

Any construction or repair contract involving expenditures in excess of \$90,000 must be approved in advance by the board unless provided otherwise in board policy. Unless otherwise prohibited by statute or regulation, the superintendent or designee is authorized to enter into construction or repair contracts involving amounts up to and including \$90,000. Change orders for construction and repair contracts will be subject to the requirements of policy 9030, Facility Construction, not this provision.

F. RECORDS AND REPORTING REQUIREMENTS

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low bidder.

The superintendent must submit required reports to the State and provide reports to the board on the progress being made towards reaching the board's goals.

At least monthly, the superintendent shall report to the board all contracts approved by the superintendent under this policy that exceed \$30,000.

G. DISPUTE RESOLUTION PROCESS

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: 2 C.F.R. 200.317-200.326; G.S. 64, art. 2; 115C-521, -522; 143-64.31 and art. 8; 147 art. 6E, art. 6G

Cross References: Contracts with the Board (policy 6420), Federal Grant Administration (policy 8305), Facility Construction (policy 9030), Prequalification of Bidders for Construction Projects (policy 9115), Participation by Minority Businesses (policy 9125)

Adopted: April 11, 2016

Revised: May 9, 2016; November 14, 2016; February 12, 2018; June 11, 2018;