

Watauga County Board of Education

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

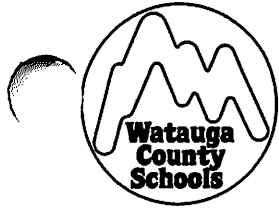
TEL: (828) 264-7190
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WATAUGA COUNTY BOARD OF EDUCATION MEETING DECEMBER 11, 2017 5:30 P.M.

- 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
- 6:08 4. DISCUSSION AND ADJUSTMENT OF AGENDA Board Chair
- 6:12 5. PUBLIC COMMENT Board Chair
- Note: Anyone who wishes to address the Board should sign the Public Comment Roster
- 6:15 6. SUPERINTENDENT'S REPORT Dr. Scott Elliott
- 6:20 7. STUDENT'S REPORT Ms. Kelsey Marlett
Ms. Isabelle Trew
- 6:25 8. PUBLIC RECOGNITION
- A. Watauga High Band Mr. Josh Ogle
 - B. Leadership Award Pastor Chris Hughes
 - C. Servant's Heart Award Dr. Scott Elliott
- 6:40 9. CONSENT AGENDA
- A. Approval of Minutes for 11/13/17 Dr. Scott Elliott
 - B. Field Trip Requests
 - C. Budget Amendment #3
 - D. Surplus Declaration Request
 - E. Recommendation for Cafeteria Benefits Provider
 - F. 2018-2019 Calendar
 - G. Request for Naming of Valle Crucis Media Center
 - H. Monthly Personnel Report
10. STUDENT TRANSPORTATION SERVICES Mr. Jeff Lyons

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

- 7:10 11. STUDENT DRESS CODE SURVEY Ms. Kelsey Marlett
- 7:25 12. POLICIES: SUBSTANTIVE CHANGES FOR FIRST READ Dr. Wayne Eberle
- 4250/5075/7316 North Carolina Address Confidentiality Program
6140 Student Wellness Policy
6320 Use of Student Transportation Services
4302-R Rules for Use of Seclusion and Restraint in Schools
3470/4305 Alternative Learning Programs/Schools
- 7:40 13. POLICIES: SUBSTANTIVE CHANGES FOR SECOND READ Dr. Wayne Eberle
- 4316-R Student Dress Code
1670 Business Advisory Council
3640/5130 Student Voter Registration and PreRegistration
5008 Automated Phone and Text Messaging
- 7:50 14. POLICIES: FOR REPEAL
- 5245 Use of Automated Messaging Dr. Wayne Eberle
- 7:55 15. MULTI-TIERED SYSTEM OF SUPPORT (MTSS) Ms. Tamara Stamey
- Program Overview
- 8:15 16. DISTRICT VISITS OVERVIEW - VIDEO Curriculum Team
- 8:25 17. BOARD OPERATIONS/COMMENTS
- 8:30 18. ADJOURNMENT
19. MISCELLANEOUS INFORMATION
- Important Future Dates:



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TEL: (828) 264-7190
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DATE: November 13, 2017

PRESENT:

Ron Henries, Brenda Reese,
Jay Fenwick, Jason K. Cornett, and
Gary Childers
Dr. Scott Elliott, Superintendent,
Dr. Stephen Martin, Asst.
Superintendent
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, N.C.G.S.115C-288(g) Reportable Offenses, N.C.G.S.143-318.11(a)(6) Personnel, and N.C.G.S.143-318.11(a)(3) Attorney Client

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 noted that item 8-D, the Servant's Heart Award recipient was unable to attend and would be recognized at a future Board Meeting.. A motion was made by Jason Cornett, and seconded by Jay Fenwick to approve the amended agenda. The motion was unanimously approved.

PUBLIC COMMENT

There were no public comments at the November 2017 Board meeting.

SUPERINTENDENT'S REPORT

Dr. Elliott welcomed everyone and gave a special welcome to the Watauga Education Foundation. He invited everyone to Watauga Education Foundation's Flapjack Flip on December 2nd. He noted that proceeds from these events helped fund the nearly \$20,000 in grants awarded to Watauga County Schools (WCS) teachers this year.

Dr. Elliott shared a video which had just been created by Garrett Price, Communications Director, to celebrate the achievements in WCS. Highlights included: a four year graduation rate of 91%, with Watauga Innovation Academy exceeding 96%, growth in schools met or exceeded in nearly every category set by the state, including some best-in-state ranks in 7th and 8th grade reading and 3rd highest SAT scores and the 2nd highest ACT scores in the state, an increase of 137 students equating to over 4600 students which is the highest in a decade. WCS has opened the 6th pre-K program and is now serving 104 preschool students. Watauga County Schools was rated the second highest school district in North Carolina by Niche.com, and the third best district in which to teach in North Carolina. He thanked everyone for their commitment to continuing to make WCS the best place to learn and work in North Carolina.

Dr. Elliott introduced Chris Campbell who announced that Braxton Marcela is joining Campbell Shatley. Mr. Marcela, who will go to the Army to JAG training for 4 months before returning to the firm, is the son of Exceptional Children's Director, Michael Marcela.

Dr. Elliott said that as of Monday, November 13th, Watauga County Schools had completed 59 days and 371 hours of instruction.

STUDENT'S REPORT

Ms. Trew announced that the Pioneer Playmakers won the following awards for their show, Things Fall (Meanwhile): A superior rating, Festival Spirit Award, excellence and outstanding achievement in design and production, excellence in acting, outstanding achievement in ensemble acting, excellence in directing, and Distinguished Play-Judge's Choice. The Playmakers will be advancing to the state level competition this week.

Fifteen students joined Mountain Alliance on a trip to Big Pine Key for their Fall Break service trip to provide 330 hours of disaster relief following Hurricane Irma. Mountain Alliance's School's Out program has provided tutoring, mentorship, and additional optional enrichment programs like ACT preparation on 42 days with an average of 30 students participating per day.

Ms. Marlett and Ms. Trew will continue to visit the student councils of the elementary schools. They will visit Cove Creek next and have visited Green Valley and Valle Crucis this month.

PUBLIC RECOGNITION

Meredith Jones recognized the 2017-2018 district Spelling Bee Winner, Kazia Orkiszewski. She is in the 8th grade and attends Green Valley School. She will compete in the Regional Bee in March. Ms. Jones thanked Skyline/Skybest for funding the registration fees for the schools which makes

the district-wide Bee possible. She also thanked community businesses for their prize donations for the participants and winner.

Dr. Don Presnell of the Watauga Education Foundation, along with Wendy Jessen presented the grant recipients for the 2017-2018 School year. Awards were to: Amanda Young Ward/Amy Miller, Angela Hicks, Ann W. Miller, Ashley Greene/Shelly Klutz/Susan Milhaupt/Amanda Combs/Kristin Davis, Chelsea Eldreth, Jane Brown, Dinah Miller/Joseph Gragg, Donna Greene/Tara Watson, Erin Ellington, Erin Selle/Megan Turner, Grady McKinney, Heather Miller, Kellia Kidda/Jennifer Wandler/Zach Green, Lindsey Postlethwaite, Melody Roaden, Mitzi Ledford, Pace Cooper/Allison Hodge, Sabina Maiden/Laurie Warren/Marta Toran, Sarah Cardwell, Sue Walker, Sydney Sieviec, Candice Trexler/Amy Hiatt, April Yandle/Cindy Darcy/Amanda Huff

Dr. Elliott noted that four of these grantees also received Bright Idea Grants from Blue Ridge Energy.

Ms. Alex Vines presented the Hardin Park Junior BETA Club competition participants. Ms. Vines stated that after 2 years, the club has grown to 126 members. The club took 45 members to the Regional Leadership Summit in Concord. They represented Hardin Park in two competition, "Read Out of the Box, and Rapid Response. Makayla Barnes, Thomas Clements, Ethan Campbell, Lydia Rothrock represented the club at the meeting whose members are now qualifiers for the National BETA Club competition.

Dr. Paul Holden recognized Dr. Scott Elliott for his recent award from the North Carolina School Counselors Association. He was recognized as the Advocate of the Year for the State by NC School Counselors. Dr. Elliott stated that the committee had noted that WCS was the smallest district to have a dedicated Director of Student Services which spoke so highly of both the Board of Education and the Superintendent. He spoke briefly about his passion for Student Services, having been in that position in the past, and was thankful for the great collaboration from the Student Services team which supported the students so well.

CONSENT AGENDA

Mr. Henries noted that one of the Budget Amendment items was for turf for the batting facility and a grant from a foundation for \$3,500 would be received and \$10,000 of the cost would be from Skyline/Skybest. Dr. Elliott thanked Dr. Eberle and the school principals for their hard work on the School Improvement plans.

Brenda Reese moved to approve the Consent Agenda, Items A-G as presented, which was seconded by Gary Childers. The vote to approve was unanimous.

K-3 ENHANCEMENT CLASS SIZE WAIVER REQUEST

Dr. Martin presented the form for the North Carolina Class-Size Waiver request which is due by Nov 30th if the class size exceed the maximum allowed by state legislation in any class by the 40th day of the school year. He noted that we are in compliance at all schools in the academic classes, but the waiver would be requested for Enhancement classes (Art, Music, and Physical Education classes) where two homerooms sometimes met together as a grade level. He believes that every district is expected to submit this waiver. He requested approval for the waiver. Jay Fenwick

moved to approve the waiver request which was seconded by Jason Cornett. The motion to approve was unanimous.

