

WATAUGA COUNTY BOARD OF EDUCATION MEETING

March 12, 2018

5:30 P.M.

- | | | | |
|-------------|------------|---|---|
| 5:30 | 1. | CALL TO ORDER | Board Chair |
| 5:32 | 2. | CLOSED SESSION | |
| | | A. Approval of Minutes | |
| | | B. Attorney/Client – N.C.G.S.143-318.11(a)(3) | |
| | | C. Reportable Offenses – N.C.G.S.115C-288(g) | |
| | | D. Student Records - N.C.G.S.143-318.11(a)(1) | |
| | | E. Personnel – N.C.G.S.143-318.11(a)(6) | |
| 6:00 | 3. | OPEN SESSION/WELCOME/MOMENT OF SILENCE | Board Chair |
| 6:03 | 4. | DISCUSSION AND ADJUSTMENT OF AGENDA | Board Chair |
| 6:06 | 5. | 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. | STUDENT'S REPORT | Ms. Kelsey Marlett
Ms. Isabelle Trew |
| 6:18 | 8. | PUBLIC RECOGNITION | |
| | | A. National Social Workers Month | Dr. Paul Holden |
| | | B. Principal of the Year Recognition | Dr. Stephen Martin |
| | | C. Servant's Heart Award | Dr. Scott Elliott |
| 6:33 | 9. | CONSENT AGENDA | |
| | | A. Approval of Minutes for 2/12/18 | Dr. Scott Elliott |
| | | B. Field Trip Requests | |
| | | C. Budget Amendment #5 | |
| | | D. Lottery Applications | |
| | | E. Surplus Declaration Request | |
| | | F. Personnel | |
| 6:38 | 10. | WATAUGA INNOVATION ACADEMY/CIHS | Ms. Tierra Stark |

-----BREAK-----WORK SESSION-----

6:58 11. POLICIES: TECHNICAL CHANGES FOR APPROVAL

Dr. Wayne Eberle

- 3101 Dual Enrollment
- 3115 Curriculum and Instruction Guides
- 3130 Grouping for Instruction
- 3400 Evaluation of Student Progress
- 3405 Students at Risk of Academic Failure
- 3410 Testing Assessment Program
- 3420 Student Promotion and Accountability
- 3430 School Improvement Plan
- 3431 Conflict Resolution
- 3450 Class Rankings
- 3640-5130 Student Voter Registration and Preregistration
- 7800 Professional and Staff Development

7:08 12. POLICIES: SUBSTANTIVE CHANGES FOR FIRST READ

Dr. Wayne Eberle

- 7530 Military Leave
- 7810 Evaluation of Licensed Employees
- 7900 Resignation
- 7930 Professional Employees: Demotion and Dismissal
- 7940 Classified Personnel: Suspensions and Dismissal

7:23 13. POLICIES: SUBSTANTIVE CHANGES FOR SECOND READ

Dr. Wayne Eberle

- 8510 School Finance Officer
- 1410 Public Participation at Board Meetings
- 1500 Board Policies
- 6420 Contracts with the Board

7:28 14. SCHOOL SAFETY PLANNING

**Dr. Scott Elliott
Dr. Paul Holden
Mr. Daniel Clark**

8:00 15. BOARD OPERATIONS

8:05 16. BOARD COMMENTS

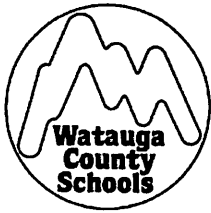
8:10 17. ADJOURNMENT

18. MISCELLANEOUS INFORMATION

Personnel Committee Agenda and Minutes

Important Future Dates:

Teacher of the Year Banquet – May 10, 2018



Watauga County Board of Education

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

TEL: (828) 264-7190
FAX: (828) 264-7196

DATE: February 12, 2018

PRESENT:

Ron Henries,
Jay Fenwick, Jason K. Cornett, and
Gary Childers
Dr. Scott Elliott, Superintendent,
Dr. Stephen Martin, Asst.
Superintendent
Ms. Kelsey Marlett
Ms. Isabelle Trew

TIME: 5:30 p.m.

PLACE: Margaret E. Gragg Education Center

CALL TO ORDER

Ron Henries, Board Chair, called the meeting to order at 5:30.

CLOSED SESSION

Mr. Henries called the meeting to order in closed session under N.C.G.S.143-318.11(a)(1) Student Records and N.C.G.S.143-318.11(a)(6) Personnel

OPEN SESSION

The meeting was called to order at 6:00 PM by Board Chair, Ron Henries. He began the meeting with a moment of silence.

DISCUSSION AND ADJUSTMENT OF AGENDA

Dr. Elliott added Recognition of the Board members to Public Recognitions. A motion was made by Jay Fenwick and seconded by Jason Cornett to approve the amended agenda. The motion was unanimously approved.

PUBLIC COMMENT

There were no public comments at the February 2018 Board meeting.

SUPERINTENDENT'S REPORT

Dr. Elliott welcomed Mr. Henries and the Board members, Ms. Marlett and Ms. Trew. He gave a special welcome to the administrators, teachers, parents, and community members present, and noted that he was especially happy for the large gathering after the short meetings due to weather.

Dr. Elliott asked that everyone keep Ms. Reese in his or her thoughts and prayers during her mother's illness. He noted that the previous makeup day on Saturday brought about 80% attendance. He commented that the Saturday marked 100 days. The day was celebrated with 202 tweets, and 140,000 impressions, #WCS100. He expected weather would allow for a full school week in the next week. He announced that the legislature would vote on a K-3 class-size compromise on Tuesday, February 13th. As of February 12th, Watauga County Schools (WCS) had completed 101 days and 614 hours of instruction.

STUDENT'S REPORT

Ms. Marlett and Ms. Trew stated that the students were settling back into the school routine from the holidays and snow days. The Key Club held a shoe drive, and continues to work with the Hospitality House. The Student Council is planning Prom. Mountain Alliance is planning a spring break trip to do hurricane relief and will join with Avery's Mountain Alliance for the trip. Cinderella will be produced as the spring musical in March and rehearsals are underway. The ACT test would be held on February 27th. The French club would be meeting to celebrate Mardi Gras complete with a sampling of foods. The play, Our Town, would be presented by Playmakers from February 23rd-25th. Sports tryouts are beginning for spring sports. DECA has just returned from the Sports and Entertainment Marketing Conference in Orlando.

PUBLIC RECOGNITIONS

Dr. Elliott stated that he was glad to have so many students and others in attendance. He announced that current sophomores will be considered for next year's student Representative to the Board in the coming months.

He began by saying that there is an annual recognition and appreciation of the work of the Board of Education members, which will be observed tonight. He noted that they work in unison to ensure that Watauga County Schools is the best school system it can be. He shared that Niche.com had recently ranked WCS as the #2 school system in North Carolina. He stated that they are responsible for providing constitutionally mandated education for all students, providing leadership, managing finance, legal issues, and judicial functions, hiring a Superintendent, and advocating for employees and students. Dr. Elliott thanked all of the Board members and presented each one with a certificate of appreciation.

Josh Ogle recognized the Board, Dr. Elliott, and Meredith Jones, and thanked them for replacing the 25 year-old uniforms. Seth Greene and Hayley Painter displayed their new uniforms for everyone.

Pastor Chris Hughes, principal of ChristHall Corporation, presented a Leadership Award to Dr. Wayne Eberle for his efforts to bring unification and higher morale to Watauga High during his tenure as Principal of Watauga High during the 2016-2017 school year. He shared many of the exemplary characteristics of Dr. Eberle. Hall Hughes presented Dr. Eberle with a plaque of recognition for his leadership.

Lt. Col. Gerald Harper and Sgt. Hernandez introduced cadet members of the WHS JROTC Competitive Drill Team: Cadet Capt. Noah Pearson, Cadet 1stSgt Joey Watson, Cadet MSgt Reece. Horbury, Cadet SSgt Grace Moorhead, and Cadet SSgt Miguel Ruiz. They placed 1st in their division, placing 1st in 3 of 4 competitions. He congratulated them for their hard word. Other awards which they received were displayed.

Brett McDonough and Dacia Trethewey spoke about the 17th Empty Bowls event. At the event in 2017, they raised \$11,100. Over the past 16 years a total \$108,900 dollars have been raised. All proceeds go to Hunger and Health Coalition. The students: Seth Lawrence and Kira Plummer described the event. Kira Plummer told about the food and that the purchase of the tickets (\$20) provides one week of food for a single family. Hunger and Health Coalition distributed 28,000 meals last year and are grateful for the work of Watauga High students toward helping them meet community needs. A Facebook page for Empty Bowls has been created.

Jeff Lyons shared that this week was School Bus Driver Appreciation/Love the Bus Week. He shared that the buses cover 2549 miles each day. He recognized a Veteran driver, Ms. Ann Hamby, with a Certificate of Appreciation. She was the first driver to be assigned a bus with an automatic transmission. Her job has never changed...it is to get the students to and from the school safely. She loves seeing the smiles of the children every day. Dr. Childers shared personal remembrances of Ms. Hamby who worked with him at Parkway School, and told her that she was an inspiration to him.

Dr. Paul Holden stated that the WCS School Counselors were the best group with which he had ever worked, and were very well trained. He recognized Lindsay Gough, a 13-year counselor, as a representative of all the school counselors. He thanked the thirteen counselors across Watauga County Schools (WCS) for their exemplary service to the students and families of the school system.

Dr. Elliott presented the Servant's Heart Award. He noted that the transportation system ran 40 yellow buses each day, covering 2,549 miles per day, carrying 1,731 students daily over elevations ranging from 1600ft to 5500ft above sea level. Dr. Elliott shared that the award was given to recognize the work of all of the transportation team, and especially recognizing the 100% efficiency rating given to the WCS transportation system by the Department of Public Instruction for North Carolina. Ms. Debbie Ray was nominated for the Servant's Heart Award by Jeff Lyons. She has coordinated efficient and safe bus routes, as well as transporting students. Mr. Lyons had noted that the safety of our students were always her priority when developing routes. She occasionally serves as a substitute bus driver. He was proud to present the Servant's Heart Award to her for February 2018.

CONSENT AGENDA

Jay Fenwick moved to approve the items A-D on the consent agenda as presented which was seconded by Jason Cornett. The vote to approve was unanimous.

PARKWAY SCHOOL EMERGENCY COMMUNICATIONS TOWER

Mr. Jeff Virginia, the County Director of 911 and Emergency services introduced the proposal. Presented a proposal for placing a communication Tower on Parkway School property. Dr. Hoffman spoke about the various county needs for daily communication. Fire, rescue, medics, etc all use the county systems. The project will include a tower, a small building to house the equipment, a generator, and a security fence. State of art tech, coverage. Channel capacity will be improved for Deep Gap, Triplett, Sampson, Parkway, Wildcat areas. Did a study identifying coverage deficits. Many sites were

inadequate for a VIPER (Voice Interoperability for Public Emergency Responders) system. The proposal for the tower to be a hybrid of VIPER and VHF. Dr. Hoffman displayed a map which showed gaps in the coverage area. This would positively impact these underserved areas.

Of five potential sites locations on Parkway school, they have narrowed to two sites. The team is proposing the request to construct on Parkway School property, a 120ft tower, without lights or strobes, and it would have a pre-engineered concrete building to house a generator with a fuel tank beneath it, on a concrete pad, and will be surrounded by a fence. It would be monitored 24/7 by dispatch. There would be no financial burden for the school system. County Manager, Darren Geouque, shared that it is a positive financial advantage for the county. Dr. Elliott spoke about the reasons for the various sites and the advantages and disadvantages of each, constructability, viability, visibility, etc. Cellular companies could be encouraged to build a tower and then the VIPER/VHS system could be added. Another option would be for the county to build and lease to cell companies. Board of Education approval is first step, then the community will be consulted. There should be no unintended consequences for neighbors. This could be a benefit for the WCS bus transportation system. Construction would probably be done in the summer of 2019, but could be constructed in the winter of 2018 if footers were set in the summer. EMR risk is not a factor at this frequency, as there is no radiation at the lower levels of the tower. There would be a new and separate electrical service installed. Stewart-Simmons Fire Dept. is a heavy user. The Board seemed generally in favor of the project, and felt that the county could proceed with soil studies to determine viability of the project. The Board will consider approval at a later date.

MOUNTAIN ALLIANCE UPDATE

Mr. Zach Green introduced two students, Rowan Renfro and Ben Broce who had participated in the fall service break – ALL HANDS Irma repair trip to the Florida keys in October 2017. The students determined that this was a trip where they can make an impact during the time that they could be there. Their first impression was the large “debris mountains.” Fifteen students and five adult leaders traveled in two vans to the Florida keys. They had three working days and four travel days. The first site was a total loss. They helped clear the property so that the owner could place an RV there in which to live. The students increased their community, worked hard, and had fun.