FLEX TIME PRESENTATION

Dr. Elliott introduced the Professional Learning Team which is largely teacher-led. Laura Carson, Digital Learning Coach at WHS began the presentation. Teachers Carmen Scoggins and Jamie Wilson spoke about different models which were explored in the 13-14 school year, such as Professional Learning Communities, and shared about a group who traveled to Memphis and Charlotte to learn about programs of this kind which integrated this period of time into the school day. They recommended teachers having common planning time in Math1 and Biology, yet they realized that the missing component was the students. They focused on "Why" they were doing this to help drive decisions for the program: They realized that teachers must: 1) look deeply at standards, 2) assess whether or not the students learned the material, 3) re-teach and remediate, and 4) give students who have achieved mastery the opportunity to stretch themselves during FLEX-time. Students are the priority. The teachers want to have students take ownership for their own learning. Students are invited to meet with the teachers to discuss, relearn, re-test. The team received an unanticipated surprise in that this program has allowed the students to learn skills to help them survive after high school, namely: time management, communication skills, and the ability to make good decisions. The teachers feel that this program helps leadership pursue the goals of the mission statement.

Tracy Markland shared that the FLEX schedule has evolved as they learn more about successes and deficits. Some of the K-8 schools in Watauga are using a similar program. The high school has named the program FLEX which stands for Focused Learning EXperiences which has been placed between 1st and 2nd block, so that those with Internships and Caldwell classes could participate. Kaitlin Zirkle explained the schedule and priority and secondary "invites". Brittany Wood spoke about the benefit of the schedule for teachers. Every professional learning team meets weekly for collaboration with one another. Emily Collins spoke about remediation and extension so that all learners are benefitting, and follow-up expectations regarding attendance to the FLEX session. Students work and learn in Quiet Zones for individual work, or collaborative zones, where students are engaged in various topics... Attendance and valuable work is expected during this time. QR codes are snapped with student laptops to identify in which sessions the students are participating and maintain an idea of student location within the school. Corey Braxton often discusses plans for after graduation with her students. Several students shared their positive experiences and their response and acceptance of the change to their routine. All were positive.

Mr. Henries asked about what areas they had identified to change. The staff responded that they wanted to be deliberate about changes before they were made, that they wanted to improve communication that this was a big cultural shift and the teachers were benefitting by getting to know their students better. Dr. Blanton shared that parental response had been positive and that parents had encouraged attendance in sessions once they understood the program. He also noted that it was quite common across the state to have a program of this sort. Exceptional Children's teachers value the time to collaborate with co-teachers, have IEP meetings, and to work on social skills with students. Student Services has sessions for college applications and planning which is also valuable.

The response from Board members was positive and they noted that change was often challenging but beneficial. They appreciated that many of the activities that were occurring often had been

relegated to after school meetings which some students could not attend. Mr. Cornett shared that as a parent, it was very beneficial for a student athlete. Marlett and Ms. Trew shared that the change had been very beneficial and allow time during school for activities that would normally occur after school.

Dr. Elliott thanked the group for their teacher-leadership and the advancements that they have made. He asked for feedback from students and teachers to continue. He challenged Watauga high leadership to listen and be open to criticism and too learn from those comments as well.

Following a brief break, the meeting resumed at 8:05.

POLICIES: TECHNICAL CHANGES FOR APPROVAL

Watauga County Field Trip Request Form	
5022	Registered Sex Offenders
5027/7275	Weapons and Explosives Prohibited
7810	Evaluation of Licensed Employees
7820	Personnel Files

Following a brief discussion, a motion was made by Jason Cornett and seconded by Brenda Reese to approve the policies as listed. The motion was unanimously approved.

POLICIES: SUBSTANTIVE CHANGES FOR FIRST READ

1670	Business Advisory Council
3640/5130	Student Voter Registration and PreRegistration
5008	Automated Phone and Text Messaging

Dr. Eberle notes that once policy 5008 was approved, the recommendation was to repeal policy 5245

POLICIES: SUBSTANTIVE CHANGES FOR SECOND READ

4110	Immunizations and Health Requirements
4125	Homeless Students
4150	School Assignments
4700	Student Records
5000	Schools and the Community
7430	Substitute Teachers
7500	Workday and Overtime

Dr. Eberle presented the policies, noting minor changes to policies 5000 and 7430. Gary Childers moved to approve the policies as printed and Brenda Reese seconded the motion. The motion to approve was unanimous.

Dr. Eberle noted that this approval completes all of the fall 2016 updates. After all of next month's approvals, there will be 5 policies left for spring 2017 updates. At this point, all policies will be up-to-date prior to the presentation of the 2017 fall updates.

PRESENTATION ON TEACHER CONTRACTS

Mr. Chris Campbell, of Campbell Shatley-Board Attorney, presented a slide presentation regarding options for renewing teacher contracts with pros and cons for using various schedules of renewing contracts on a 1-year, 2-year, and 4-year renewal models. Future discussion and study will result in a decision for going forward.

BOARD OPERATIONS

Mr. Henries shared that he had received a letter from Senator Ballard congratulating the Board for their Gold Bell award which recognized their attention to their 12 hours minimum of professional development per year.

Dr. Elliott reminded everyone that he had Flapjack flip tickets for sale.

Dr. Fenwick attended the Law Conference and sent greetings from Sharon from Wilkes County. He thought it was a great conference and covered many topics including bus safety and was surprised by the number of busses that were passed while stopped. There were good conversations about contracts and non-renewals. Alternative schools as curricular in nature were another topic of interest. Related to Title IX, the cost of softball versus baseball were of interest..

BOARD COMMENTS

Dr. Childers said that it was interesting to be involved in the evaluation process and the future of those decisions. He also noted that he has enjoyed the committee meetings.

Dr. Elliott thanked everyone for the great Board meeting which was, in his opinion, the best he had attended.

ADJOURNMENT

A motion to adjourn Open Session was made by Gary Childers, and seconded by Jason Cornett. The vote to adjourn was unanimous at 9:05 PM.

R. Ivan Henries, Board Chair

Dr. Scott Elliott, Superintendent

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

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

Sponsoring teacher: (Print) Brett Green School: Watauga HS
Cell phone number: (828) 719-0722 Grade(s): 9-12 Number of students: 17
Departure time/date: 1/31 (Am) Return time/date: 2/4 (pm)

Educational purpose:

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

Orlando, FL

Purpose of trip and how it relates to the curriculum: DECA Sports and Entertainment Marketing Conference. Universal Executives show the behind-the-scenes activities that it takes to be a leading theme park resort. Florida sports executives show their efforts to make Florida a leader in the sports industry.

Supervision and Safety:

Names of all school staff chaperones: Laura Carson

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? Wheel chair accessible features.

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) Plane

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 \$ Approx. 800 Source of funds: Individual fundraisers

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

Approval/Signatures:

Sponsoring teacher signature: Brett M. Jean Date: 11 / 17 / 17

Principal approval: Andree Date: 11 / 20 / 17

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 12 / 5 / 17

Superintendent approval: [Signature] Date: 12 / 6 / 17

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

OUR TEAM CAN DO THIS

- Corporate, Association, Incentive Revenue Events and Social Events
- UO Hosted Events ie: Sales Client events, PR Grand Openings
- Trade Shows
- VIP and Celebrity Services
- Sales Marquee Events: Grad Bash
- TV Productions: Ellen

CLIENT
EVENT
MANAGEMENT
THE UO
UNIVERSE

UNIVERSAL Orlando RESORT

DECA
EDUCATIONAL
PROGRAM

Universal Orlando™ marketing executives pull out all stops to show DECA members the behind-the-scenes activities that it takes to be a leading theme park and resort. Not to be outdone, Florida sports executives show their efforts to make Florida a leader in the sporting industry. It's a perfect blend to complement the classroom.

**WEDNESDAY
JANUARY 31**

6:00 PM - 9:00 PM
Registration

**THURSDAY
FEBRUARY 1**

9:15 AM
Entertainment Marketing
Presentations by Universal
Orlando™ Executives

12:30 PM
Lunch on your own

8:00 PM
Blue Man Group Performance

**FRIDAY
FEBRUARY 2**

9:15 AM
Sports Marketing Presentations
by Orlando Sports Executives

12:30 PM
Lunch on your own

**SATURDAY
FEBRUARY 3**

8:00 AM
Shuttle to Disney Transportation
Center

DECA Day at Disney

7:30 PM - 11:00 PM
Shuttle to Universal's Cabana
Bay Beach Resort

**SUNDAY
FEBRUARY 4**

Departure

WATAUGA COUNTY FIELD TRIP REQUEST FORM

This request is for a: ___ day trip ___ out of state day trip X 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) Will Selle School: WHS
Cell phone number: 828 553 1323 Grade(s): 9-10 Number of students: ~ 8
Departure time/date: 1/19/18 2pm Return time/date: 1/21/18 evening

Educational purpose:

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

Greensboro, NC UNCG

Purpose of trip and how it relates to the curriculum: Southeast Honors String Festival
+ String Teachers Conference

Supervision and Safety:

Names of all school staff chaperones: Will Selle, maybe another 1-2 string teachers

Names of all non-school chaperones: Select Parents TBD

All chaperones have a background check completed: ☒ Sponsoring teacher initials: WCS
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 N/A (If applicable) A safety/supervision plan for high risk and/or water activities has been shared with the parents. Please attach a copy of the plan to this form if applicable.

Transportation plan:

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

Name of charter bus company (if checked above) _____

(If applicable, bus request form must be attached)

Driver/s: Will Selle Round trip mileage: 200 # of buses needed: 0

Total cost per student \$ 70 plus meals Source of funds: 226.02 subsidy + Fundraising

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

Approval/Signatures:

Sponsoring teacher signature: Will Selle Date: 11 / 20 / 17

Principal approval: C. Be Date: 11 / 30 / 17

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 12 / 5 / 17

Superintendent approval: [Signature] Date: 12 / 6 / 17

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

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Sponsoring teacher: (Print) Laura Turner School: GEAR UP (Cove Creek)

Cell phone number: 828-773-1948 Grade(s): 7th Number of students: 35

Departure time/date: 8am 4/19/2018 Return time/date: 10pm 4/20/2018

Educational purpose:

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

Raleigh, NC and surrounding area to experience NANODays at NC State University.
Please see attached packet for additional information.

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

Supervision and Safety:

Names of all school staff chaperones: Laura Turner, Cynthia Townsend, Christy Lewis and I
Additional WCS staff member.

Names of all non-school chaperones: N/A

All chaperones have a background check completed: Yes Sponsoring teacher initials: LJ

Are all site(s) accessible to students with disabilities? X yes ___ no How will students with disabilities be accommodated for site access and transportation? Before traveling we will ensure all accommodations are made if needed.

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
X Charter bus Other (Please explain) _____

Name of charter bus company (if checked above) Blue Ridge Charters

(If applicable, bus request form must be attached)

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

Total cost per student \$ Approximately \$40 Source of funds: GEAR UP
Additional \$120 per student will be covered by GEAR UP.

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

Approval/Signatures:

Sponsoring teacher signature: Laura J... Date: 12 / 01 / 17

Principal approval: P. R. H... Date: 12 / 01 / 17

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 12 / 5 / 17

Superintendent approval: [Signature] Date: 12 / 6 / 17

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

NanoDays 2018 @ NCSU

Proposed Schedule

Thursday, April 19th

8:00am - Depart Cove Creek

- **Feel free to bring snacks for the bus!**

11:00am - Arrive at either NC Museum of Art or NC Museum of History

1:00-2:00 pm Eat Packed Lunch (Picnic Area @ UNC-CH)

- **Students are responsible for packing their lunch or requesting one from the Cafeteria.**

2:30pm - 5pm Arrive at North Carolina Museum of Natural Sciences and/or Morehead Planetarium

5:30pm - Dinner (Mellow Mushroom)

7:30pm - Cultural Arts Experience: Potentially - *Bright Star* Off Broadway at Duke Energy Center

10:00pm - Arrive at Hotel (TBA)

11pm - Lights Out

Thursday, April 13th

7:30am - Get up and eat at hotel (Breakfast included)

9:30am - Arrive NC State Centennial Campus

- **Lab Tours**
- **Hunt Library Book Bot**

12:30- 1:30pm - Lunch on Centennial Campus

2:00pm - Arrive NCSU Main Campus

2-3:30pm - Main Campus Tour

4:00pm - Nano Technology Demos in Reynolds Coliseum

6pm - Depart NCSU

7pm - Stop for Dinner (Chick-Fil-A Greensboro, NC)

10pm - Arrive at Cove Creek***We will have students call parents from the bus when we are about 30 minutes from home!**

Payment Information

Each student is Responsible for paying **\$40** for this trip. GEAR UP funds are covering the additional \$160 per student. If your child would like to attend, but cost is an issue please pay what you can and contact either Mrs. Townsend, Mrs. Laws or Ms. Turner for scholarship opportunities.

THIS TRIP IS NON REFUNDABLE!!!

****Meals are as follows:**

Wednesday

Breakfast- Eaten before we leave

Lunch- Packed lunch from home or school cafeteria

Dinner- Paid for by GEAR UP

Thursday

Breakfast- Free at our Hotel

Lunch- Paid for by GEAR UP at NC State Centennial Campus

Dinner- Paid for by GEAR UP (Fast Food on the way home)

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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Sponsoring teacher: (Print) Christina Welch School: Mabel
Cell phone number: 828-266-2443 Grade(s): 4-8 Number of students: 26
Departure time/date: 2/5/17 7:00am Return time/date: 2/6/17 3:00pm

Educational purpose:

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

Greensboro, NC Koury Center Best Convention

Purpose of trip and how it relates to the curriculum: State competition - academics +
art In addition, students will experience speeches
pertaining to leadership + character.

Supervision and Safety:

Names of all school staff chaperones: Christina Welch, Amanda Ward, Sue Beech

Names of all non-school chaperones: LeAnne Martin, Donald Martin, Rodney Anderson,
Seth Morrison, Paula McHenry

All chaperones have a background check completed:

Sponsoring teacher initials: CS

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 CS (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: _____ Round trip mileage: 244 # of buses needed: 1

Total cost per student \$ 150 Source of funds: parent plan

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 11/20/17

Principal approval: [Signature] Date: 11/20/17

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 12/4/17

Superintendent approval: [Signature] Date: 12/4/17

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) Jacob Beach School: Mabel

Cell phone number: 828-231-1057 Grade(s): 6-8 Number of students: 14

Departure time/date: 12/15/2017 (Afternoon from school) Return time/date: 12/16/2017 (Late Afternoon/Evening)

Educational purpose:

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

Mock Trial State Finals
Durham County Courthouse Dec. 16th

Purpose of trip and how it relates to the curriculum: _____

Middle School Mock Trial Tournament is an educational team program where middle school students have the opportunity to gain firsthand knowledge of civil/criminal law and courtroom procedures. Students representing attorneys and witnesses for both sides of a fictional case role play that case being tried in court.

Supervision and Safety:

Names of all school staff chaperones: Jacob Beach, Christy Welch, Sherry Sturgill (Driving)

Names of all non-school chaperones: _____

All chaperones have a background check completed:

Sponsoring teacher initials: B (school employees)

Are all site(s) accessible to students with disabilities? X yes no How will students with disabilities be accommodated for site access and transportation? County courthouses are required to be accessible by law (G.S. 7A-302)

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

Transportation plan:

Mode of transportation: Yellow bus with wheelchair lift Yellow bus without wheelchair lift
 Activity bus with wheelchair lift X 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: Sherry Sturgill Round trip mileage: 354+ # of buses needed: 1
Total cost per student \$ 10.00 Source of funds: Parents 10.00 / School Funds / PTA

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

Approval/Signatures:

Sponsoring teacher signature: [Signature] Date: 11 / 22 / 2017

Principal approval: [Signature] Date: 11 / 22 / 17

Required signatures if applicable:

Transportation Director approval: [Signature] Date: 12 / 1 / 17

Superintendent approval: [Signature] Date: 12 / 1 / 17

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: December 11, 2017

RE: 2017-18 Budget Amendment #3

Attached is Budget Amendment #3 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	27,518,119	(49,228)	27,468,891
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	\$ 48,118,069	\$ (49,228)	\$ 48,068,841

**Watauga County Schools
BUDGET AMENDMENT #3
December 11, 2017**

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

BA #3-1 Explanation:

This amendment is to budget state transfers and additional state allotment dollars as reflected in DPI revisions #19-22. Reversions were reductions for charter school funding.

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.5110.001.121	Classroom Teachers	(32,210)
1.5110.003.162	Non-Instructional Support	(2,581)
1.5110.007.121	Instructional Support	(3,412)
1.5120.013.121	Career and Technical Education - MOE	(3,193)
1.5120.014.121	Career and Technical Education - Program	(149)
1.5110.015.311	School Technology Fund	127
1.5110.024.121	Disadvantaged Students Supplemental Fund	(323)
1.5110.027.142	Teacher Assistants	(2,594)
1.5260.034.121	Academically & Intellectually Gifted	(529)
1.6550.056.165	Transportation	(2,656)
1.5110.061.411	Classroom Materials and Supplies	(305)
1.5310.069.142	At-Risk Student Services	(1,778)
1.5110.085.462	Excellent Schools Act	800
1.5110.130.412	State Textbooks	(425)
	Total Appropriations	(49,228)

Revenues:

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.3100	State Allocation	(48,803)
1.3211.130	State Textbooks	(425)
	Total Revenues	(49,228)

Declaration of Surplus Items - December 2017

<u>School</u>	<u>Quantity</u>	<u>Description</u>	<u># that are Usable</u>	<u># that are Unusable</u>
Bethel	1	Samsung Air Conditioner		1
	1	Haier Small Refrigerator		1
	1	GBC Electric Hole Punch		1
	1	Fujitsu Lifebook T730 Laptop		1
	1	Dell Latitude E5420 Laptop		1
	1	Dell Optiplex GX620 Desktop		1
	2	Smart Tech UP55 Projector		2
	8		0	8
Blowing Rock	2	HP Laser Jet 2300n Printer		2
	1	HP Color Laser Jet CP4005n Printer		1
	1	HP Laser Jet P401n Printer		1
	4		0	4
Cove Creek	1	Red Vinyl Upholstered Cot	1	
	1		1	0
WHS	1	Lenovo Chromebook N23 Laptop		1
	1	Smart Tech Smart Board 580		1
	1	Smart Tech Smart Board 560		1
	1	Epson PowerLite 460 Projector		1
	4		0	4
Transportation	1	Balcrank Transmission Fluid Disposal System		1
	1	Zep Dyna-Clean Parts Washer		1
	1	2011 White Ford Ranger Vehicle 7013	1	
	1	2012 Red Toyota Corolla Vehicle 8810	1	
	4		2	2



Watauga County Schools
Educating for Productive Citizenship & Life-Long Learning
2018-2019 School Calendar

Scenario B

August 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Mandatory Work Days (5)
- Optional Work Days (9)
- Annual Leave (10)
- Holidays (11)
- Early Release Days (4)

August
 14-17.....Mandatory Work Days
 20.....First Day of 180 Day Term

September
 3.....Labor Day Holiday
 19.....Early Release/Professional Development Day for Staff

October
 19.....End of First Quarter
 25-26.....Early Release/Parent Conferences

November
 12.....Veterans Day Holiday
 21.....Early Release Day
 22-23.....Thanksgiving Holidays

December
 21.....Early Release/
 End of First Semester
 24-26.....Christmas Holidays
 27-31.....Annual Leave

January
 1.....New Year's Holiday
 2-3.....Annual Leave
 4.....Optional Work Day
 7.....Second Semester Begins
 21.....Optional Work Day/
 Martin Luther King, Jr. Day

March
 11.....End of Third Quarter

April
 22-23.....Spring Holidays
 24-26.....Annual Leave

May
 27.....Holiday
 28.....Last Day of Fourth Quarter/
 Second Semester
 29.....Mandatory Work Day
 30-31.....Optional Work Days

June
 3-6.....Optional Work Days
 7-10.....Annual Leave

The last day of the 2018-2019 school year will be an early release day.