Zach Green spoke about the Detroit Rolling Academy, and the team building that occurred. During this school year, the students experienced 58 outings and programs, and students performed over a 100 service hours. The “School’s Out” program has seen increased attendance. The WHS library is open after school. School’s Out is a positive place to be snacks, mentoring, programming opportunities. The serve approximately 40 students per day. Some are between activities. The program is held in conjunction with GEARUP, which has provided funding and support. The Early field experience program pairs a WHS student with an ASU student. The Rolling Academy selection process will occur in April. Their partnership continues to grow and connection to the K-8 schools and their staffs has increased.

Following a brief break, the meeting resumed at 7:45 PM.

POLICIES: TECHNICAL CHANGES FOR APPROVAL

4200/7270	School Safety
3102	Online Instruction
3110	Innovation in Curriculum and Instruction
3540	Comprehensive Health Education Program
5026/7250	Smoking and Tobacco Products
6321	Bus Routes
6442	Vendor Lists
6560	Disposal of Surplus Property
8210	Grants and Funding for Special Projects
9400	Sale, Disposal, and Lease of Board Owned Real Property
4002	Parental Involvement
6430	Purchasing Requirements for Equipment, Materials and Supplies
6450	Purchase of Services
9110	Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk
9115	Prequalification of Bidders for Construction Projects
9120	Bidding for Construction Work

Dr. Wayne Eberle presented the policies that contained only technically changes. Gary Childers moved that the policies be approved, which was seconded by Jay Fenwick. Following a vote, the policies were unanimously approved.

POLICY: TO BE RESCINDED

6440	Local Purchasing Requirements for Equipment, Materials and Supplies
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Dr. Eberle stated that the above listed policy was now unnecessary due to the passing of the previous policies. Jay Fenwick moved to rescind the policy that was seconded by Jason Cornett. The vote to rescind was unanimous.

POLICIES: SUBSTANTIVE CHANGES FOR FIRST READ

8510	School Finance Officer
1410	Public Participation at Board Meetings
1500	Board Policies
6420	Contracts with the Board

The Board discussed the above policies and did not ask for any changes to be made for second read.

POLICIES: SUBSTANTIVE CHANGES FOR SECOND READ

7410	Teacher Contracts
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The Personnel Committee believes that the policy should hold teachers to a high standard and provide flexibility and teacher retention. Human Resources has made an exhaustive study of teachers with Principal's input to determine what result would be realized if each of the two versions of policy 7410 were implemented. The shorter policy is essentially the same criteria that was once used for "career status". Using this, all 145 teachers would meet the criteria for a four-year contract. The former Version 1 is the longer of the two versions and version 2 is the shorter.

Campbell-Shatley recommended new language in section C. This specifies the difference between an informal warning and formal reprimand. "Good evaluation and Good standing policy" one and four year contracts. It stresses fidelity and consistency. They noted that the policy can be adapted going forward, but that this is a good place to start.

A motion was made by Jay Fenwick and seconded by Gary Childers to approve the shorter version of Policy 7410 with comments removed.

K-3 CLASS SIZE UPDATE

Dr. Elliott reminded the Board that a vote would be held on the legislative compromise the next day and that it appeared to have the support to pass.

Dr. Stephen Martin reviewed the current class size levels, the history, and the proposed levels.

2016-2017 1:24 or below.

2017-2018 1:20 across the district for all K-3 classes and no classes over 1:23. WCS submitted waivers for the enhancement classes since some schools have grade levels in one class at a time.

Proposed legislation for 18-19 would remain 1:23 and no more than 1:20 across district

Student-Teacher ratios would be gradually reduced in subsequent years.

Dr. Martin noted that WCS teaching positions are state funded with local funding, Title I, and Title II. WCS has a few more funding sources than other districts, which helps with the class size ratios. Dr. Martin anticipates needing about 7-13 more teachers for next year to maintain the levels mandated by legislation. If legislation passes, WCS would need a little over 11 new teachers. Teacher Assistants (TAs) could reduce class-size ratios more efficiently than adding teachers but is not currently an option. During the 16-17 school year, there were 36 TAs and a few were part time. The school system is being responsive to the schools' needs, and are using allowable funds where needed. Attrition is used occasionally to adjust teacher populations at various schools. There is a need for more enhancement teachers and support staff while maintaining class sizes and teachers at all levels. Ms. Stamey highlighted the necessity for knowledge of the incoming Kindergarten population to determine the number of teachers. Our positions are maximized from the available funding sources while still legally following the rules.

BOARD OPERATIONS

Mr. Henries will not be able to attend the spring law conference.

Dr. Elliott reminded the Board about the County Commissioners budget workshop on February 19th at 5:00 PM and hoped that they could attend.

BOARD COMMENTS

There were no Board comments at the February 2018 meeting.

ADJOURNMENT

A motion to adjourn Open Session was made by Jay Fenwick, and seconded by Jason Cornett. The vote to adjourn was unanimous at 8:50 PM.

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) DINAH MILLER School: WATAUGA HS
Cell phone number: 828 964 8145 Grade(s): 10-12 Number of students: 14
Departure time/date: 4/18/2018 Return time/date: 4/20/2018

Educational purpose:

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

GREENSBORO, NC GREENSBORO COLISEUM
KOORY CONVENTION CENTER

Purpose of trip and how it relates to the curriculum: SKILLSUSA IS DIRECTLY
RELATED TO CTE CURRICULUM & THE STATE
CONFERENCE GIVES OUR STUDENTS THE ABILITY TO
SHOWCASE THEIR SKILLS.

Supervision and Safety:

Names of all school staff chaperones: LARRY JONES, MIKE LOPEZ,
AMANDA BEANE

Names of all non-school chaperones: _____

All chaperones have a background check completed:

Sponsoring teacher initials: DM

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be

accommodated for site access and transportation? SCHOOL BUS

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: AMANDA BEANE Round trip mileage: _____ # of buses needed: 1

Total cost per student \$ ~150 / \$160 Source of funds: STUDENT RAISED

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

Approval/Signatures:

Sponsoring teacher signature: [Signature]

Date: 3 / 1 / 2018

Principal approval: [Signature]

Date: 3 / 1 / 18

Required signatures if applicable:

Transportation Director approval: [Signature]

Date: 3 / 6 / 18

Superintendent approval: [Signature]

Date: 3 / 6 / 18

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) Laura Turner School: WHS

Cell phone number: 828-773-1948 Grade(s): 9, 10, 11 Number of students: 15-25

Departure time/date: _____ Return time/date: _____

Educational purpose:

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

Atlanta, GA Please see attached proposed agenda provided by ASU.

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

Supervision and Safety:

Names of all school staff chaperones: Laura Turner, ASU GEAR UP Staff,
Burke County Schools and Ashe County Schools Staff

Names of all non-school chaperones: _____

All chaperones have a background check completed: Yes Sponsoring teacher initials JS
Are all site(s) accessible to students with disabilities? Yes no How will students with disabilities be
accommodated for site access and transportation? We will make all necessary
arrangements.

Sponsoring Teacher Initials JS (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) Young Tours, Asheville, NC
(If applicable, bus request form must be attached) *ASU is providing this transportation

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

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

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 2 / 28 / 18
Principal approval: [Signature] Date: 2 / 28 / 18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 3 / 1 / 18
Superintendent approval: [Signature] Date: 3 / 1 / 18
Board of Education approval: _____ Date: _____ / _____ / _____

GEAR UP Public Health Tour

Atlanta, GA

July 23-25, 2018

In partnership with ASU to cover the cost of a charter bus and lodging at Emory University in Atlanta. The primary focus of this trip is to allow students to experience various aspects of public health. Including visiting the Center for Disease Control Museum. The topics that are address with students may include: public health interventions, global health, infectious disease, chronic disease, injury prevention, data analysis, surveys, school wellness programs, violence prevention, environmental health, emergency preparedness, outbreaks, scientific communication, laboratory technology, disease surveillance, epidemiology, and public health law. Participants are expected to fully immerse themselves, and work together. Additionally, we will set up more educational opportunities for students while we are in the Atlanta Area. GEAR UP funds will cover all aspects of this trip.

Monday, July 23rd

- Leave ASU by 7:30am
- Travel from ASU to Emory (6ish hours, stop for lunch along the way)
- Check into Emory Residence Hall
- Emory tour + talk with public health folks (Rollins college of Public Health- master's program?)
- CDC Tour + Museum
- Community service project? CHOA/Egleston → or something similar
- Dinner + activity in downtown ATL
- Stay overnight at Emory

Tuesday, July 24th

- Tour GA Tech + experience OR Tour GA State + experience
- Lunch on one of these campuses
- Tour Spelman + experience (female-identifying students will go on this tour)
- Tour Morehouse + experience (male-identifying students will go on this tour)
- BODIES exhibit at Atlantic Station? Closes at 4 and last ticket is sold at 3pm so we'd want to make sure to get here by 2-2:30 for the group to fully get the experience
<http://www.premierexhibitions.com/exhibitions/4/48/bodies-exhibition/bodies-exhibition-atlanta> (group pricing is available-- does not say how much, but likely about \$20/person)
- Dinner at Atlantic Station (or nearby)? <http://www.atlanticstation.com/dine> + activity in downtown ATL
- Stay overnight at Emory

Wednesday, July 25th

- Breakfast and depart Emory
- Travel to UT-Knoxville (2.5-3 hours) OR travel to UGA (1 hour 20 mins)
- Tour + experience at UTK or UGA
- Lunch at UTK or UGA
- Travel to Boone (either 3 hrs or 4.5 hrs)
- Arrive back in Boone around 5pm

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) Rachel Witmer School: Watauga High School

Cell phone number: (704) 488-9405 Grade(s): 9-12 Number of students: 12 *

Departure time/date: Fri, March 30th @ 3:30 pm Return time/date: Sat, April 7th @ 8:00 pm

* There will also be 12 students from
Avery High School

Educational purpose:

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

(see attached)

Purpose of trip and how it relates to the curriculum:

(see attached)

Supervision and Safety:

Names of all school staff chaperones: Rachel Witmer

Names of all non-school chaperones: Brittany Starbuck, Cary Garvin,

Jeremiah Stanton-Rich, Kyle Winstead, Amber Travers

All chaperones have a background check completed:

Sponsoring teacher initials: RMW

Are all site(s) accessible to students with disabilities? yes ☒ no How will students with disabilities be accommodated for site access and transportation? Due to the nature of the service on this trip, students will need to be able-bodied

Sponsoring Teacher Initials RMW (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) Mountain Alliance vehicles

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

Driver/s: Rachel Wilmer, Brittany Starbuck, Cary Gavin, Jeremiah Stanton - Rich Round trip mileage: _____ # of buses needed: n/a
Total cost per student \$ 300 Source of funds: M.A. funds & some student tuition

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

Approval/Signatures:

Sponsoring teacher signature: Rachel Wilmer Date: 2 / 8 / 18
Principal approval: Chris Be Date: 2 / 28 / 18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 3 / 1 / 18
Superintendent approval: [Signature] Date: 3 / 1 / 18
Board of Education approval: _____ Date: / /

Mountain Alliance: Alternative Spring Break to Texas
Friday, March 31st to Saturday, April 7th

Expedition Objective:

The purpose of this trip is to provide students with a meaningful and educational spring break experience. We hope to introduce students to issues facing our country, participate in service projects, and explore new areas along the way.

Activities:

We will be traveling to Texas (Houston and Aransas Pass) to help with recovery efforts from the flood damage caused by Hurricane Harvey. Along the way to Texas, we will be making stops such as a Civil Rights Day in Birmingham, camping in Mississippi, lunch in New Orleans, and a possible stop at the Space Center in Houston. We intend to incorporate educational and cultural elements into each of our stops.

Throughout the duration of the trip, we will have discussions and debriefs about each of the days' activities. These debriefs will focus on what the students have learned and how they were impacted by it. This will serve as a way to help solidify their experiences on this program.

Who are we working with?

We will be working with the service group "All Hands" while in Texas. Here is some information about the organization from their volunteer information packet:

"The All Hands story began in 2005 after the devastating tsunami in December, 2004. Businessman David Campbell headed to Thailand to see how he could help. His intended one week volunteer visit turned into one month, during which he became one of the founders of HandsOnThailand, which brought more than 200 volunteers and several hundred thousand dollars to assist the rebuilding of five Phuket fishing villages. After Hurricane Katrina hit the Gulf Coast of the US in 2005, David joined with several other HandsOn volunteers to establish HandsOnUSA. In total, more than 1,500 volunteers helped HandsOnUSA serve the survivors of Katrina. Ten years later, the organization has mobilized nearly 35,000 volunteers from 113 countries on 65 programs around the world."

Outcomes Summarized:

This trip will expose students to the idea of giving up their time to help others in need. Philanthropy and compassion are important concepts for high school students to learn about. They will be exposed to the impacts of natural disasters (both on buildings and humans), learn how they can make a difference, and be empowered to help others in the future. Extended outings like this have shown students what it truly means to be in need and gives them an opportunity to make a huge difference in someone else's life. They will also have the opportunity to be exposed to new cultures, lifestyles, and places along the way.

Avery High School Students:

Mountain Alliance has recently expanded to Avery County and this will be a joint trip with students from both Avery County and Watauga County (with funds from each of the programs contributing to the cost of the trip). We believe this will be a great opportunity for students to meet others from a different walk of life and to form bonds with students in the next county over. This will be the first extended trip of the Avery program and will be a great opportunity for Watauga students to be role models and ambassadors of both Mountain Alliance and Watauga High School.

Tentative Trip Plan:

3/30 – Leave after school

Camp in Chattanooga

3/31 – Spend a day in Birmingham

Visit Civil Rights Institute

Visit prominent Civil Rights locations

4/1 – Big travel day

Stop in New Orleans for food

Arrive in Houston

4/2 – Visit the Space Center in Houston

Travel to Aransas Pass

4/3-5 Service with All Hands

4/6-7 Travel back to Boone – stops TBD

Administrative Requests:

- For students to be granted excused absences if days are taken from Spring Break as make up days for weather

Water Activities Risk Management

There may be some opportunities for students to go swimming after service. In order to minimize risk: staff will be with/ watching students, students will be asked to not go where they cannot stand, and Rachel Witmer, who is a lifeguard and lifeguard instructor, will be guarding. Several staff members on this program also have medical certifications including CPR, Wilderness First Responder, and EMT. Staff will also make sure that all swimming areas are safe before allowing students in the water.

Service Risk Management

There will be a staff to student ration of 1:4 of this trip. Staff will constantly be monitoring students to make sure that they are acting appropriately, are not doing tasks that are inappropriate for their maturity and/ or skill level, and are following all safety rules. Staff members are trained to make sure that students are taking care of themselves by taking water breaks, eating enough, and resting when needed. Trained staff members in All Hands inspect all service sites used by the organization before volunteers are allowed to enter the area. We will also make sure that all tasks assigned by the organization are safe for our students and reserve the right to deem something as unsafe.

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) Brett Green School: Watauga
Cell phone number: (888) 719-0722 Grade(s): 9-12 Number of students: TBD
Departure time/date: 4/20 8AM Return time/date: 4/25 5PM

Educational purpose:

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

Atlanta, GA

Purpose of trip and how it relates to the curriculum: DECA ~~International~~ International Career Development Conference. For those that won at State Competition. See attached.

*We will know number of students by approx. 3/12 (post state competition)

Supervision and Safety:

Names of all school staff chaperones: Brett Green and Laura Barry.
If more than 2 needed, TBD.

Names of all non-school chaperones: _____

All chaperones have a background check completed:

Sponsoring teacher initials: BMG

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be

accommodated for site access and transportation? All transportation and facilities are up to code.

Sponsoring Teacher Initials BMG (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: Brett Green, Laura Barry, TBD Round trip mileage: 604 # of buses needed: _____

Total cost per student \$ 200 Source of funds: Individual fundraisers and DECA.

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

Approval/Signatures:

Sponsoring teacher signature: Brett M. Green Date: 2/26/18

Principal approval: Chris Be Date: 2/26/18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 3/1/18

Superintendent approval: [Signature] Date: 3/1/18

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



INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

ATLANTA | 2018

FRIDAY, APRIL 20

12:00 PM - 6:00 PM	REGISTRATION <i>For Chartered Association Advisors</i>	B401-B402
12:00 PM - 9:00 PM	HEADQUARTERS + TOURS BOOTH	B401-B402
12:00 PM - 9:00 PM	SHOP DECA <i>(blazers only)</i>	B401-B402
12:00 PM - 9:00 PM	DECA 5K RUN/WALK <i>Pre-Registration</i>	B401-B402
6:00 PM	CHARTERED ASSOCIATION ADVISOR DINNER <i>(by invitation only)</i>	B404

SATURDAY, APRIL 21

7:00 AM - 8:30 PM	HEADQUARTERS + TOURS BOOTH	B401-B402
7:00 AM - 8:30 PM	SHOP DECA <i>(blazers only)</i>	B401-B402
7:30 AM	DECA 5K RUN/WALK	
9:00 AM	OFFICER CANDIDATE INTERVIEWS	B318
9:30 AM	EVENT DIRECTORS' + ASSISTANT EVENT DIRECTORS' BRIEFING	
1:00 PM - 5:00 PM	EXHIBIT + CAMPAIGN BOOTH SET-UP	Hall B3
4:00 PM	PARADE OF CHARTERED ASSOCIATIONS REHEARSAL	
6:00 PM	EXECUTIVE MENTOR WELCOME <i>(by invitation only)</i>	
8:30 PM	GRAND OPENING SESSION <i>Featuring keynote presentation by Joseph Abboud</i>	
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

SUNDAY, APRIL 22

7:00 AM - 5:00 PM	HEADQUARTERS + TOURS BOOTH	B401-B402
7:00 AM - 5:00 PM	SHOP DECA <i>(blazers only)</i>	B401-B402
7:30 AM	VIRTUAL BUSINESS CHALLENGE BRIEFING <i>(required)</i>	B313-B314
8:00 AM - 11:30 AM	SCHOOL-BASED ENTERPRISE ACADEMY FOOD OPERATIONS <i>Sponsored by Costco and Old Spunkmeyer, an ARYZTA Brand</i>	B302-B304
8:00 AM - 4:00 PM	CAREER EXHIBITS + CAMPAIGN BOOTHS + SHOP DECA <i>(Advisors only from 8:00 AM - 9:00 AM)</i>	Hall B3
8:00 AM - 5:00 PM	COMPETITIVE EVENT BRIEFING + TESTING	
8:30 AM - 4:00 PM	EMERGING LEADER SERIES	
9:00 AM - 3:00 PM	ADVISOR PROFESSIONAL LEARNING SERIES <i>Sponsored by PepsiCo Chilled DSD</i>	B308-B310
9:30 AM - 1:00 PM	EXECUTIVE MENTOR PROGRAM	B311
12:00 PM	MDA LUNCHEON <i>Sponsored by Muscular Dystrophy Association (by invitation only)</i>	B404
12:30 PM - 4:00 PM	SCHOOL-BASED ENTERPRISE ACADEMY RETAIL OPERATIONS <i>Sponsored by Costco and Old Spunkmeyer, an ARYZTA Brand</i>	B302-B304
4:00 PM	VOTING DELEGATES' BRIEFING + CANDIDATE CAMPAIGN SESSION	B206
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

MONDAY, APRIL 23

7:00 AM - 7:00 PM	HEADQUARTERS + TOURS	B401-B402
7:30 AM	JUDGES' ORIENTATION	B302-B304 + B312-B314
8:00 AM - 4:00 PM	CAREER EXHIBITS + CAMPAIGN BOOTHS + SHOP DECA	Hall B3
8:00 AM - 7:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION	Halls B4 and B5
8:30 AM - 10:30 AM	JOHNSON & WALES SCHOLARSHIP AWARD BREAKFAST <i>Sponsored by Johnson & Wales University (by invitation only)</i>	B404
8:30 AM - 3:30 PM	EMERGING LEADER SERIES	
9:00 AM - NOON	ADMINISTRATOR DAY	B211
9:00 AM - 3:00 PM	ADVISOR PROFESSIONAL LEARNING SERIES <i>Sponsored by PepsiCo Chilled DSD</i>	B308-B310
NOON - 1:30 PM	CHARTERED ASSOCIATION OFFICER/ADVISOR LUNCHEON <i>Sponsored by U.S. Army (by invitation only)</i>	B312-B314
12:30 PM	JUDGES' ORIENTATION	B302-B304
2:00 PM - 3:30 PM	LEADERSHIP RECOGNITION <i>(by invitation only)</i>	B211
3:30 PM - 4:30 PM	COMPETITIVE EVENTS UPDATE WORKSHOP <i>(Advisors Only)</i>	B308-B310
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

TUESDAY, APRIL 24

7:30 AM - 10:30 AM	JUDGES' ORIENTATION	B312-B314
7:30 AM - 6:00 PM	HEADQUARTERS + TOURS	B401-B402
8:00 AM	ACHIEVEMENT AWARDS SESSION	
8:30 AM - 6:00 PM	FINALIST T-SHIRT + RECOGNITION ITEMS	B401-B402
8:30 AM - 6:00 PM	COMPETITIVE EVENT FINAL COMPETITION	Hall B4
NOON	BUSINESS + ELECTION SESSION	Omni Atlanta Hotel
2:00 PM - 3:00 PM	WRITTEN REPORT + CERTIFICATE RETURN <i>(Chartered Association Advisor or Designee Only)</i>	B401-B402
7:00 PM - 8:00 PM	SCHOLARSHIP + NATIONAL ADVISORY BOARD RECEPTION <i>Sponsored by National Advisory Board Partners (by invitation only)</i>	
8:30 PM	GRAND AWARDS SESSION	
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

WEDNESDAY, APRIL 25

9:00 AM - 1:00 PM	NEW EXECUTIVE OFFICER ORIENTATION	Omni Atlanta Hotel
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EVENTS WILL BE HELD IN THE GEORGIA WORLD CONGRESS CENTER UNLESS OTHERWISE NOTED.

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) Laura Turner School: GEAR UP Schools
Cell phone number: 828-973-1448 Grade(s): 8th - 11th Number of students: 10-15
Departure time/date: 7am June 21st, 2018 Return time/date: 7pm June 22nd, 2018

Educational purpose:

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

UNC- Asheville, Asheville, NC

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

Supervision and Safety:

Names of all school staff chaperones: Laura Turner

Names of all non-school chaperones: UNC- Asheville GEAR UP Staff

All chaperones have a background check completed: Yes Sponsoring teacher initials: JS
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 JS (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) Parents will drop off / pick up

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

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

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

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 2 / 28 / 18

Principal approval: [Signature] Date: 2 / 28 / 18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 3 / 1 / 18

Superintendent approval: [Signature] Date: 3 / 1 / 18

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

UNC ASHEVILLE
GEAR UP SUMMER ENRICHMENT PROGRAM
Careers in Health & Wellness & the College Experience
June 21st – 22nd (rising 8th – 11th grade)



DAY 1:

9:30 - 10:00 am	Check-in: Check forms, my cell #, packets, IDs, room, water, clothes 1 st floor Mills Residence hall Lobby
10:00 am	Split into Groups
10:15 – 11:30 am	Movement Experience (i.e. Zumba, Yoga, Weight-lifting)
11:45 – 12:30 pm	Lunch
12:30 – 1:30 pm	College Admissions & Financial Aid
1:30 – 2:00 pm	Change into bathing suits; Unpack
2:00 – 3:00 pm	Pool
3:00 – 3:30 pm	Change clothes
3:30 – 5:00 pm	Campus Tour & meet with college athletics and scholar athletes
5:00 – 6:00 pm	Free Time on the Quad
6:00 – 8:00 pm	Pizza and Documentary in Student Union
8:00 – 9:00pm	College 101 with student ambassadors
9:00 – 11:00 pm	Open time in Residence Halls, Call parents

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) JOSEPH GRAGG School: WATAUGA HIGH SCHOOL

Cell phone number: (828) 832-6661 Grade(s): 9-12 Number of students: 19

Departure time/date: 9:00 AM, 04/22/18 Return time/date: 3:30 PM, 04/24/18

Educational purpose:

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

GREENSBORO, NC, KOURY CONVENTION CENTER

Purpose of trip and how it relates to the curriculum: STUDENTS WILL BE COMPETING IN THE NORTH CAROLINA TSA STATE CONFERENCE. TSA IS THE CTSO FOR TECHNOLOGY EDUCATION, WITH EVENTS THAT RELATE TO THE CURRICULUM FOUND IN TED, SCIENCE I & II, CAD, ACAD, AND DRAFTING CLASSES TO NAME A FEW. CTSOs ARE SEEN AS PROFESSIONAL DEVELOPMENT FOR STUDENTS AND HELP PREPARE THEM FOR LIFE AFTER HIGH SCHOOL.