January 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

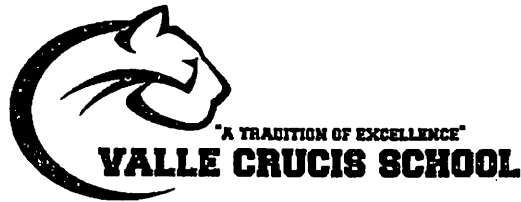
February 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



December 6, 2017

Dr. Elliott,

I am making a formal request to name our media center at Valle Crucis after Ms. Mary Mast due to her decades of contributions and volunteering at our school. We will recognize Ms. Mast by placing a plaque outside of our school media center in her honor. Ms. Mast has made contributions to our school through volunteering over the course of 60 years. We want to recognize Ms. Mast for donating her most valuable asset, which is her time. Thank you for taking our request into consideration to recognize one of the pillars of our school community.

Respectfully,

Preston Clarke

A handwritten signature in black ink, appearing to read "P. Clarke", written over the printed name "Preston Clarke".

Principal

Valle Crucis School

2998 Broadstone Rd

Sugar Grove NC 28679

828-963-4712

NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Policy Code: **4250/5075/7316**

The Watauga County Board of Education (the “board”) seeks to provide a work and school environment free from violence or the threat of violence against employees, students or other persons. The board encourages eligible individuals to participate in the North Carolina Address Confidentiality Program established pursuant to Chapter 15C of the General Statutes. This program protects the address of relocated victims of domestic violence, sexual offense, stalking or human trafficking to prevent a victim’s assailants or potential assailants from finding the victim through public records. The program provides participants with the use of a substitute mailing address and denies public access to a participant’s actual address.

A. PROGRAM DETAILS

The Address Confidentiality Program is administered by the State Attorney General. Information and assistance in applying to the program may be obtained by telephone from the Attorney General’s Address Confidentiality Program Office at (919) 716-6785.

Program participants receive an authorization card with a substitute mailing address that may be presented whenever an address is required. Mail sent to the substitute address is forwarded cost-free by the program to the participant at his or her residential address. Students, parents, or school personnel enrolled in the Address Confidentiality Program must provide a valid authorization card if they wish to keep their home address confidential.

B. SCHOOL PERSONNEL PARTICIPANTS

The name, actual address and telephone number of any school system personnel participating in the Address Confidentiality Program will not be open to inspection as a public record, will not be included as part of any employee directory published by the school system and will be redacted from any record released pursuant to G.S. 115C-320 provided the employee has provided a valid authorization card to the superintendent or designee. (See policies 5070/7350, Public Records – Retention, Release and Disposition, and 7820, Personnel Files.)

C. STUDENT PARTICIPANTS

The school system will use the actual address of a program participant, not the substitute address designated by the Attorney General, for any purpose related to admission or assignment but will keep the actual address confidential from the public, provided the student or parent has provided a valid authorization card to the principal. Student records will reflect only the substitute address and not the student’s actual address. The student’s telephone number also will be kept confidential from the public. The parent or guardian

of a student participant may request that a student's name be withheld from any release of directory information by the school, as provided in policy 4002, Parental Involvement.

When transferring school records from one school to another, the transferring school may send the files to the participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program to ensure confidentiality of the student's new location.

D. DISCLOSURE PROHIBITED

The knowing and intentional disclosure of a program participant's actual address or telephone number to unauthorized persons is prohibited. Failure to comply with this policy may result in disciplinary action, up to and including termination. In addition, violators may be subject to criminal prosecution.

Legal References: G.S. Ch. 15C; 115C-47, -320, -366(g), -402(f); 132-1.1(d)

Cross References: Parental Involvement (policy 4002), Domicile or Residence Requirements (policy 4120), School Assignment (policy 4150), Student Records (policy 4700), Public Records – Retention, Release and Disposition (policy 5070/7350), Personnel Files (policy 7820)

Other Resources: *Address Confidentiality Program – Student Records* and *Address Confidentiality Program – Employee Records* (August 21, 2003) (Office of Attorney General Roy Cooper), available at <http://www.ncwise.org/generaldocs.html>

Adopted: July 14, 2014

| Revised:

The Watauga County Board of Education (the “board”) recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student’s physical well-being, growth, development, and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education’s Healthy Active Children Policy, ~~HRS-ESHLT-000~~, as further described in Section F, below. The superintendent may designate a school system official to carry out this responsibility (“lead wellness official”).

The superintendent or designee shall make the most current version of this policy available to members of the school community and the public by posting it on the school system website and/or by distributing it annually through other means reasonably intended to reach the school community and public. In addition, the superintendent or designee shall provide a copy of this policy to the North Carolina Department of Public Instruction (NCDPI)~~each time it is revised by the board~~when requested to do so.

A. SCHOOL HEALTH ADVISORY COUNCIL

The board will maintain a school health advisory council to help plan, update, implement, promote, and monitor this policy as well as to address other health and nutrition issues within the school system. The council serves as an advisory committee regarding student health issues and works in conjunction with the lead wellness official charged with oversight of this policy and the school system’s efforts to promote student and employee health and wellness in compliance with state and federal requirements. The council is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also may make policy recommendations to the board related to this policy and other policies concerning student wellness and in conjunction with the lead wellness official, shall periodically review and suggest revisions to this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Sections F and G, below.

The council will be composed of representatives from the school system, the local health department, and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians, and the public. The council will provide information to the board

about the following areas or concerns: ~~safe environment,~~ (1) physical activity education, (2) health education, ~~staff~~ (3) employee wellness, (4) health services, ~~mental~~ (5) social and emotional climate health, (6) nutrition environment and services, and ~~family~~ (7) counseling, psychological, and social services, (8) physical environment, (9) family engagement, and (10) community involvement.

The council shall provide periodic reports to the board and public regarding the status of its work. In addition, the council shall assist the lead wellness official in creating an annual report that includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the system each school year, as well as any other information required by the State Board of Education or NCDPI.

B. NUTRITION PROMOTION AND NUTRITION EDUCATION

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The general goals of nutrition promotion and nutrition education are (1) to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage, and support healthy eating by students.

The board will provide nutrition education within the Healthful Living Standard Course of Study and the grade level expectations outlined in the Healthful Living Essential Standards adopted by the State Board of Education. Nutrition education should be designed to provide all students with the knowledge and skills needed to lead healthy lives. Students should learn to address nutrition-related health concerns through age-appropriate nutrition education lessons and activities.

Nutrition education and promotion should extend beyond the school environment by engaging and involving families and communities. School system personnel may coordinate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. School system personnel are to work to disseminate and promote consistent nutrition messages throughout the school system, schools, classrooms, school dining areas ~~cafeterias~~, homes, community, and media.

In conjunction with the school health advisory council, the board establishes the following additional specific evidence-based goals and strategies for nutrition promotion and education. The board will periodically measure and report progress toward meeting these goals.

- Teachers will integrate nutrition education into the curriculum as appropriate.
- Nutrition education will promote fruits, vegetables, whole-grain products, low-fat dairy products, healthy food preparation methods, and appropriate portion sizes.

- Nutrition and health posters, signage, and/or displays will be exhibited in the cafeteria food service and dining areas and will be rotated, updated, or changed as new or additional information is available.
- Students will have opportunities to taste foods that are low in saturated and trans fats, sodium, and added sugar.
- School personnel will strive to provide a pleasant eating experience for students and adults by adopting the following practices:
 - Student input is solicited for meal choices.
 - Nutrient analysis is available to teachers, parents, students, and health professionals when possible.
 - Adequate time to eat is provided. The recommended eating time for each child after being served is 15 minutes for breakfast and 20 minutes for lunch. School personnel will schedule enough time, lunch periods, and serving lines so students do not have to spend excessive time waiting in line.
 - Adult supervision and role modeling is available during the meal service times to encourage students to eat meals.
 - Drinking fountains will be available for students to get water at meals and throughout the day.

C. NUTRITION STANDARDS AND GUIDELINES FOR ALL FOOD AND BEVERAGES AVAILABLE AT SCHOOL

Consistent with policy 6200, Goals of School Nutrition Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals, and promote lifelong healthy eating habits. All foods and beverages sold at school must meet the nutrition standards established in policy 6230, School Meal and Competitive Foods Standards, including the following:

1. School Lunch, Breakfast and Snack Programs

Foods provided through the National School Lunch and School Breakfast, or After School Snack Programs ~~—programs—~~ must comply with federal and state nutrition standards. The director of child nutrition shall ensure that school system guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

2. Competitive Foods

All foods sold on school campuses in areas that are accessible to students during the school day (defined as the period from midnight through 30 minutes after the dismissal bell rings) in competition with the National School Lunch or School Breakfast Programs (“competitive foods”) must comply with the federal Smart Snacks in Schools standards. Competitive foods include food, snacks and beverages from a la carte menus, vending machines, and outside suppliers, as well as foods or beverages sold in school stores and at fund-raisers. Vending machine sales also must comply with the requirements of G.S. 115C-264.2 and *Eat Smart: North Carolina’s Recommended Standards for All Foods in Schools*.

3. Other Foods Available on the School Campus During the School Day and After the School Day

School principals ~~may~~shall establish rules for foods and beverages brought from home for classroom events or parties during the school day or for extracurricular activities after the school day. The board encourages principals to establish rules that are consistent with the Smart Snacks in Schools standards.

Fundraising activities that involve the sale of foods and/or beverages to students during the school day (from midnight until 30 minutes after the dismissal bell rings) must comply with the Smart Snack Rules and may not be conducted until after the end of the last lunch period. See policy 6230, School Meal and Competitive Foods Standards.

School principals may establish standards for fund-raising activities conducted after the school day (beginning 31 minutes after the dismissal bell rings) that involve the sale of food and/or beverages. The board encourages alternative fundraising activities such as non-food items or physical activity.

4. Food and Beverage Marketing

Food and beverage marketing on school campuses during the school day must meet federal and state standards. In accordance with these standards, only foods and beverages that meet the Smart Snack standards (as described in subsection C.2, above) may be marketed or advertised on school campuses during the school day. To comply with this requirement, existing supplies, materials, or equipment that depict noncompliant products or logos will be replaced or removed in accordance with normal lifecycles or as otherwise would occur in the normal course of business.

D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

1. Goals of the Physical Education Program

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as obesity, cardiovascular disease, and Type II diabetes, students enrolled in kindergarten through eighth grade must have the opportunity to participate in physical activity as part of the system's physical education curriculum. The goal for elementary schools is to provide 150 minutes weekly of quality physical education with a certified physical education teacher. The goal for middle schools is to provide 225 minutes weekly of Healthful Living Education, divided equally between health and physical education with certified health and physical education teachers.

2. The Physical Education Course

The physical education course should be designed to foster support and guidance for being physically active, help students know and understand the value of being physically fit, and teach students the types of activities that contribute to total fitness. The course is to be taught in an environment where students can learn, practice, and receive assessment on developmentally appropriate skills and knowledge as defined in the North Carolina Healthful Living Standard Course of Study. Students should be engaged in moderate to vigorous physical activity for fifty percent or more of class time. Class for physical education should be equivalent in size to those of other academic classes.

3. Physical Activity Requirements and Goals

School personnel should strive to provide opportunities for age- and developmentally-appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that, when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

To ensure that students have ongoing opportunities for physical activity and maintain a positive attitude towards physical activity, structured/unstructured recess and other physical activity may not be taken away from students as a form of punishment. In addition, severe and inappropriate exercise may not be used as a form of punishment for students.

In conjunction with the school health advisory council, the board establishes the following additional specific evidence-based goals and strategies for physical activity:

- K-8 schools and the high school will provide extra-curricular activities that enable students to select from a variety of sports and other active endeavors.
- Teachers will incorporate opportunities for physical activity in the classroom when possible.
- The K-8 schools will provide annual fitness testing for students in grades 3 through 8.

E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS

In addition to the standards discussed above, the board adopts the following goals for school-based activities designed to promote wellness:

1. Schools will provide a clean and safe meal environment.
2. Students will be provided adequate time to eat meals.
3. Drinking water will be available at all meal periods and throughout the school day.
4. Professional development will be provided for school system nutrition staff.
5. To the extent possible, the school system will utilize available funding and outside programs to enhance student wellness.
6. Food will not be used in the schools as a reward or punishment.
7. As appropriate, the goals of this wellness policy will be considered in planning all school-based activities.
8. Administrators, teachers, school nutrition personnel, students, parents or guardians, and community members will be encouraged to serve as positive role models to promote student wellness.
9. Teachers are encouraged to serve as role models by being physically active alongside their students during physical classroom activities.

10. Each school will annually hold a health fair to provide information supporting healthy lifestyle choices and practices.

F. IMPLEMENTATION AND REVIEW OF POLICY

1. Oversight and Monitoring of Implementation and Progress

The lead wellness official, in conjunction with the school health advisory council, shall oversee the implementation of this policy and monitor system schools, programs, and curricula to ensure compliance with and to assess progress under this policy, related policies, and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the lead wellness official regarding compliance and measurements of progress in his or her school. Staff members responsible for programs related to student wellness also shall report to the lead wellness official regarding the status of such programs.

2. Review of Policy

The lead wellness official shall work with members of the school health advisory council to periodically review and update this policy based on ~~an~~the triennial assessment of the school system's compliance with the ~~policy~~policy (see subsection F.4. below), progress toward meeting the policy goals, and other relevant factors. The lead wellness official shall document the review process and participants, and the method used to notify the school health advisory council and/or other stakeholders of their ability to participate.

3. Annual Reporting

The lead wellness official shall prepare annual written reports to the superintendent and NCDPI/State Board of Education that ~~describe the school system's progress towards achieving the goals established in this policy and that provide all other information required by the superintendent and/or the State Board of Education state~~ pertaining to the school system's efforts to comply with this policy and SBE policy HRS-ESHLT-000. ~~This information shall be provided to the public as provided in Section G, below.~~

4. Triennial Assessment

Beginning with school year 2017-18, and at least once every three years thereafter, ~~t~~The superintendent or designee shall report ~~annually~~ to the board and public on the system's compliance with laws and policies related to student wellness, the implementation of this policy, and progress toward meeting the goals of the policy. At a minimum, the superintendent or designee shall measure and report the following:

- 1) the extent to which the individual schools are in compliance with this policy;
- 2) the extent to which the board's wellness policy compares to model local school wellness policies and meets state and federal requirements; and
- 3) a description of ~~the each~~ school's progress made in attaining the goals of this policy, ~~and a summary of the school's activities undertaken in support of the policy goals.~~

The report may also include the following items:

- 4) a summary of each school's activities undertaken in support of the policy goals;
- 4)5) an assessment of the school environment regarding student wellness issues;
- 5)6) an evaluation of the school nutrition services program;
- 6)7) a review of all foods and beverages sold in schools for compliance with established nutrition guidelines;
- 8) a review of guidelines for foods and beverages available, but not sold, during the school day, as described in subsection c.3, above;
- 7)9) information provided in the report from the school health advisory council, as described in Section A, above; and
- 8)10) suggestions for improvement to this policy or other policies or programs.

G. PUBLIC NOTIFICATION

1. The school system will publish contact information for the lead wellness official on the school system website.
2. The lead wellness official shall assist the school health advisory council with~~to~~annually informing and updating~~the public about this policy and its implementation~~and State Board policy HRS-ESHLT-000.
3. The superintendent or designee shall make public the results of the triennial assessment described in subsection F.4. of this policy.~~The information provided must include the content of the policies and the school system's efforts and progress in~~

~~implementing, evaluating, and complying with the policies.~~

- ~~4.4. All information required to be reported under this section and any additional information required by the state to be reported publicly annually or that is otherwise reported to the board in accordance with Section F, above shall be widely disseminated to students, parents, and the community in an accessible and easily understood manner, which may include including by posting a copy of this policy and the annual report on the school system website.~~

H. RECORDKEEPING

The superintendent shall maintain records to document compliance with this policy and all federal and state requirements. These records, at a minimum, must include:

1. a written copy of this policy and any updates;
2. ~~the most recent triennial assessment for each school; documentation demonstrating compliance with all reportable elements of this policy and with the community involvement requirements, including requirements to make this policy and other progress reports available to the public; and~~
3. documentation demonstrating:
 - a. the efforts to review and update this policy, as described in subsection F.2 of this policy;
 - b. how this policy and information about the most recent triennial assessments have been made available to the public, as described in Section G;
 - c. compliance with the annual reporting requirements of subsection F.3; and
 - d. other efforts to involve the school health advisory council and/or other community members in the implementation of or assessment of compliance with this policy.
2. ~~documentation of annual wellness policy reports for each school in the system.~~

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, and 210.12a, and 210.31; G.S. 115C-264.2, -264.3; State Board of Education Policies HRS-E-000SHLT-000, TCS-S-000CHNU-000, TCS-S-002CHNU-002; *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230)

Adopted: June 8, 2015

Replaces: Board Policy 4.01.80, Wellness Policy

Revised:

Student transportation services will be made available in a manner consistent with the board goals set out in policy 6300, Goals of Student Transportation Services. ~~The first priority is to provide transportation to and from school to eligible students.~~

A. ~~OTHER SCHOOL SYSTEM~~ TRANSPORTATION SERVICES

The first priority of the school system transportation services is to provide eligible students transportation to and from school. The school system may make other ~~Other~~ transportation services may be made available as funding permits and in accordance with legal requirements, and Watauga County Board of Education (the “board”) policy, and the following standards. In particular, the board establishes the following possible uses of other transportation services.

1. ~~State-operated~~ Yellow school buses may be used for instructional programs directly related to the curriculum when the trip and use of the bus are approved in accordance with board policy.
2. Yellow sSchool buses may be used only for purposes expressly allowed by G.S. 115C-242.
3. Yellow sSchool buses may not be used for athletic activities or extracurricular activities.
4. Activity buses and other vehicles meeting federal safety standards may be used for travel to athletic activities and travel to other approved school-related activities. In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses as needed.
5. The board encourages the superintendent and principals to provide transportation services to enable students at risk of not meeting promotion standards to take advantage of additional or enhanced opportunities for learning.

B. SPECIAL USE OF SCHOOL BUSES

The board may authorize special uses of yellow school buses as provided by G.S. 115C-242 and 115C-243~~254~~, and of activity buses and yellow school buses as provided by G.S. 115C-243 and 115C-247. The board may also authorize the special use of activity buses for the purposes described in G.S. 66-58(c)(9b).

The superintendent shall present to the board any requests for special uses and the statutory support for allowing such authorization.