Supervision and Safety:

Names of all school staff chaperones: JOSEPH GRAGG, DZNAH MILLER, MELODIE SALLEY

Names of all non-school chaperones: _____

All chaperones have a background check completed:

Sponsoring teacher initials: JG

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: ☒ Activity bus ☐ Rental car/mini-van ☐ Charter bus ☐ Other: _____

(If applicable, bus request form must be attached)

Driver/s: JOSEPH GRAGG Round trip mileage: 218 # of buses needed: 1

Total cost per student \$ 181.50 Source of funds: FUNDRAISERS, STUDENTS

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 2 / 28 / 18

Principal approval: [Signature] Date: 2 / 28 / 18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 3 / 2 / 18

Superintendent approval: [Signature] Date: 3 / 2 / 18

Board of Education approval: _____ Date: / /

Descriptions	Check - In from 3:00 - 5:00 in Guilford	Semifinals Judging	Room	Finals	Room
HS 3D Animation **	X	6:00 -9:00, Sunday	Guilford DE	1:00 -6:00, Monday	Arrowhead B
HS Animatronics **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM -12:00 PM, Monday	Guilford DE
HS Architectural Design **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM -12:00 PM, Monday	Guilford DE
HS Biotechnology Design **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM -12:00 PM, Monday	Guilford DE
HS Chapter Team **		8:00-11:00, Sunday	Auditorium IV	9:00AM-1:00 PM, Monday	Auditorium 1
HS Children's Stories **	X	6:00 -9:00, Sunday	Guilford DE	9:00AM-3:00 PM, Monday	Biltmore
HS CIM **	X	6:00 -9:00, Sunday	Guilford DE	1:00 -5:00 PM, Monday	Guilford DE
HS Coding **		9:00 - 1:00 Monday -Problems	Augusta B/TBD	1:00 -4:00 PM, Monday	Guilford C
HS Computer Aided Design 2D, Architecture		9:00 AM - 12:00 PM, Monday	Pebble Beach	1:00 -5:00 PM, Monday	Guilford C
HS Computer Aided Design 3D, Engineering		9:00 AM - 12:00 PM, Monday	Pebble Beach	1:00 -5:00 PM, Monday	Guilford C
HS Debating Technological Issues •		9:00AM -12:00 PM, Monday	Arrowood A/B	1:00 -5:00 PM, Monday	Guilford C
HS Digital Video Production	X	6:00 -9:00, Sunday	Guilford DE	1:00 -5:00 PM, Monday	Guilford C
HS Dragster Design **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM -12:00 PM, Monday Races/ 1:00 -5:00 Interview	Guilford C
HS Engineering Design **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM -12:00 PM, Monday	Guilford DE
HS Essays on Technology		3:00 - 6:00 PM, Sunday	Auditorium 2/TBD	9:00 AM - 12:00 PM, Monday - LEAP Interviews	Augusta A
HS Extemporaneous Speech		9:00 AM -1:00PM, Monday	Colony A	1:00 -4:00 PM Monday - Finalists	Arrowhead B
HS Fashion Design **	X	6:00 -9:00, Sunday	Guilford DE	1:00 -4:00 PM Monday - Finalists	Auditorium II
HS Flight Endurance **		9:00 AM - 12:00 PM, Monday	Guilford A	Interviews 3:00 -5:00 PM Monday	Guilford A
HS Future Technology Teacher **	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 6:00 PM - Finalists	Old North
HS Music Production **	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 5:00 PM - Finalists	Pebble Beach
HS On Demand Video	X	3:00-4:00, Sunday Pick-Up Topic	Blandwood	3:00 - 3:30 Turn In /5:00 -7:00 Interviews with Finalists	Sandpiper
HS Photographic Technology **	X	6:00 -9:00, Sunday	Guilford DE	12:00 PM - 6:00 PM, Monday	Riverdale
HS Prepared Presentation		9:00 AM -1:00 PM	Tidewater A	3:00 - 6:00 PM, Monday - Finalists	Tidewater A
HS Promotional Design	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 5:00 PM, Monday	Colony B
HS SciViz **	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 4:00 PM - Monday- Finalists	Tidewater B
HS Software Development **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM - 12:00 PM, Monday	Old North
HS STEM Careers **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM - 12:00 PM, Monday	St. Andrews
HS Structural Engineering **		3:00 -4:00, Sunday -Testing/ 8:00 -11:00 PM Build	Oak	9:00 AM - 12:00 PM Testing and Interviews Monday	Oak
HS System Control Technology		3:30 -7:00, Sunday On-Site Problem	Augusta B	1:00 -5:00 PM, Monday	Guilford C

Descriptions	Check - In from 3:00 - 5:00 in Guilford	Semifinals Judging	Room	Finals	Room
HS Technology Bowl **		4:00-6:00, Sunday -Written	Auditorium III	1:00 -4:00 PM - Finalists	Meadowbrook/Need a Holding Room for Interviews
HS Technology Problem Solving		8:00-11:00, Sunday	Colony BC	1:00 -5:00 PM, Monday	Guilford C
HS Transportation Modeling **	X	6:00 -9:00, Sunday	Guilford C	1:00 -5:00 PM, Monday	Guilford C
HS VEX Robotics **		3:00 -11:00, Sunday	Guilford FG	9:00 a.m.-6:00, Monday	Guilford FG
HS VEX Robotics -Skill **		3:00 -11:00, Sunday	Guilford FG		
HS Video Game Design **	X	6:00 -9:00, Sunday	Guilford DE	3:00 - 6:00, Monday	Edgewood
HS Webmaster **	X	6:00 -9:00, Sunday	Guilford DE	1:00 -5:00 PM, Monday	St. Andrews
MS Biotechnology Design **	X	6:00 -9:00, Sunday	Guilford DE	9:00 a.m. -12:00	Guilford DE
MS CAD Foundations **		8:00-11:00, Sunday	Tidewater	No Finals	Tidewater
MS Career Prep **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM - 12:00 PM, Monday	Links
MS Challenging Tech. Issues **		4:00-7:00, Sunday	Cedar/Morehead	1:00 - 4:00 PM, Monday	Cedar/Morehead
MS Chapter Team **		8:00-11:00, Sunday	Auditorium IV	1:00 PM - 4:00 PM, Monday	Auditorium I
MS Childrens Stories **	X	6:00 -9:00, Sunday	Guilford DE	1:00 PM - 6:00 PM, Monday	Links
MS Coding		4:00 -6:00 Sunday Written Test	Auditorium IV	2:00 - 4:00 Monday Finals	Augusta B
MS Community Service Video	X	6:00 -9:00, Sunday	Guilford DE		
MS Construction Challenge **	X	6:00 -9:00, Sunday	Guilford DE	8:00 -10:00 PM, Sunday	Sandpiper
MS Digital Photography **	X	6:00 -9:00, Sunday	Guilford DE	1:00 PM - 4:00 PM, Monday	Colony C
MS Dragster **	X	6:00 -9:00, Sunday	Guilford C	9:00 a.m. - 12, Monday	Guilford C
MS Electrical Applications **		8:00 -10:00 PM, Sunday (Written)	Tanglewood	9:00 AM - 12:00 PM, Monday	Blandwood
MS Essays on Technology		1:00 - 4:00 PM, Monday	Auditorium IV		
MS Flight **		8:00 -11:00, Sunday	Guilford A	1:00 - 4:00 PM	Guilford A
MS Forensic Technology **		8:00 -11:00, Sunday	Grandover East	9:00 AM -11:00PM	Grandover East
MS Inventions & Innovations **	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 4:00 PM, Monday	Blandwood
MS Junior Solar Sprint **	X	6:00 -9:00, Sunday	Guilford DE	1:00-4:00, Monday	Guilford C/Outside
MS Leadership Strategies **		8:00-11:00, Sunday	Auditorium II/III	9:00 AM - 12:00 PM, Monday	Sandpiper/ Tanglewood
MS Mass Production **	X	6:00 -9:00, Sunday	Guilford DE	1:00-4:00, Monday	Guilford DE
MS Medical Technology Issues **	X	6:00 -9:00, Sunday	Guilford DE	9:00 AM - 12:00 PM, Monday	Guilford C
MS Mechanical Challenge	X	6:00 -9:00, Sunday	Guilford DE	1:00-4:00, Monday	Guilford C
MS Microcontroller Design **	X	6:00 -9:00, Sunday	Guilford DE	9:00 am - 12, Monday	Guilford DE
MS Off the Grid	X	6:00 -9:00, Sunday	Guilford DE	9:00 am - 12, Monday	Guilford DE
MS Prepared Speech		9:00 AM -12:00 PM, Monday	Cedar		
MS Problem Solving		8:00-11:00, Sunday	Colony A		
MS Promotional Marketing **	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 4:00 PM, Monday	Colony A
MS STEM Animation **	X	6:00 -9:00, Sunday	Guilford DE	1:00 - 4:00 PM, Monday	Augusta A

Descriptions	Check - In from 3:00 - 5:00 in Guilford	Semifinals Judging	Room	Finals	Room
MS Structural Engineering **		3:00 -4:00, Sunday -Testing/4:00-7:00, Sunday - Build	Oak	9:00 AM - 12:00 PM, Monday (Testing)	Oak
MS System Control Technology		3:30 -7:00, Sunday On-Site Problem	Augusta B		
MS Tech Bowl **		4:00-6:00, Sunday -Written	Auditorium III	9:00 AM - 12:00 PM, Monday	Meadowbrook
MS Technical Design		3:00-3:30, Sunday Pick-Up Topic	Auditorium IV	3:00 -3:30, Monday Turn-In-Judging 3:00-7:00	Auditorium IV
MS VEX IQ ** (no entries)		Guilford FG		Guilford FG	
MS VEX Robotics **		12:00-5:00, Sunday	Guilford FG	9:00 a.m. - 6:00, Monday	Guilford FG
MS VEX Skill **		12:00-5:00, Sunday	Guilford FG		
MS Video Game Design **		6:00 -9:00, Sunday	Guilford DE	1:00-4:00PM, Monday	Edgewood
MS Website Design **		6:00 -9:00, Sunday	Guilford DE	3:30-6:00, Monday	St. Andrews
NCTSA ONLY -ENGINEERED DRAGSTER	X	6:00 -9:00, Sunday	Guilford DE	1:00-4:00PM, Monday	Guilford C
Board of Director's Meeting		12:00 -3:00PM, Monday	Olympia		
General Session		Sunday 7:00 -8:00	Guilford B		
General Session		Monday 8:00 -9:00	Guilford B		
General Session		Monday 7:00 -8:00	Guilford B		
Awards Ceremony		Tuesday 9:00 -noon	Guilford B		
Mixer		Monday 9:00 PM - 11:00 PM	Guilford B		

Tentative Schedule
NCTSA State Conference

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) Deborah Norris School: Cove Creek

Cell phone number: 828-964-0708 Grade(s): 8th Number of students: 14

Departure time/date: Wednesday, April 11, 2018 @ 6:00 a.m. Return time/date: Friday, April 13, 2018 @ 11:00 p.m.

Educational purpose:

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

Winston Salem, Chapel Hill, Durham, Greenville, Cherry Point, Atlantic Beach

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

Supervision and Safety:

Names of all school staff chaperones: Kelly Walker, Brian Vannoy, Daniel McAulay, and Deborah Norris

Names of all non-school chaperones: none

Sponsoring teacher initials: DN

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.

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) _____

(If applicable, bus request form must be attached)

Total cost per student \$ 370.00 **Source of funds:** parents and fund raisers

Approval/Signatures:

Principal approval: Ken Walker Date: 2 26 / 10

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

Places to be visited:

Forsyth Technical Community College

UNC- Chapel Hill

Duke

East Carolina

Marine Corps Air Station Cherry Point

Fort Macon

North Carolina Aquarium at Pine Knoll Shores

NC Maritime Museum: Beaufort

Pepsi Museum: New Bern

** Tryon Palace in New Bern, Lemur Center at Duke, and a minor league baseball game may be added

Purpose of Trip and How It Relates to the Curriculum:

Math

CCSS.Math.Content.8.A.3: Describe the effect of dilations, translations, rotations, and reflection on two-dimensional figures using coordinates.

CCSS.Math.Content.G.A.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

CCSS.Math.Content.8.G.A.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

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) Judd Pinnix School: Green Valley / Parkway
Cell phone number: 336-489-0708 Grade(s): 6, 7, 8 Number of students: Approx 35
Departure time/date: 3/22/18 2:30 Return time/date: 3/23 7:00 pm

Educational purpose:

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

Kernersville NC, Winston Salem NC

Purpose of trip and how it relates to the curriculum: Piedmont Honors Band with my middle school Band students. I will have around 35 students that will be selected to perform with other students from all over the state in a two day clinic.

Supervision and Safety:

Names of all school staff chaperones: Judd Pinnix, Kim Pryor, Erin Patterson

Names of all non-school chaperones: Kim Pryor, Hollie Stanberry, Alricha Broce, Brent Lyons, Kari Nederbrock, Krista Howard, Halcy Walton

All chaperones have a background check completed:

Sponsoring teacher initials: JP

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

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

Transportation plan:

Mode of transportation: ☒ Activity bus ☐ Rental car/mini-van ☐ Charter bus ☐ Other: _____

(If applicable, bus request form must be attached)

Driver/s: Kim Pryor Round trip mileage: 200 # of buses needed: 1
Total cost per student \$ 15.00 Source of funds: fundraiser account / parents

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 2/12/18

Principal approval: [Signature] 2/14/18 [Signature] 2-13-18 Date: 1/1/18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 2/15/18

Superintendent approval: [Signature] Date: 2/16/18

Board of Education approval: _____ Date: 1/1/18

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: Watauga High School
Cell phone number: 828-773-1753 Grade(s): 9-12 Number of students: 9
Departure time/date: 3/22/18 7:00 AM Return time/date: 3/24/18 1:30 pm

Educational purpose:

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

Kowry Convention Center
3121 West Gate City Blvd. Greensboro, NC 27407

Purpose of trip and how it relates to the curriculum: NC State HOSA Competition
relates by challenging students in their knowledge of
healthcare.

Supervision and Safety:

Names of all school staff chaperones: Shelly Klutz, Tierra Stark, Amanda Amos

Names of all non-school chaperones: Leigh Ann Bayne

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? _____

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 County Vehicle
_____ Charter bus Other (Please explain) _____

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

Driver/s: Shelly Klute & Sierra Stark Round trip mileage: _____ # of buses needed: 8

Total cost per student \$ 225.23 Source of funds: CTE Funds / Fundraiser

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

Approval/Signatures:

Sponsoring teacher signature: Shelly Klute Date: 2/1/18

Principal approval: C. A. R. Date: 2/12/18

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 2/15/18

Superintendent approval: [Signature] Date: 2/16/18

Board of Education approval: _____ Date: / /



Watauga County Board of Education

OFFICE OF THE SUPERINTENDENT
MARGARET E. GRAGG EDUCATION CENTER
P.O. BOX 1790 BOONE N.C. 28607

TEL: (828) 264-7190
FAX: (828) 264-7196

MEMORANDUM

TO: Dr. Scott Elliott, Superintendent
Members, Watauga County Board of Education

FROM: Ly Marze, Finance Officer

DATE: March 7, 2018

RE: 2017-18 Budget Amendment #5

Attached is Budget Amendment #4 that changes totals in Watauga County Schools 2017-18 adopted budget.

After approval of this Budget Amendment, the budget for all funds will appear as follows:

<u>Fund</u>	<u>Adopted Budget</u>	<u>Amendments</u>	<u>Amended Budget</u>
Local Current Expense	\$ 13,495,611	\$ 0	\$ 13,495,611
State Public School	27,723,061	306,037	28,029,098
Federal Grants	1,980,686	0	1,980,686
School Nutrition	1,792,100	0	1,792,100
Extended Learning Centers	447,475	0	447,475
Capital Outlay	2,182,550	0	2,182,550
Special Revenue	701,528	0	701,528
 Total	 \$ 48,323,011	 \$ 306,037	 \$ 48,629,048

Watauga County Schools
BUDGET AMENDMENT #5
March 12, 2018

Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2018.

BA #5-1 Explanation:

This amendment is to budget state transfers and additional state allotment dollars as reflected in DPI revisions #27-33.

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.5110.003.162	Non-Instructional Support	3,391
1.5110.015.311	School Technology Fund	221
1.5110.046.180	Test Results Bonus - 3rd Grade Reading	44,051
1.5110.048.180	Test Results Bonus - AP/CTE	118,631
1.5210.063.142	Special Program Funds - EC	139,743
	Total Appropriations	306,037

Revenues:

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.3100	State Allocation	306,037
	Total Revenues	306,037

Declaration of Surplus Items - March 2018

<u>School</u>	<u>Quantity</u>	<u>Description</u>	<u># that are Usable</u>	<u># that are Unusable</u>
Blowing Rock	1	Dell Optiplex 745 Desktop	1	
	1	Royal Sovereign Shredmaster 4550X Paper Shredder		1
	<u>2</u>		<u>1</u>	<u>1</u>
Cove Creek	1	Whirlpool Topload Washer LSQ9110KQ1		1
	1	Whirlpool Dryer LE5720X5W0	1	
	<u>2</u>		<u>1</u>	<u>1</u>
Green Valley	3	Sico Cafeteria Tables	3	
	1	Nobles Typhoon Carpet Cleaner		1
	1	Advance Floor Scrubber		1
	<u>5</u>		<u>3</u>	<u>2</u>
Hardin Park	4	Pure Digital Flip Ultra U1120B Camcorders		4
	1	Dell Optiplex 755 Desktop		1
	1	Dell Latitude 2100 Laptop		1
	1	Dell Optiplex 620 Desktop		1
	1	Elmo TT-02 RX Document Camera		1
	1	TOA BG-115 Amplifier		1
	1	NEC VT695 Projector		1
	2	Dell Monitors		2
	1	Kohler and Campbell Piano	1	
	1	Steelcase 5 Drawer File Cabinet	1	
	1	Allsteel 4 Drawer File Cabinet	1	
	1	Rolling Computer Table		1
	1	Smart Board Tray		1
	<u>17</u>		<u>3</u>	<u>14</u>
Maintenance	1	14' Trailer	1	
	1	Thoromatic Floor Buffer		1
	<u>2</u>		<u>1</u>	<u>1</u>
Child Nutrition	1	Delfield Reach-In Refrigerator		1
	<u>1</u>		<u>0</u>	<u>1</u>
Transportation	1	1988 International Activity Bus #8127	1	
	<u>1</u>		<u>1</u>	<u>0</u>

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the Watauga County Board of Education (the "board") will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.

A. CAREER AND COLLEGE PROMISE

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

The board, in collaboration with local community colleges, may provide for dual enrollment of a qualified junior or senior high school student in community college courses through (1) a Career and Technical Education Pathway leading to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters or (2) a College Transfer Pathway leading to a college transfer certificate requiring the successful completion of 30 semester hours of transfer courses.

The board may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program or (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade.

The superintendent shall develop procedures consistent with this policy, state law and State Board policies.

B. OTHER COLLEGE COURSES

The superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy CCRE-001, which defines "Course for Credit." The principal must approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the superintendent.

The parent or guardian of the student must give permission for the student to take the course, and the student must complete any forms required by the school system. Enrollment of a student in a course is the responsibility of the student and the student's parent or

guardian. Unless otherwise provided, all special fees and charges and any special transportation needs are the responsibility of the student and the student's parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include: (1) a description of the content and subject matter covered by the course; (2) the number of clock hours of instruction in the course; and (3) the student's achievement or performance level in the course. In addition, a syllabus that includes course goals, course objectives, course activities and grade requirements must be provided.

The student also must meet any other requirements established by the superintendent.

Legal References: G.S. 115C art. 16 pt. 9; 115C-36, -47, ~~-81~~; 115D-5(b), -20(4); S.L. 2011-145 sec. 7.1A(a), 7.1A(b), 7.1A(c), 7.1A(k); State Board of Education Policies CCRE-001, GRAD-004

Cross References: Curriculum Development (policy 3100)

Adopted: August 3, 2015

Revised: August 14, 2017 and _____ (Legal references only)

Replaces: Board Policy 4.04.30, Dual Enrollment Policy

CURRICULUM AND INSTRUCTIONAL GUIDES

Policy Code: **3115**

Curriculum and instructional guides may be developed as necessary to support the current statewide instructional standards; policy 3000, Goals and Objectives of the Educational Program; and any other expanded objectives or subject matters approved by the Watauga County Board of Education (the "board"). State curriculum guides must be followed when mandated by state law.

A. DEVELOPMENT/MODIFICATION OF GUIDES

The curriculum department may develop new guides and/or modify existing guides that are to be used system-wide.

Individual schools may modify the curriculum and instructional guides as a part of the school improvement plan. Any modifications must be approved by the curriculum committee to ensure the continuity of the educational program.

B. USE OF GUIDES

Curriculum and instructional guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans and approaches to instruction that will serve the students' needs.

The guides will be used to map the logical sequence of instruction. Teachers are expected to follow the sequence in subjects, such as reading and mathematics, in which sequence is important.

Teachers must follow the content of the curriculum and instructional guides. Teachers are expected to use their professional judgment in determining the most effective methods for implementing the guides.

The principal shall ensure that teachers have access to available curriculum and instructional guides.

Legal References: G.S. 115C art. 8 pt. 1; 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted: August 3, 2015

Revised: _____ (Legal references only)

All students are expected to meet state and local academic performance standards. The Watauga County Board of Education (the "board") acknowledges that heterogeneous grouping usually is the best means of meeting the educational goals of the board. However, the board recognizes that students may differ in the amount of time needed or in the instructional methodology that will best assist them in learning the curriculum. If homogeneous grouping is used, students should be returned to the heterogeneous environment once their needs are met.

If grouping practices are used, the following factors must be considered:

1. the individual student's best opportunity for achievement;
2. the skill level of the student;
3. the most effective instructional climate for the student;
4. the ages and maturity levels of the students in the group;
5. the most effective instructional climate for the group; and
6. the most effective social climate for the group and the student.

Race or sex discrimination will not be tolerated. If homogeneous grouping materially affects diversity, the person proposing such grouping must demonstrate that the benefits of homogenous grouping clearly outweigh the benefits of meeting the board's educational goals of diversity.

The principal has the authority to assign students to classes (see policy 4155, Assignment to Classes), including the authority to group students for instruction in accordance with this policy. However, the principal should include others in this decision-making process. Thus, the principal may solicit recommendations from teachers and review requests by parents considering homogenous grouping. The principal also may evaluate whether the factors that indicated the need for homogenous grouping still exist.

This policy is not intended to alter teachers' discretion to group for instruction within classes. Such ad hoc grouping also may be considered as an intervention strategy to improve student performance. However, ad hoc grouping for daily instruction should not result in a student's being isolated for a major portion of the school day.

Legal References: G.S. 115C-47, ~~-81~~, -276, -288

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Assignment to Classes (policy 4155)

Adopted: August 3, 2015

Revised: _____ (Legal references only)

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The Watauga County Board of Education (the "board") believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school staff about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course. In evaluating student performance, each teacher shall make use of all available information, including but not limited to:

1. Formative, Benchmark, and Summative Classroom assessments and grades
2. North Carolina Ready End-of-Course tests (EOC)
3. North Carolina Ready End-of-Grade tests (EOG)
4. Writing Assessments
5. VoCATS
6. Other standardized tests
7. Teacher observation of student performance
8. Assistance of resource personnel

Legal References: G.S. 115C-47, ~~81~~

Cross References: Parental Involvement (policy 4002), Goals and Objectives of the Educational Program (policy 3000), Grading and Reporting (regulation 3400-R), Student Promotion and Accountability (policy 3420), Parental Involvement (policy 4002)

Adopted: July 11, 2016

Revised: _____ (Legal references only)

It is the goal of the Watauga County Board of Education (the "board") that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that students at risk are identified and that the school improvement team develops a plan to include successful transition between grade spans for such students in compliance with G.S. 115C-105.41.

A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK

The superintendent shall organize available resources to implement a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students. The superintendent shall establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions within the MTSS. Using information about the student's response to instruction and/or interventions and other student performance data, school personnel must identify students at risk of academic failure as early as reasonably may be done, beginning in kindergarten. School administrators and teachers shall address the needs of students identified as at risk of academic failure through the supports available in the MTSS and/or other processes established by the superintendent. The parents or guardians of such students should be included, through oral or written communication or other means, in the implementation and review of academic and/or behavioral interventions for their children.

B. TRANSITION PLANS

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and community colleges. At each school, the school improvement team shall use the school system transition plan to design a school-based transition plan tailored to meet the specific needs

of that school's population. The transition plan may be included in the school improvement plan. See policy 3430, School Improvement Plan.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41; State Board of Education Policy DROP-001

Cross References: School Improvement Plan (policy 3430)

Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015), available at <http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-plans-memo.pdf>; NC DPI Multi-Tiered System of Support resource page, available at <http://www.ncpublicschools.org/curriculum/responsiveness/http://www.ncpublicschools.org/integratedsystems/mtss/>; *Transition Planning for 21st Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

Adopted: January 28, 2016

Revised: August 14, 2017 and _____ (Legal references only)

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 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. 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. This requirement does not apply to EOC tests for students following the Occupational Course of Study Pathway. 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, ~~-81~~, -83.5, -83.6, -174.11, -174.12(a), -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/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; _____ (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 reasonably 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.

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 standards for assessing developmental growth. 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. 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.

I. 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.

J. 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.

K. 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.

L. 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.

M. 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; _____ (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.
- i. 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 those 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.
- j. 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.
- k. 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.
- l. 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(a4), 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: _____ (Legal references only)

CONFLICT RESOLUTION

Policy Code: **3431**

To create and maintain a safe, orderly and inviting learning environment, students must have the skills to resolve conflicts in non-violent ways.

All schools are encouraged to include a conflict resolution plan in the school improvement plan as provided in policy 3430, School Improvement Plan.

The curriculum committees shall explore opportunities to integrate conflict resolution skills into the standard course of study and other curricula.