C. TRANSPORTATION FOR ~~SPECIAL NEEDS~~ STUDENTS WITH DISABILITIES

A student who is identified as having a ~~disability~~special-needs following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law. When the school system's transportation services are unable to provide transportation for a student with a ~~disability~~special-needs students, the board may contract with public or private carriers to provide this service, pursuant to policy 6340, Transportation Service/Vehicle Contracts.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. ~~66-58(c)(9a) and (9b)~~; 115C-239, -242, -243, -247, -254; G.S. ~~66-58(c)(9a) and (9b)~~; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy ~~GCS-D-000~~ EXCP-000; State Board of Education policies ~~TCS-H-000~~ TRAN-000, -006; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <http://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

Cross References: School Trips (policy 3320), Goals of Student Transportation Services (policy 6300), Safety and Student Transportation Services (policy 6305), Drivers and Vehicles (6315), Transportation Service/Vehicle Contracts (policy 6340)

Adopted: April 11, 2016

Replaces: Policy 2.06, Transportation

Revised:

RULES FOR USE OF SECLUSION AND RESTRAINT IN SCHOOLS

Regulation Code: **4302-R**

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

A. PHYSICAL RESTRAINT

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

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

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

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

B. MECHANICAL RESTRAINT

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

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

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

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

C. SECLUSION

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

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

1. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
2. as reasonably needed to maintain order or prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or

5. when used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
 - a. the student is ~~constantly~~ monitored by an adult in close proximity who is able to see and hear the student at all times while the student is in seclusion;
 - b. the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP, Section 504 plan, or behavior intervention plan;
 - c. the confining space has been approved for such use by the local education agency;
 - d. the space is appropriately lighted, ventilated, and heated or cooled; and
 - e. the space is free from objects that unreasonably expose the student or others to harm.

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

D. ISOLATION

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

Isolation is permitted as a behavior management technique provided that:

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

E. TIME-OUT

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

F. AVERSIVE PROCEDURES

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

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

The use of aversive procedures ~~in public schools~~, including but not limited to all of the above examples, is prohibited.

G. NOTICE, REPORTING AND DOCUMENTATION

1. School personnel ~~staff will~~shall promptly notify the principal or designee of any of the following:
 - a. any use of aversive procedures;
 - b. any prohibited use of mechanical restraint;
 - c. any use of physical restraint resulting in observable physical injury to a student;

- d. any prohibited use of seclusion; or
- e. any seclusion exceeding 10 minutes or ~~beyond~~ the amount of time specified ~~in~~ a student's behavior intervention plan.

2. Notice to Parents

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

3. Written Report to Parents

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

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

4. Reporting to State Board

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

5. Non-Retaliation for Reporting

Any employee making a report alleging a prohibited use of physical or mechanical restraint, seclusion or aversive procedure will ~~not~~ NOT be discharged, threatened or retaliated against through compensation, terms, conditions, location, or privileges of employment ~~by any local board of education or any employee~~

unless the employee knew or should have known that the report was false.

Adopted: February 9, 2015

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

Revised:

ALTERNATIVE LEARNING PROGRAMS

Policy Code: **3470/4305**

A. PURPOSES

The Watauga County Board of Education (the “board”) is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the student behavior management plan developed at each school, in addition to numerous other strategies identified in board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community.

Alternative learning programs are provided as an option for those instances in which a student’s behavior management or academic performance needs cannot be met in a regular educational setting. The purposes of an alternative learning program are: (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that a student will drop out of school by providing resources to help the student resolve issues affecting his or her performance at school; (3) to return a student, if and when it is practicable, to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and orderly learning environment in the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Alternative learning programs should serve the purposes described above. Such alternative education programs are expected to meet all board policy and state requirements. In addition, alternative education programs and support services should be designed to facilitate students’ transition back to the regular educational setting when appropriate.

All school personnel at alternative learning programs should receive training so that students enrolled in such programs or schools receive appropriate educational services.

Prior to implementing a new alternative learning program, the board will develop a program proposal that is consistent with the State Board of Education standards for alternative learning programs. The board then will submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any recommendations from the State Board to modify the proposal before implementing the alternative learning program.

The board will review on a regular basis whether the school system’s alternative learning programs comply with State Board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

Students generally are assigned to a school based on attendance area. However, as provided by law, the board may assign any student to a school outside of his or her attendance area in order for the student to attend a specialized school or for any other reason the board, in its sole discretion, deems sufficient.

The assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities. Students may be transferred to an alternative learning program on a voluntary or involuntary basis, or pursuant to a disciplinary suspension. The transfer process is provided below.

1. Responsibilities of Personnel at Referring School

In addition to any other procedures required by this policy, prior to referring a student to an alternative learning program, the principal of the referring school must:

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative learning program; and
- c. provide to the alternative learning program all relevant student records, including anecdotal information.

2. Responsibilities of School Personnel at the Alternative Learning Program

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program, the appropriate school personnel of the program must meet to review the student's records and any other documentation forwarded by the referring school. Based on these records and any input provided by the parent concerning the student's needs, the personnel at the alternative program shall determine the support services and intervention strategies that are recommended for the student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent, the principal and the review committee that transfer is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the principal of the alternative learning program shall arrange the process and time for the transfer. The principal of the regular educational setting shall notify the superintendent of the transfer.

4. Involuntary Referral

A student may be required to be transferred from the regular educational setting to an alternative learning program under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student presents a significant disruption to the educational environment in the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment in the regular educational setting will be significantly disrupted if the student remains; or
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior.

Prior to an involuntary transfer in circumstances where a student is experiencing academic or developmental difficulties or chronic social/behavioral problems, the principal or review committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment As provided in Section C.1. School administrators are encouraged to meet with the student's parents to try to reach a consensus on how to address the student's difficulties at school.

The preceding steps are encouraged, but not required in the case of an involuntary transfer arising from a disciplinary reassignment or when the student's behavior immediately endangers other students or personnel.

If an agreement for voluntary transfer is not reached and a basis for involuntary

transfer exists, the principal may recommend to the superintendent that the student be transferred to an alternative setting. The principal must provide in writing: (1) an explanation of the student's behavior or academic performance that is at issue; (2) documentation or a summary of the documentation of the efforts to assist the student in the student's regular educational setting, if applicable; and (3) documentation of the circumstances that support an involuntary transfer.

A copy of the recommendation and other documentation must be provided to the parents by certified mail or in person. The parent may request an informal meeting with the superintendent to discuss the transfer. The superintendent has the authority to determine who may be present at the meeting.

If the superintendent approves the transfer, the principal of the regular educational setting and the principal of the alternative setting shall make all necessary arrangements.

The parent may appeal the superintendent's decision to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program.

5. Assignment During a Long-Term or 365-Day Suspension

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program or for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs established in this policy in accordance with G.S. 115C-105.47A.

6. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS

In most instances, the goal of the alternative learning program is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program and those of the regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program will assist in the student's transition to other educational settings, including other programs offered by the school system or a community college or vocational school.

E. ASSIGNMENT OF PROFESSIONAL PERSONNEL TO ALTERNATIVE LEARNING PROGRAMS

When assigning professional personnel to an alternative learning program, the superintendent shall consider the experience and evaluation ratings of the professional employee who may be assigned to the program. As school system resources allow, the superintendent shall strive to avoid assigning to an alternative program less experienced professional personnel or professional personnel who have received an evaluation rating of less than "accomplished" within the last three years.

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS

1. State Accountability

The board will determine annually how each alternative learning program will participate in the State Alternative Schools' Accountability Model. The superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

2. Information to be Reported to the Board of Education

Each year, the board will evaluate each alternative learning program based upon reports provided by the superintendent and any other information the board wishes to consider.

Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy GCS-Q-001, GCS-Q-002; *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of Public Instruction, October 2014), available at <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590>

Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

Adopted:

Students and parents/guardians have a right to determine their pattern of dress and grooming provided such patterns do not interfere with the orderly operation of the school or conflict with the educational mission of the school. Therefore, dress should be appropriate for the schools learning environment.

K-12 DRESS STANDARDS

Watauga County School students shall dress in a manner that is appropriate and conducive to a safe learning environment. The following standards shall be appropriate student dress:

1. Sun glasses, ~~hats, caps, and all other head coverings~~ shall not be worn in the building.
2. Hats, caps, and all other head coverings shall not be worn in K-8 schools except during specific activities as approved by the principal. Hats, caps, and all other head coverings may be worn at the high school level in areas designated by the principal and listed in the student handbook. Head coverings, including those required for specific instructional purposes, may be worn at appropriate times as directed or allowed by teachers.
3. Shoes shall be worn at all times in the school building and on the school campus.
4. Clothing and accessory items that have printed statements or pictures that are plainly offensive, threatening, vulgar, lewd, obscene, or in conflict with the educational mission of the school shall not be permitted.
5. Profanity on clothing shall not be permitted.
6. Clothing, accessory items and jewelry promoting activities which are illegal to minors such as tobacco, alcohol, drugs, or lewd sexual messages shall not be worn.
7. Clothing, accessory items, and jewelry that tend to substantially interfere with the educational process or which have in the past substantially interfered with the educational process shall not be permitted. Before starting disciplinary action against the student, the administrator will make a reasonable assessment as to the disruptive nature of the clothing, accessory item, or jewelry. Such assessment shall be in writing.
8. No undergarments shall be visible.
8. 9. No bathing suits shall be worn.
9. 10.No pajamas shall be worn.
- 10.11. Midriffs, waist, and hips shall be covered.
- 11.12.The waistband of all pants, shorts and skirts shall be worn above the hips at all times.

~~12.~~ 13. All tops, shirts, and blouses shall be closed on the sides, back, and front. The sleeves shall cover the shoulders. Elementary principals may use discretion when dealing with younger students.