Legal References: G.S. 115C-47, 81.60, -105.27, -105.32

Cross References: School Improvement Plan (policy 3430), Alternative Learning Programs/Schools (policy 3470/4305)

Adopted: September 14, 2015

Revised: _____ (Legal references only)

Class rankings are one method of measuring academic performance. The Watauga County Board of Education (the "board") also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorousness of curriculum, results of tests and assessments, and recommendation letters.

High school principals shall provide for the compilation of class rankings to be listed on student transcripts and may make class rank information available periodically to students and their parents or guardians, and to other institutions at the request of the student or the student's parent or guardian. Beginning with the class of 2019, while no valedictorian and salutatorian will be designated, all seniors who have earned a cumulative weighted grade point average (GPA) of 3.5 or above as of the end of the third nine weeks of the senior year shall be recognized as honor graduates in accordance with the following guidelines:

1. Students with weighted GPAs between 3.5 and 3.99 will graduate Cum Laude.
2. Students with weighted GPAs between 4.00 and 4.4 will graduate Magna Cum Laude.
3. Students with GPAs above 4.4 will graduate Summa Cum Laude.

Principals shall ensure that class ranking is computed in a fair and consistent manner as provided in State Board of Education Policy GRAD-004009. The superintendent and principal shall ensure that students and parents receive adequate notice as to how class rank is calculated and shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title. Although the student grievance procedure provided in policy 4010, Student and Parent Grievance Procedure, may be utilized to resolve disputes formally, the board encourages parents, students and principals to reach a resolution informally on any matters related to class rank.

Legal References: G.S. 115C-47, -81, -276, -288; 116-11(10a); State Board of Education Policy GRAD-004009

Cross References: Parental Involvement (policy 4002), Student and Parent Grievance Procedure (policy 4010), Goals and Objectives of the Educational Program (policy 3000), Recognizing Excellence (policy 3440)

Adopted: September 14, 2015

Revised: January 28, 2016; August 14, 2017 and _____ (Legal references only)

STUDENT VOTER REGISTRATION AND PREREGISTRATION

Policy Code: **3640/5130**

The Watauga County Board of Education (the “board”) is committed to securing the future of democracy by preparing young people to be educated, engaged voters. Further, the board is committed to working in collaboration with the local board of elections to encourage students who are sixteen years of age or older to register or preregister to vote as permitted by North Carolina law.

In keeping with this commitment, the board directs the superintendent to establish a committee of high school social studies teachers and other appropriate school personnel to collaborate with the local board of elections to facilitate and encourage voter registration and preregistration at all high schools in the school system.

The principal of each high school shall make the application forms described in G.S. 163-82.3 available to all students and others who are eligible to register or preregister to vote.

Legal References: G.S. 115C-47(59), -81.45 (c)(g1)(1)(b); 163-82.1, -82.3, -82.23

Cross References: Citizenship and Character Education (policy 3530)

Adopted: September 14, 2015

Revised: December 11, 2017; _____ (Legal references only)

The Watauga County Board of Education (the "board") believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum. In addition, as required by policy 3220, Technology in the Educational Program, the superintendent shall plan and provide a program of technology-related professional development to prepare the instructional staff to integrate technology into the student learning process and to address other relevant issues related to the use of digital tools and resources in the instructional program.

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any

courses, workshops, seminars, conferences, in-service training sessions or other sessions an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-81.20(f), -81.45(d), -333, -333.1; State Board of Education Policy EVAL-004

Cross References: Grievance Procedure for Employees (policy 7220), Technology in the Educational Program (policy 3220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted: May 11, 2015

Revised: August 14, 2017 and _____ (Legal references only)

An employee will be eligible for all considerations of military leave in accordance with State Board of Education policy and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA), and Article 16 of Chapter 127A of the North Carolina General Statutes.

Employees are encouraged to schedule short periods of required active duty during vacation periods so as not to interfere with regular duties of the individual's employment.

A. NOTICE AND DOCUMENTATION REQUIREMENTS

1. ~~If an employee is going to be absent due to military obligations, the employee~~ Employees must provide to the superintendent advance written or oral notice of any absences due to military obligations, except in cases of emergency assignment or other conditions that make notice impossible or unreasonable.
- 1.2. For leave periods exceeding 30 days, the employee must also either provide written documentation evidencing performance of military duty or identify the military command in order for the school system to verify the request.

B. SHORT-TERM MILITARY LEAVE WITH PAY

1. In accordance with State Board of Education policy, an employee who is a member of a reserve component of the U.S. Armed Forces may take up to 15 workdays of paid military leave for active duty training per federal fiscal year, which runs from October 1 through September 30. Members of the National Guard may take additional paid leave beyond these 15 days for special state activities when so authorized by the governor.
- 1.2. After an employee has used all of his or her paid military leave, the employee may choose to use any accumulated vacation leave, bonus leave, or comp time during the period of military service; however, no employee will be forced to use such paid leave during military service.

C. UNPAID MILITARY LEAVE FOR EXTENDED ACTIVE DUTY

1. Employees may take extended leaves of absence for state or federal military duty under honorable services status, for required training, or for special emergency management in accordance with state and federal law and State Board policy. Such leave is unpaid, except as described in paragraph C.2, below. The employee may use any available eligible paid leave prior to going on unpaid leave.
- 1.2. During these periods of extended military leaves, which must not exceed five years cumulatively plus any period of additional service imposed by law, the employee will be paid the difference in military base pay and state salary, including non-performance-based bonuses, when the military pay is less than the

state salary. Differential pay will be paid from the same source of funds as the employee's public school salary. An employee may not receive differential pay while absent on any type of paid leave.

D. REINSTATEMENT FROM MILITARY LEAVE

1. If the individual re~~applies~~ applies for reinstatement following separation from military duty, his or her reemployment and related rights are governed by the provisions of the USERRA (for members of reserve components of the U.S. Armed Forces, including members of the North Carolina National Guard returning from active federal duty or Article 16 of G.S. 127A (for members of the North Carolina National Guard returning from active state duty).
2. Employees must meet all applicable state or federal deadlines for reporting back to work or applying for reinstatement.
- 4.3. Under certain circumstances, an employee may receive teaching experience credit and retirement credit for service in the military, in accordance with State Board regulations.

E. EXPLANATION OF BENEFITS

When an employee is determined to be eligible for unpaid military leave under this policy, the superintendent or designee shall provide the employee with an explanation of his or her rights and benefits, including those related to leave, salary increases, medical insurance options, retirement status, the possibility of differential pay, and reinstatement rights.

F. COMPLIANCE WITH OTHER REQUIREMENTS

The board will follow and apply all other applicable legal requirements when administering military leave under this policy.

Legal References: Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; G.S. 115C-47, -302.1(g), -302.1(g1); 127A art. 16; 16 N.C.A.C. 6C .0406; *North Carolina Public Schools Benefits and Employment Policy Manual*, §§ 9.6 – 10.4 (2008-2009)

Cross References: Leave (policy 7510)

Adopted: December 14, 2015

EVALUATION OF LICENSED EMPLOYEES

Policy Code:

7810

The Watauga County Board of Education (the "board") recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The principal, or an assistant principal in the limited circumstances authorized by law, shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience will be evaluated annually in accordance with state law and the comprehensive evaluation cycle established in State Board Policy EVAL-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy EVAL-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy EVAL-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include ~~analysis of student work for performance-based courses and~~ student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board. ~~Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.~~
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 7800, Professional and Staff Development) and suspension, demotion, and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal, and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.

10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees. The superintendent and evaluators are encouraged to involve employees in developing these processes.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.12 -333.24; State Board of Education Policies EVAL-004 through -006, EVAL-022, EVAL-025 through-031

Cross References: Professional and Staff Development (policy 7800), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 8, 2016

Revised: June 13, 2016; August 14, 2017;

Replaces: Policy 3.05.20, Evaluation of Licensed Employees

A. PROFESSIONAL EMPLOYEES

Professional employees who intend to resign for any reason are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school system is made. A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires 30 days' notice unless the superintendent consents to a shorter notice period.

If a teacher has not been recommended for dismissal but fails to meet the notice requirements and the superintendent does not consent to a waiver of notice, the superintendent shall inform the Watauga County Board of Education (the "board") and recommend to the board whether a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year. The superintendent shall place a copy of the request in the teacher's personnel file.

The superintendent must notify the State Board of Education if a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher gave adequate advance notice of resignation.

If a teacher who has been recommended for dismissal under the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education; and (4) the employee shall be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board of Education to determine whether to seek action against the employee's license.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for a teacher's resignation, the superintendent or designee shall indicate if the teacher's criminal history was relevant to the resignation.

B. ALL EMPLOYEES

Letters of resignation must be submitted to the superintendent. Resignations may be accepted, on behalf of the board, by the superintendent or designee. To help ensure the smooth operation of the schools, 30 days' notice is requested whenever possible.

Each employee who is leaving the school system may arrange to meet with any director, supervisor, or administrator to discuss his or her reasons for leaving and to identify any practices or policies that he or she feels are detrimental to the objectives of the school

system. To the extent possible, statements made by employees will be confidential. However, should another North Carolina local school board, charter school, or regional school inquire as to the reason for any employee's resignation, the superintendent or designee must indicate if criminal history was relevant to the employee's resignation.

Legal References: G.S. 115C-47, -325(e) and -325(o) (applicable to career status teachers), -325.4 and -325.9 (applicable to non-career status employees), -332

Cross References: Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: January 11, 2016

Replaces: Policy 3.03.30,- Resignation

Revised:

PROFESSIONAL EMPLOYEES: DEMOTION AND DISMISSAL

Policy Code:

7930

The Watauga County Board of Education (the "board") recognizes that an effective professional staff is critical to the smooth operations of the school system and to creating a learning environment where students are able to succeed. The board expects and encourages all professionally licensed employees, whether employed pursuant to a contract or through continuing career status, to exemplify the highest possible performance in carrying out their teaching or other professional responsibilities. Such employees are expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any professionally licensed employee who is unable or unwilling to meet the performance expectations or other reasonable standards of the board may be subject to demotion or dismissal as provided in this policy.

Evaluators of licensed employees are expected to follow policy 7810, Evaluation of Licensed Employees, policy 7820, Personnel Files, and policy 7811, Plans for Growth and Improvement of Licensed Employees. Evaluators should provide the superintendent with carefully documented evidence concerning a person's inadequacies and lack of competencies when such deficiencies have led to the recommendation and contemplation of dismissal or demotion. These documents also should show ways in which the evaluator has endeavored to help the employee become a more effective professional. In the interest of students and the welfare of the school system, dismissal or demotion may be pursued regardless of whether the evaluator has met these expectations and regardless of whether the employee has first been placed on a growth plan or mandatory improvement plan, so long as the legal grounds for seeking dismissal or demotion can be sufficiently demonstrated.

All legally required procedures, including those prescribed in the applicable state law, will be followed in the dismissal or demotion of employees. Career status teachers, non-career status teachers during the terms of their contracts, and school administrators during the terms of their contracts may be dismissed only for the following reasons:

1. inadequate performance, as defined by the applicable state statute;
2. immorality;
3. insubordination;
4. neglect of duty;
5. physical or mental incapacity;
6. habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5, Chapter 90 of the General Statutes;
7. conviction of a felony or a crime involving moral turpitude;

8. advocating the overthrow of the government of the United States or of the state of North Carolina by force, violence, or other unlawful means;
9. failure to fulfill the duties and responsibilities imposed upon teachers or school administrators by the General Statutes;
10. failure to comply with such reasonable requirements as the board may prescribe;
11. any cause that constitutes grounds for the revocation of an employee's teaching or school administrator license;
12. a justifiable decrease in the number of positions due to school system reorganization, decreased enrollment, or decreased funding, provided that there is full compliance with other statutory requirements;
13. failure to maintain one's license in current status;
14. failure to repay money owed to the state in accordance with the provisions of Article 60, Chapter 143 of the General Statutes; and
15. providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

When the board determines that it cannot continue to employ an individual, the employee will be given written notice. The superintendent will notify the employee by letter at a reasonable time in advance of the end of the period for which the employee is paid within the current fiscal year. However, in situations which the superintendent deems to be emergency situations, he/she may act immediately. Non-career status teachers will be notified of the non-renewal of their contracts by June 1 of the contract year in which they are employed. (See policy 7950 for specific information regarding non-renewal of non-career status teachers.)

In critical situations, when the board feels that the continued presence of the employee would jeopardize the educational goals of the system, an employee may be removed immediately from his position. The provisions of North Carolina law will be followed regarding dismissal of career and non-career status personnel.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for an employee's dismissal, the superintendent or designee shall indicate if the employee's criminal history was relevant to the dismissal.

Resignation by a teacher who has been recommended for dismissal under the applicable state statute is subject to the provisions of policy 7900, Resignation.

Legal References: G.S. 90 art. 5; 115C-287.1, -307, -325 (applicable to career status teachers), -325.1 *et seq.* (for non-career status teachers), -332, -333, -333.1; 143 art. 60; 16 N.C.A.C. 6C

.0502

Cross References: Staff Responsibilities (policy 7300), Job Descriptions (policy 7400), Teacher Contracts (policy 7410), School Administrator Contracts (policy 7425), Professional and Staff Development (policy 7800), Evaluation of Licensed Employees (policy 7810), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Resignation (policy 7900), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: December 14, 2015

Replaces: Policy 3.03.60 Suspension and 3.03.70, Career Personnel: Demotion and Dismissal and Policy

| Revised: July 10, 2017;

CLASSIFIED PERSONNEL: SUSPENSION AND DISMISSAL

Policy Code:

7940

Classified positions are critical to the effective operation of the school system. The Watauga County Board of Education (the "board") encourages open communication between classified employees and their supervisors. When performance problems arise, supervisors are encouraged to communicate clearly in oral or written form the nature of the deficiencies and to provide a reasonable opportunity to improve. Any written notices or reprimands will be included in the employee's central office personnel file. All employees are expected to meet job requirements and to seek clarification and guidance when needed to fulfill these requirements.

A. SUSPENSION

The superintendent or designee may suspend an employee without pay as a disciplinary sanction. The superintendent shall provide written notice of the suspension without pay to the employee. This notice will be placed in the personnel file. The suspension without pay may begin immediately. An employee has 10 calendar days from the date of receiving written notice of the superintendent's decision to take the following actions: (1) request written notice of the reason(s) for the superintendent's decision and (2) request an appeal before the board of education regarding the decision to suspend without pay. If notice of the reason(s) for the suspension is requested, such notice must be provided prior to any board hearing on the decision. If an appeal is not made within this time, an appeal is deemed to be waived. An employee may appeal a suspension on the grounds that there was no rational basis for the suspension; the suspension was discriminatory or was used for harassment; or board policies were not followed.

Upon receiving a request for an appeal, the chairperson may designate a panel of three board members to review the decision. The chairperson of the board or the panel may establish rules for an orderly and efficient hearing. The employee will be notified in writing of the decision of the board to uphold, reverse, or modify the superintendent's decision. An employee will receive back pay for any period of suspension without pay that is not upheld by the board.

B. TERMINATION

As "at will" employees, employees in classified positions may be terminated on any nondiscriminatory basis, including inadequate performance, misconduct, failure to follow board policies, or a reduction in staff. All terminations to reduce staff will be in accordance with policy 7921, Classified Personnel Reduction. All other terminations of classified personnel will be made pursuant to this policy. The superintendent has the authority to terminate at-will employees. The superintendent should provide written notice to the employee and the board of the decision to terminate. An employee has 15 calendar days from the date of receiving notice of the superintendent's decision to take the following actions: (1) request written notice of the reason(s) for the superintendent's decision and (2) request an appeal of the decision to the board of education. If notice of the reason(s) for the termination is requested, such notice must be provided prior to any

board hearing on the termination. The termination is effective during the period of appeal.

Upon receiving a request to appeal the superintendent's decision to terminate, the chairperson may appoint a panel of three board members to review the decision. The employee has the burden of establishing that the termination was based on an illegal discrimination. The superintendent may offer evidence to substantiate that the dismissal was for a nondiscriminatory reason, such as prior warnings or remedial efforts.

The hearing procedures established in policy 16002500, Hearings Before the Board, will be followed. The chairperson will provide written notice of the decision to the employee and the superintendent as soon as practicable after reaching a decision. The board may uphold the superintendent's decision or reinstate the employee for any reason it deems proper, so long as the board's reason is not discriminatory.

Any employee who has been dismissed for cause will be ineligible for reemployment.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for an employee's dismissal, the superintendent or designee shall indicate if the employee's criminal history was relevant to the dismissal.

This policy is not intended to create any property rights or an implied or express contract between the board and the employee other than what is provided by law.

Legal References: 29 U.S.C. 621 *et seq.*; 29 U.S.C. 794 *et seq.*; 42 U.S.C. 1981; 42 U.S.C. 12101; G.S. 115C-45(c), -47, -332

Cross References: Hearings Before the Board (policy 1600), Classified Personnel Reduction (policy 7921), Annual Independent Audit (policy 8310)

Adopted: December 14, 2015

Replaces: Policy 3.03.65, Classified Personnel: Suspension and Dismissal

Revised:

A. SELECTION AND EVALUATION

The superintendent shall select and the Watauga County Board of Education (the "board") will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy, and/or the superintendent are met.

B. DUTIES

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and establishing procedures to assure compliance with the preaudit requirements;
3. approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;
4. signing and issuing all checks, drafts, and state warrants by the school system;
5. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
6. receiving and depositing all moneys accruing to the school system;
7. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
8. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
9. providing a copy to the board and notice to the county commissioners of any report received from the Teachers' and State Employees' Retirement System containing a list of employees whose retirement in the upcoming year would likely result in an assessment to the board for additional employer contribution;

- ~~9.10.~~ performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;
- ~~10.11.~~ submitting reports to the Secretary of the Local Government Commission as required by law;
- ~~11.12.~~ receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the superintendent and board of such funds;
- ~~12.13.~~ reviewing school improvement plans that provide for the transfer of funds between funding allotments or lease purchase contracts;
- ~~13.14.~~ evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
- ~~14.15.~~ assisting the superintendent in the development of the budget;
- ~~15.16.~~ prescribing the form and detail of records maintained by the school treasurer;
- ~~16.17.~~ making salary deductions as provided in policy 7620, Payroll Deductions;
- ~~17.18.~~ maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and
- ~~18.19.~~ maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

C. FIDELITY BOND

The finance officer shall carry a true accounting and faithful performance bond as provided in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528

Cross References: Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

Adopted: February 8, 2016

Replaces: Policy 6.04, Management of Funds (in part)

Revised:

PUBLIC PARTICIPATION AT BOARD MEETINGS

Policy Code:

1410

Watauga County Board of Education (the "board") meetings are conducted for the purpose of carrying on the official business of the school system. The public is cordially invited to attend board meetings to observe the board as it conducts its official business.

The board of education, as an elected representative body of the school system, also wishes to provide a forum for citizens to express interests and concerns related to the school system. In order that the board may conduct an orderly meeting while providing an opportunity for input, individuals or groups may be heard by the board in accordance with this policy or subsection D.2 of policy 1400, Board Meetings, which addresses public hearings.

A. REQUESTS TO PLACE ITEM ON THE AGENDA

In order that the board may fairly and adequately discharge its overall responsibility, citizens desiring an item to be placed on the agenda for a specific board meeting should direct written requests to the superintendent at least six working days prior to the meeting.

The request should include:

1. the name and address of the person or persons making the request;
2. the organization or group, if any, represented; and
3. a brief explanation of the nature of the item. Questions and/or materials to be presented to the board are to be submitted along with the request. ~~Additional items may be added to the agenda by the board on a two-thirds vote of the board members.~~

The superintendent shall confer with the chairperson of the board concerning whether to approve placing the requested item on the agenda and to determine the appropriate meeting for such discussion. The superintendent, with the consent of the board chairperson, shall accept or deny a request for inclusion on the agenda for any reason determined appropriate by the superintendent and chairperson.

The superintendent shall notify the requesting party of the response to the request. If the request is denied, the superintendent shall explain any other processes available for addressing the concerns. (See Section C, Reports of Complaints, below.) ~~Upon request immediately before or during the meeting, At the meeting, the board may, by majority vote and notwithstanding prior denial by the superintendent, add an item to the agenda before the agenda is adopted. eonsent to hear the party's presentation by adding it to the agenda before the agenda is adopted. After the agenda has been adopted, a two-thirds vote is required to add a new the item to the agenda.~~

The chairperson shall establish the amount of time for individual or group presentations.

B. PUBLIC COMMENT

Each month, ~~a-the first~~ part of at least one regularly scheduled board meeting will be set aside for citizens to address the board through public comment. Each speaker will receive three minutes to present comments; however, the public comment session will not exceed 30 minutes total except by majority vote of the board. A Public Comment sign-up sheet will be available 30 minutes before the meeting begins in the board room for any individual or group to indicate their desire to address the board. Any individual or group who wishes to address the board must sign the sheet and complete and submit a written Request to Make Public Comments form to the board chair or superintendent through the board assistant, prior to the start of the meeting. During the public comment period, the board chair will recognize speakers in the order in which they signed in. Substitute speakers will not be permitted, and speakers may not donate any portion of their time to another speaker. If a speaker is unable to present all of his or her information within the specified time limit, the speaker may provide the board with the additional information in written form. If an unusually large number of people requests to speak, a majority of the board may decide to reduce the time for each individual or to require the designation of a spokesperson for each group of persons supporting or opposing the same positions. ~~The chairperson will decide the amount of time devoted to public comments. At any time, the board may establish~~ As requested by the board, the superintendent shall develop additional procedures to ensure that public comment sessions proceed in an efficient and orderly manner. Each individual or group (10 or more) is limited to three minutes to speak. In the interest of efficiency and fairness, a group (10 or more) sharing the same opinion should select one spokesperson to represent the group (10 or more) before the board. The chairperson of the board may allow up to five minutes of public comment by an individual or group if deemed necessary.

Speakers should understand that public comment is not a time for asking questions or receiving feedback from board members. Board members will not respond to individuals who address the board except to request clarification of points made by the presenter.

Speakers will refrain from discussion of any of the following: Items which are closed session matters including, but not limited to, the attorney-client privilege, anticipated or pending litigation, property acquisition or liquidation or complaints about specific employees and students in open session. This is in accordance with G.S. 115C-321 and the Open Meetings Law, which protects students' and employees' records.

Any member of the board or the superintendent may reject, postpone, or halt any speaker or subject listed for public comment based on the guidelines and requirements for public comment set forth in law or board policy.

Except in cases of emergency, information received during presentations will not be acted upon at the time it is received. It will take unanimous vote of the board members

present to take action on a presentation considered to be of an unusual or emergency nature at the time it is presented.

Disruptions by any person or persons of a public meeting will be subject to action in accordance with G.S. 143-318.17.

If the board does not hold a regular meeting during a month, the board will not provide a time for public comment at any other meeting held during that month, unless a majority of the board votes to allow public comment at the meeting or unless the purpose of the meeting is a public hearing.

C. REPORTS OF COMPLAINTS

Complaints about the performance of school personnel, implementation of board policy, the quality of the educational program or school facilities should be submitted initially for a response to the school system official responsible for the program or facility or to the superintendent. The superintendent or designee shall make available this policy and other relevant grievance procedures to any individual or group submitting a complaint.

Legal References: G.S. 143-318.10 and -318.17; 115C-36, -51

Cross References: Student and Parent Grievance Procedure (policy 4010), Responding to Complaints (policy 5060), Role of Board Members in Handling Complaints (policy 1322), Board Meetings (policy 1400), Board Meeting Agenda (policy 1430)

Adopted: November 9, 2015

Replaces: Board policy 1.04, Procedures for Board Meetings

Revised:

The Watauga County Board of Education (the "board") reserves to itself the functions of developing and revising policies for the school system. The formation and adoption of policies will constitute the primary method through which the board exercises its leadership in the operation of the school system. All policy decisions will be made while keeping in mind the board's objective to provide students with the opportunity to receive a sound basic education.

Board policy is applicable to all schools and programs within the school system unless the board directs otherwise in an individual policy. However, unless otherwise directed by the board, the superintendent may exempt any school designated as a restart model authorized by G.S. 115C-105.37B(a)(2) from any board policy requirements that correspond to a state statute or rule from which restart schools are exempted by law.

A. POLICY DEVELOPMENT

Any Watauga County Board of Education (the "board") member, individual, group of citizens, student, or employee may initiate proposals for new policies or changes to existing policies. The initiator must refer the suggestions to the superintendent for study prior to public discussion of the proposal and board action.

As appropriate in the development of proposed policies, the superintendent shall seek input from the board attorney, other professionals, school system personnel, parents, students and citizens.

B. ADOPTION OF POLICIES

Policies may be proposed for adoption, amendment or repeal at any Watauga County Board of Education (the "board") meeting by any member of the board or by the superintendent. A request to place the proposed policy on the agenda must be made in accordance with board policy.

New and revised policies will normally go through separate readings at two consecutive board meetings before approval. However, the board may waive second reading and approve a policy at first reading when the board determines this action is warranted by exceptional circumstances or when policy revisions are technical or otherwise non-substantive.

Temporary approval to follow a new or revised policy may be granted by the board in lieu of formal policy approval when necessary due to emergency conditions or special events that will take place before formal action can be taken.