~~13.~~ 14. Private body parts shall be covered and not visible when moving, standing, bending or sitting.

~~14.~~ 15. No chains, studded or spiked necklaces/bracelets that could be considered weapons are to be worn.

~~15.~~ 16. Exceptions. Exceptions to this policy may be made by school administration on an individual basis for a *bona fide* religious, medical, or other appropriate reason.

The rules of this policy may be waived by the school administration for school approved activities.

Anything not addressed by this policy shall be left to the discretion of the school administration.

THE MINIMUM EXPECTATION FOR THE DRESS AND GROOMING OF EMPLOYEES, INTERNS, STUDENT TEACHERS AND VOLUNTEERS IS THAT THEY MEET OR EXCEED THE STANDARDS FOR WATAUGA COUNTY SCHOOLS STUDENTS.

GRADES 9-12 PROCEDURES FOR DRESS STANDARDS VIOLATIONS

The following procedures shall be employed when a Watauga High School student violates the Watauga High School Dress Standards:

Female students shall be referred to a female administrator or female designee and male students shall be referred to a male administrator or male designee.

The teacher will address the issue with the student, or complete a disciplinary referral form and send the student to the office.

WHEN THE STUDENT IS REFERRED TO THE OFFICE:

FIRST OFFICE REFERRAL:

The student will receive a warning and be required to correct the violation.

SECOND and THIRD OFFICE REFERRAL:

The student will be required to correct the violation and be given an "unexcused absence" for any and all classes missed while a) the student returns home to change clothes or b) the student waits in the office or ISS room for a parent to bring appropriate clothing.

Note: The parent will be contacted before the student is allowed to leave campus to correct the violation.

FOURTH AND ALL SUBSEQUENT REFERRALS:

The student will be required to correct violation and will be disciplined per Watauga High School guidelines for “insubordination”.

GRADES K-8 PROCEDURES FOR DRESS STANDARDS VIOLATIONS

Female students shall be referred to a female administrator or female designee and male students shall be referred to a male administrator or male designee.

WHEN A STUDENT IS OBSERVED TO BE IN VIOLATION OF THE DRESS STANDARDS, THE FOLLOWING PROCEDURES SHALL BE FOLLOWED:

FIRST OFFENSE:

The teacher will request a correction of the inappropriate dress. The student may go to their locker for proper clothing, to the office for clothing, or call home for their parent to bring the item(s) of clothing needed.

SECOND OFFENSE:

Referral is made to the office where the principal requests a correction of the inappropriate dress. The student may go to their locker for the proper clothing, to the office for clothing, or call home for the parent to bring the item(s) of clothing needed. The parent will receive a call or letter to report this as the second incident.

THIRD OFFENSE:

ISS for one day. The administrator will notify the parent and require a conference with the parent and student.

ADDITIONAL OFFENSES:

The administrator refers to Watauga County Board of Education policy 4300-R *Rules of Conduct and Procedural Code for Student Suspensions* and policy 4316, Student Dress Code.

Replaces: 5.07.25, Student Dress Standards

Revised: May 13, 2002; July 15, 2004; May 14, 2007; May 11, 2015: _____

The Watauga County Board of Education (the “board”) will receive assistance from a business advisory council in the performance of its duty to provide career and technical education instruction, activities, and services. In accordance with the requirements of state law, the business advisory council will serve the board by identifying economic and workforce development trends related to the training and educational needs of the community and advocating for strong, local career and technical education programs, including career pathway development that provides work-based learning opportunities for students and prepares students for post-secondary educational certifications and credentialing for high-demand careers.

A. COMPOSITION OF THE COUNCIL

The business advisory council will have nine members, including the superintendent or designee, the career and technical education program director, the president of the local community college or designee, and a principal assigned by the superintendent. The career and technical education program director will be a nonvoting member on the council and will serve as secretary to the council. The majority of members on the council will be business, industry, and workforce and economic development stakeholders, and community members (“business and industry representatives”), such as: local business and industry owners; representatives from local manufacturing centers and factories; human resource directors employed at businesses and industries in the community; representatives from community-based organizations; representatives from economic and workforce development organizations; parents of students enrolled in career and technical education courses; or a representative or manager of the local apprenticeship coalition.

B. APPOINTMENT OF BUSINESS AND INDUSTRY REPRESENTATIVES

1. Initial Appointment of Business and Industry Representatives

The board will make the initial appointments of business and industry representatives for terms beginning January 1, 2018. The board will divide the initial appointments into four groups as equal in size as practicable and will designate appointments in group one to serve four-year terms, in group two to serve three-year terms, in group three to serve two-year terms, and in group four to serve one-year terms.

2. Subsequent Appointment of Business and Industry Representatives

a. Reasons for Appointment

As terms expire for business and industry representatives initially appointed by the board, the council will appoint subsequent members to the council for four-year terms. Any vacancy of a business and industry

representative seat will be filled by the remaining members of the council to serve until the end of that seat's term.

At any time the council may decide, by two-thirds majority vote, to add one or more seats to the council. The council will appoint a business and industry representative to the vacant, newly created seat(s). When increasing the council size, the council may adjust the length of the initial term of a newly created seat in order to keep as equal as practicable the number of members whose terms expire each year.

b. Appointment Process

Any individual interested in serving on the council should contact the career and technical education program director and submit a statement of interest. School system employees, board members, and council members are encouraged to recommend individuals who they believe would be positive additions to the council. The superintendent or designee shall make an effort to recruit a diverse field of qualified candidates.

When a business and industry representative's seat is set to expire or is vacant, a committee of at least two council members appointed by the council chair shall interview the candidates. The committee shall provide all council members with the candidate's statement of interest, the interview information, and the committee's appointment recommendations. The council members shall review the materials provided by the committee and, by majority vote, choose a candidate to fill each seat that is set for expiration or is vacant.

When appointing new members, the council should choose candidates who are concerned with the best interests of the students and the local economy and who are willing to devote the time and effort required of council membership. Ideal candidates will have a particular knowledge or expertise or a unique perspective relevant to economic and workforce development trends related to the training and educational needs of the community. Candidates also should be advocates for strong, local career and technical education programs. Preference will be given to candidates who reside within the school administrative unit. Membership on the council must reasonably reflect the education, business, and community makeup of the school administrative unit.

C. OPERATION OF THE COUNCIL

The business advisory council will operate in accordance with G.S. 115C-170. The superintendent shall provide the council with a meeting space and shall assign necessary administrative staff to assist the council. The council shall report back to the board annually on its recommendations for the school system's career and technical education

instruction, activities, and services. Meetings of the council are subject to the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes.

Legal References: G.S. 115C-47(30), -55, -170; 143 art. 33C

Cross References: Compliance with the Open Meetings Law (policy 1420)

Adopted: _____

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.

~~In compliance with G.S. 163-82.23, t~~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 ~~the application forms described in G.S. 163-82.3.~~

Legal References: G.S. 115C-47(59), -81(g1)(1)(b); 163-82.1, -82.3, -82.23

Cross References: Citizenship and Character Education (policy 3530)

Adopted: September 14, 2015

Revised:

Automatic telephone dialing systems (“autodialers”) and short message service text messages (“text messages”) can be used to communicate valuable information to students, parents, and the community regarding emergencies and other school-related matters. The superintendent and his or her designees are authorized to use system-wide and school-wide autodialers and text messages to send pre-recorded voice messages or text messages to members of the school community in accordance with applicable law and this policy.

A. DEFINITIONS AND TERMS

1. As used in this policy, “call(s)” and “autodialed call(s)” means a pre-recorded telephone message or a text message, when either is made using an automatic telephone dialing system.
2. “Automatic telephone dialing system” or “autodialer” means equipment which has (i) the capacity to store and produce telephone numbers to be called using a random or sequential number generator or a fixed set of numbers; and (ii) the capacity to dial such numbers.

B. AUTHORIZED USES OF AUTODIALED CALLS

School officials may make autodialed calls for emergency or informational purposes as follows:

1. Emergency Calls:
 - a. School officials may call parents, guardians, or school personnel when the call is incident to a bona fide emergency potentially affecting the health and safety of students and/or school personnel, such as weather closures, fire, health risks, threats, and unexcused absences;
 - b. School officials may call other members of the school community to make emergency public safety announcements when the announcements are relevant to the called party.

2. Informational Calls

School officials may call parents, guardians, or school personnel for non-emergency purposes when the call is closely related to the school’s educational mission, such as to provide notification of official system-wide or school-specific events or activities (e.g., parent-teacher conferences, surveys on school-related issues, immunization reminders).

C. PROHIBITED USES

1. Autodialed calls may not be used for commercial advertisement or marketing, political campaigning or promotion, or any other non-emergency purpose that is not closely related to the mission of the school or school system, without the express prior consent of the recipient to receive calls of that nature.
2. Autodialed calls may not be made for any non-emergency purpose to an individual who has notified the school that he or she does not wish to receive such calls.

D. CONSENT AND REVOCATION OF CONSENT

1. Before making any non-emergency autodialed call, school personnel must have consent from the recipient to receive such calls. Consent will be deemed to have been provided in certain situations, as described in the next paragraph. Consent is not required for emergency calls.
2. By providing a telephone contact number to the school system, parents, guardians, and school personnel are deemed to consent to receive non-emergency calls at that number for purposes that are closely related to the school's educational mission and consistent with this policy, such as to provide notification of official system-wide or school-specific events or activities.
3. Parents, guardians, and school personnel may revoke prior consent to receive non-emergency calls at any time. School officials shall honor revocation requests promptly.

E. MAINTAINING CONTACT INFORMATION

To minimize the risk of calling unintended recipients, the superintendent shall require principals and supervisors to update telephone contact information for parents, guardians, and employees on a regular basis.

F. REQUESTS FOR REMOVAL FROM CALLING LISTS

All autodialed calls must include an automated voice-interactive or key-press activated opt-out method for the recipient to opt out of future nonemergency calls.

Legal References: 47 U.S.C. 227, 47 C.F.R. 64.1200; *In re: Rules and Regulations Implementing the Telephone Consumer Protection Act of 1991 Declaratory Ruling*, CG Docket No. 02-278, FCC 16-88 (Aug. 4, 2016), available at https://apps.fcc.gov/edocs_public/attachmatch/FCC-16-88A1.pdf; *In re: Rules and Regulations Implementing the Telephone Consumer Protection Act of 1991 Declaratory Rule and Order*, CG Docket No. 02-278, WC Docket No. 07-135, FCC 15-72 (July 10, 2015), available at https://apps.fcc.gov/edocs_public/attachmatch/FCC-15-72A1.pdf

Cross References: School Safety (policy 1510/4200/7270), Schools and the Community (policy 5000), Emergency Closings (policy 5050)

Adopted:

Replaces: Board policy 5245, Use of Automated Messaging

Automated messaging, including automated phone messages, text messages, e-mails and similar means of automated communication, shall be used in the Watauga County Schools only as permitted by this policy.

A. SYSTEM-WIDE USE

Automated messaging may be used to contact parents, students, and/or school personnel district-wide for the following purposes as approved by the superintendent or superintendent's designee:

Notification of school closings, delayed openings, and early dismissals due to inclement weather or other emergencies, and notification about community emergencies involving threats to public health and safety.

Notification about system-wide school events and information, such as the first day of school and system wide procedures and policies, including but not limited to policies and procedures involving Child Nutrition services, physical and mental health services, dress standards and rules of conduct, school bus transportation, curriculum and grading standards, school safety, and other system-wide concerns.

Automated phone messaging shall not be used for any non-school events or purposes, including religious, political, commercial, and non-school charitable purposes.

B. SCHOOL-BASED USE

Automated messaging may be used to contact parents, students, and/or personnel of a specific school for the following purposes subject to the approval of the principal:

Notification of school closings, delayed openings, and early dismissals due to emergencies specific to that school, and notification of community emergencies involving threats to public health and safety specific to the school or residents of the school's attendance area.

Reminders about events taking place at the school that are for the school and its students, such as school fund raising activities, PTO/PTA meetings, "picture day", field trips, teacher appreciation events, athletic and arts events, afterschool registration, student/family health fairs, etc.

Notification of individual students/families or groups of families regarding payment of school-related fees, school bus transportation, changes in location or scheduling of extra-curricular activities, and similar communications about school events and activities.

Automated messaging shall not be used for any non-school events or purposes, including religious, political, commercial, and non-school charitable purposes.

Adopted: September 9, 2013 as policy 2.04.80

Revised as Policy 5245: May 9, 2016

Beliefs Survey - survey items designed to measure educator beliefs about student learning, problem-solving and expectations for instructional effectiveness. Provided by DPI and administered at regular intervals

Benchmarks - assessments administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards. Regular use of benchmark assessments helps to monitor student achievement and design curriculum to meet individual learning needs. (Common Formative Assessments are a type of Benchmark)

Common Formative Assessment (CFA) - formative assessments created and agreed upon by an entire group of course or grade-level teachers. (Formative assessments are frequent, daily or weekly learning checks that provide guidance to both the teacher and the student on two areas: where the student has achieved mastery, and where the student needs additional support to learn.)

Core Instruction - Core (Tier I) instruction includes general academic, behavioral and social-emotional instruction and support designed and differentiated for all students (universal instruction). Core (Tier I) academic instruction should be aligned with the North Carolina Standard Course of Study (NCSCOS). The goal of an MTSS is that 80% of students will reach proficiency with grade level standards through core instruction.

Every Child Accountability Tracking System (ECATS) - The new data management system being developed by the NCDPI EC Division. ECATS will be piloted this spring and available for all districts to use in July, 2018. It will have modules for all Exceptional Children forms, Medicaid billing support and an MTSS module. The MTSS module will include processes, progress monitoring graphing, forms, data reporting and more. NCDPI will provide training as the various modules are made available.

Education Value-Added Assessment System (EVAAS) - SAS® EVAAS™ for K-12 is a customized software system available to all North Carolina school districts and is used to evaluate student *growth*. EVAAS provides North Carolina's educators with tools to improve student learning and to reflect and improve on their own effectiveness. EVAAS examines the impact of teachers, schools, and districts on the learning of their students in specific courses, grades, and subjects. Users can produce customized reports that predict student success, show the effects of schooling at particular schools, or reveal patterns in subgroup performance. The North Carolina State Board of Education has selected EVAAS as the statewide model for measuring student growth when common assessments are administered (for example, the End of Course and End of Grade assessments).

Instruction, Curriculum & Environment (ICE) -

Instruction: The practices used to deliver the curriculum (academics and behavior/social-emotional functioning) to all students.

Curriculum: The materials, instructional programs, texts, lessons and mapping (for academics and behavior/social-emotional functioning) delivered to all students.

Environment: The expectations for students and staff across the school and classroom settings. This includes climate, classroom management, scheduling, instructional grouping and behavioral expectations being clearly defined across settings.

In an MTSS *ICE* is problem solved before the learner, as opposed to the traditional practice of problem solving the individual learner first.

Intervention/ Enrichment Scheduling (IE) - An intervention/ enrichment block, is a period of time in the school schedule where students are strategically grouped to receive targeted skills or enrichment support.

Multi-Tiered System of Support (MTSS) - is a multi-tiered framework, which promotes school improvement through engaging, research-based academics and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all.

Pacing Guide - A set scope and sequence of instruction that outlines what standards will be taught within a set amount of time. Typically these are set up by nine week grading periods and can be delineated by week or month. Individual learning objectives from the North Carolina Standard Course of Study are divided out over a year's pacing guide. Instructional support resources may also be included. In WCS we have pacing guides that are the map of the curriculum (the what) and a general range of the sequence (the when)...but the how is left to the professional autonomy of the teacher.

Positive Behavioral Intervention and Supports (PBIS) - the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Professional Learning Communities (PLC) (Professional Learning Teams, PLT) - a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. PLC differ from traditional grade level or area meetings in that they are driven by and focused on student data.

Progress Monitoring - Progress monitoring is a process to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Self Assessment of MTSS (SAM) - The Self-Assessment of MTSS Implementation (SAM) measures school-level implementation of MTSS. The purpose of administration is to help school-level and district-level personnel identify and prioritize implementation steps. The SAM contains 39 items in 6 domains (Leadership, Building Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-based Problem-solving, Three-tiered Instructional/Intervention Model, and Data-Evaluation).

Standard Treatment Protocol (STP) - standard protocol interventions are defined as interventions for which the components are well specified (i.e. use a protocol) and have been shown to work generally for large numbers of students (i.e. standard).

- Standard- consistent, the same for all students
- Treatment- instruction or intervention
- Protocol- predetermined format or delivery system

In WCS the use of the Early Steps Reading Intervention Program is an example of a Standard Treatment Protocol.

Tiered Instruction - MTSS is a layering of academic and behavior supports.

Tier 1 is core instruction (universal) for all students.

Tier 2 is supplemental instruction (targeted) for students who need supplemental support in addition to core.

Tier 3 is intensive support in addition to supplemental and core.

Universal Screening System - As a screening practice, it is meant to give district and school teams a broad view of the overall health of instruction for all students. A universal screening system includes administering or gathering information on academic skills, behavior, and school attendance at all levels and is generally conducted three times a year (fall, winter and spring). A universal screening *system* may include several screening measures. For example: a diagnostic math screener & Reading 3D.

**LEA Three District Ranking Summary using GLP Calculations
(Watauga County, Polk County, Mount Airy City Schools and
Henderson County)**

SUBJECT	WCS	POLK	MACS	HC
All EOG/ EOC	7 th	2 nd	-	6 th
All EOG	5 th	1 st	-	-
All EOC	15 th	9 th	12 th	7 th
Biology I	43 rd	13 th	19 th	13 th
English II	9 th	-	-	-
Math I	20 th	14 th	7 th	8 th
EOG Grade 3	13 th	3 rd	-	12 th
EOG Grade 4	12 th	1 st	-	9 th
EOG Grade 5	32 nd	1 st	3 rd	10 th
EOG Grade 6	7 th	1 st	-	-
EOG Grade 7	2 nd	-	-	-
EOG Grade 8	3 rd	2 nd	-	-
EOG Math Grade 3-8	8 th	1 st	-	6 th
EOG Math Grade 3	17 th	2 nd	-	11 th
EOG Math Grade 4	9 th	1 st	-	-
EOG Math Grade 5	40 th	1 st	2 nd	9 th
EOG Math Grade 6	15 th	1 st	-	11 th
EOG Math Grade 7	4 th	-	-	-
EOG Math Grade 8	5 th	4 th	-	-
EOG Rdg Grades 3-8	5 th	1 st	-	-
EOG Rdg Grade 3	9 th	7 th	-	-
EOG Rdg Grade 4	18 th	1 st	-	9 th
EOG Rdg Grade 5	20 th	3 rd	9 th	12 th
EOG Rdg Grade 6	3 rd	2 nd	-	-
EOG Rdg Grade 7	1 st	-	-	-
EOG Rdg Grade 8	1 st	-	-	-
EOG Science Grades 5 & 8	28 th	1 st	12 th	9 th
EOG Science Grade 5	46 th	3 rd	2 nd	10 th
EOG Science Grade 8	11 th	6 th	-	-