During discussion of a policy proposal, the views of the public, parents, students and staff will be considered. Board members may propose amendments. An amendment will not require that the policy go through an additional reading except as the board determines that the amendment needs further study and that an additional reading would be desirable. The board must adopt by majority vote, and the superintendent must record the policy in the minutes of the board meeting in order for the policy to be considered official board policy.

Unless otherwise specified by the board, a policy is effective as of the date it is adopted by the board.

No policy formally adopted by the board of education may be revised or rescinded except by majority vote in accordance with policy 1442, Voting Methods.

C. DISSEMINATION AND PRESERVATION OF POLICIES

The superintendent shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Watauga County Board of Education (the "board") and any accompanying administrative procedures or memoranda.

All policies adopted by the board of education will be maintained in both electronic and physical form. The electronic form shall be accessible through the school system website. The physical form shall be kept in a policy manual that will constitute a public record that will be open for inspection at the board of education offices during regular office hours. The board will endeavor to keep both the electronic policies on the website and the physical policy manual updated with the most recent policies adopted by the board. Any discrepancies between the policies on the website and in the physical manual shall be resolved in accordance with the board's most recent action on the policy.

The superintendent shall ensure that all board members and employees have convenient access to copies of the board's policies.

All physical policy manuals distributed remain the property of the board, will be deemed to be "on loan" to any person or organization, and are subject to recall at any time deemed necessary for purpose of amendment, rescission or recodification.

D. REVIEW AND EVALUATION OF POLICIES

The Watauga County Board of Education (the "board") assigns to the superintendent the responsibility of continued review and evaluation of the policies adopted by the board and of bringing to the board's attention the need for adopting, amending, updating or rescinding any particular policy.

The superintendent has the authority to make to any existing policies technical and conforming changes necessitated by changes in state and federal law. Such changes are effective immediately subject to ratification by the board at its next regular meeting.

The superintendent is responsible for the dissemination of updated, revised and newly adopted policies to all holders of policy manuals.

E. SUSPENSION OF POLICIES

The operation of any section or sections of Watauga County Board of Education (the "board")

policies not established by law or contract may be suspended temporarily by a majority vote of board members present at a board meeting held in compliance with law and board policy.

Legal References: G.S. 115C-36, -47, -105.37B(a)(2); *Leandro v. State*, 346 N.C. 336 (1997)

Cross References: Board Meetings Agenda (policy 1430), Voting Methods (policy 1442)

Adopted: November 9, 2015

Replaces: Board policy 1.05, Development and Administration of Board Policy

Revised: January 28, 2016; July 10, 2017;

The Watauga County Board of Education (the "board") is the sole entity authorized to execute formal contracts between the school system and any firm or person offering to provide materials, equipment, or services to the school system. Creditors are on notice that the board may choose not to honor contracts entered into by school or school system officials without authority to enter into contracts.

A. AUTHORIZATION TO ENTER INTO CONTRACTS

No contract requiring the expenditure of funds may be entered into unless the budget resolution adopted pursuant to policy 8110, Budget Resolution, authorizes the expense and there is a sufficient unencumbered balance to pay the amount to be disbursed. (See policy 6421, Pre-Audit Certification.) No contract may be entered into with a restricted company person or entity, as listed by that is on the state treasurer's in accordance with G.S. 147, art. 6E or 6G, Final Divestment List or Iran Parent and Subsidiary Guidance list, except as permitted by those laws G.S. 147, art. 6E.

Any contract involving expenditures in excess of \$90,000 must be approved in advance by the board unless provided otherwise in board policy. (Approval requirements for construction and repair contracts are established in policy 9120, Bidding for Construction Work.) Unless otherwise prohibited by statute or regulation, the superintendent or designee is authorized to enter into contracts or approve amendments to contracts involving amounts up to \$90,000. However, change orders for construction and repair contracts are subject to the requirements of policy 9030, Facility Construction, not this provision.

To provide greater flexibility at the school level, the superintendent also may establish circumstances in which principals may enter contracts involving amounts up to \$5,000. The superintendent, with appropriate involvement of the finance officer, shall establish any procedures necessary to ensure fiscal accountability and reporting by principals who enter into contracts.

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

B. CONTRACT FORMS

The board attorney shall review any contract forms developed for use by a school or the school system.

C. LEASE PURCHASE CONTRACTS

The finance officer must approve any request to enter lease purchase contracts as authorized by G.S. 115C-528, regardless of the dollar amount. After considering the

principal and amount of interest, the superintendent must determine that the lease purchase is a fiscally prudent choice that is consistent with board policy.

The finance officer shall provide the board with periodic reports on lease purchase contracts, including the amount of the principal, interest paid, and the amount of the outstanding obligation.

D. OTHER APPLICABLE POLICIES AND LAWS

Purchases may be made through the State Division of Purchase and Contract in accordance with the Division's rules and regulations, as authorized by G.S. 115C-522.

All contracts involving construction or repair work or purchase of apparatus, supplies, materials, or equipment must be undertaken in compliance with Chapter 143 of the North Carolina General Statutes, except as provided elsewhere by state law. Contracts must also comply with applicable board policies, including, but not limited to, policies 6430, State Purchasing Requirements for Equipment, Materials, and Supplies; ~~=6440, Local Purchasing Requirements for Equipment, Materials, and Supplies;~~ 6450, Purchase of Services; 9030, Facility Construction; 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk; and 9120, Bidding for Construction Work.

All contracts subject to the E-Verify requirement will contain a provision stating that the contractor and the contractor's subcontractors must comply with the requirements of Article 2 of Chapter 64 of the General Statutes.

Legal References: G.S. 64, art. 2; 115C-36, -47, -264, -440, -441, -522, -528; 143-49 and art. 8; 147; art. 6E, art. 6G

Cross References: Pre-Audit Certification (policy 6421), ~~State Purchasing Requirements for Equipment, Materials, and Supplies (policy 6430),~~
~~Local Purchasing Requirements for Equipment, Materials, and Supplies (policy 6440),~~ Purchase of Services (policy 6450), Budget Resolution (policy 8110), Facility Construction (policy 9030), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110), Bidding for Construction Work (policy 9120)

Adopted: February 8, 2016

Revised: May 9, 2016; November 14, 2016;



Watauga County Board of Education

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PERSONNEL ADVISORY COMMITTEE

February 22, 2018

AGENDA

- Welcome, Introductions
- School Updates
- District Updates
- Teacher Contract Policy
- K-3 Class Size Legislation
- NCSBA policies to review:
 - 4040-7310 Staff-Student Relations
 - 7130 Licensure
 - 7240 Drug-Free and Alcohol-Free Workplace
 - 7510 Leave
 - 7530 Military Leave
 - 7810 Evaluation of Licensed Employees
 - 7900 Resignation
 - 7930 Professional Employees Demotion and Dismissal
 - 7940 Classified Personnel Suspension and Dismissal
- Hiring Timeline and Plans for 2018-2019 school year
- Open Enrollment – Supplement Benefits
- Agenda items from schools

Meeting Dates for 2017-2018:

September 25, 2017– Central Office
December 6, 2017 – Central Office
February 22, 2018 – Central Office
April 26, 2018 (if needed) – Central Office

*Note – all meetings will begin at 3:45pm

**Personnel Advisory Committee Meeting
February 22, 2018**

Welcome, Introductions

Deanna Holaday (Parkway), Madison Hollar (Cove Creek), Lauren Harkey (Mabel), Dr. Gary Childers (Board of Education), Jonathan Miller (Watauga High), Melissa Searcy (Blowing Rock), Maria Nash (Hardin Park), Joni Horine (Hardin Park), Mitzi Ledford (Green Valley), Kim Dunnagan (Bethel), Mary Ruth Hagaman (Valle Crucis), Ron Henries (Board of Education), Jennifer Hendrix (Central Services), Dr. Stephen Martin (Central Services),

School Updates

- Bethel - 4th and 5th grades have been focusing on reading fluency. A canned food drive was held in 6th grade (100 cans for 100th day) with over 300 cans collected. Bethel will be hosting a comic-con on April 19th.
- Blowing Rock - Celebrated the 100th day of school with 100 day Olympics on Saturday. There is a benefit (chili cookoff) for Brenda Ford Prim (cafeteria employee) on March 23 after school. Blowing Rock is forming a school safety committee which will meet on March 7.
- Cove Creek - 2nd annual Blooms and Buds Day is scheduled for March 30. An initiative is underway to raise funds and/or secure a grant for solar panels.
- Green Valley - 5th graders are currently at Sound to Sea field trip. Science nights will be on March 1 (grades 3-5) and March 8 (grades K-2)
- Hardin Park - Students participating in the Great Kindness Challenge. A father-daughter dance and also a middle school dance/dinner were recent successes. 4th and 5th grade teachers have been meeting with intervention specialists about benchmark tests with lots of good data analysis and information sharing. A kindness quilt is being assembled and sent to Parkland School in Florida. International Art Night will be on March 23.
- Mabel - One school, one read on Where the Mountain Meets the Moon just completed. Space Camp March 21-23. Catawba Science Center at Mabel for K-6 on February 27. Middle School trip to Disneyworld will be in April.
- Parkway - Science Pals are busy working on projects with STEM initiatives for end of year. The drama/musical Aladdin will be presented before spring break.
- Valle Crucis - STEM day is planned prior to spring break. The student council is currently sponsoring a fundraiser for leukemia.
- WHS - Recent faculty meeting focused on school safety. Our Town drama production will be February 23-25. Juniors will take the ACT on February 27.

District/Board of Education Updates

- Currently evaluating the impact of the K-3 class size legislation and planning for the future. Recently a facilities study was completed and a facilities committee representing the county commissioners and school board members was recently formed. The budget development process for 2018-19 is underway. The district continues to evaluate ways to improve school safety. District administrators will have a focus on school safety at their summer administrative professional development.

Teacher Contract Policy

- Feedback on the policy options was received from the Personnel Advisory Committee, Assistant Principals Leadership Academy, District Leadership Team including principals, Central Services directors, and School Board members.
- Data was collected and reviewed on a variety of options based on the possible criteria for the Teacher Contract Policy.
- Teacher Contract Policy 7410 was approved at the February 12, 2018 BOE meeting. To qualify for a 4 year contract, teachers must meet the following criteria:
 - have been employed by the Board as a teacher for at least the last three consecutive years
 - have received a rating of at least "proficient" on all standards on the two most recent annual summative evaluations
 - not be on a monitored or directed growth plan, mandatory improvement plan, or corrective action plan currently and not have been on any such plan at any time during the current or previous school year
 - not have received a reprimand, demotion, suspension without pay, or other disciplinary consequence during the current or previous school year
 - not have other relevant performance information in his or her personnel file that would support a decision to disqualify the teacher from a multi-year contract.


K-3 Class Size Legislation

- A presentation was shared with the committee with the current legislated requirements as well as current class sizes in K-3 and projections for next year.
- For 2017-18 and 2018-19, the K-3 class size average is 20 with a maximum of 23.
- For 2019-20, the K-3 class size average is 19 with a maximum of 22.
- For 2020-21, the K-3 class size average is 18 with a maximum of 21
- For 2021-22, K will have an average of 18 with a maximum of 21, 1st will have an average of 16 with a maximum of 19, 2nd and 3rd will have an average of 17 with a maximum of 20.

NC School Board Association Policies

The following policies were reviewed by the personnel advisory committee. Suggestions for consideration included for each policy.

- 4040-7310 Staff-Student Relations (suggestion - section b2 - make sure to be clear on instant messaging such as SnapChat, etc; #3 - clarify when and how it is appropriate to communicate via text - ex a group text with coaches)

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- 7130 Licensure (no suggestions for change)
 - 7240 Drug-Free and Alcohol-Free Workplace (no suggestions for change)
 - 7510 Leave (suggestion - keep the references to personal leave and vacation leave even though it's in benefits manual, most employees refer to policy first.)
 - 7530 Military Leave (no suggestions for change)
 - 7810 Evaluation of Licensed Employees (no suggestions for change)
 - 7900 Resignation (no suggestions for change)
 - 7930 Professional Employees Demotion and Dismissal (no suggestions for change)
 - 7940 Classified Personnel Suspension and Dismissal (no suggestions for change)

Hiring Timeline and Plans for 2018-2019 school year

- With the new Teacher Contract policy, the district will seek to issue 1 and 4 year contracts to teachers in May.
- Plans are to begin advertising critical needs positions in the middle of March. Hopefully, most of the vacancies can be filled prior to the end of the school year.

Open Enrollment - Supplemental Benefits

- Group meetings will be held at each school and location in March with one-one-one appointments being held from March 19 - March 28 at schools and other district offices. All eligible employees are encouraged to attend the group meetings and attend the individual appointment to make an open enrollment decision.



Agenda Items from Schools

- None

Future Meetings for 2017-2018:

April 26, 2018 (if needed) at 3:45pm