



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

WATAUGA COUNTY BOARD OF EDUCATION MEETING MONDAY AUGUST 14, 2017 5:00 P.M.

5:00 1. CALL TO ORDER Board Chair

5:02 2. CLOSED SESSION

- A. Approval of Minutes
- B. Student Records - N.C.G.S. 143-318.11(a)(1)
- C. Personnel – N.C.G.S.143-318.11(a)(6)

6:00 3. OPEN SESSION/MOMENT OF SILENCE Board Chair

6:03 4. DISCUSSION AND ADJUSTMENT OF AGENDA Board Chair

6:05 5. PUBLIC COMMENT Board Chair

Note: Anyone who wishes to address the Board should sign the Public Comment Roster

6:08 6. SUPERINTENDENT'S REPORT Dr. Scott Elliott

6:13 7. STUDENTS' REPORT Kelsie Marlett and Isabel Trew

6:18 8. CONSENT AGENDA Board Chair

- A. Correction and Approval of Minutes 07/10/17
- B. Correction and Approval of Minutes 07/31/17
- C. Field Trip Requests
- D. Declaration of Surplus Property
- E. Title I Proposed Budget and School Allocations
- F. Personnel Report

6:28 9. EXTENDED LEARNING CENTER Pam Shirley

- A. Update on the Program
- B. Approval of Fees for 2017-2018

-----BREAK-----

6:45 10. POLICIES FOR FIRST READ

Dr. Wayne Eberle

3620	Extracurricular Activities
4040/7310	Staff-Student Relations
4100	Age Requirements for Initial Entry
4120	Domicile or Residence Requirements
7130	Licensure
7130-R	Licensure
7811	Plans for Growth and Improvement of Licensed Employees

6:55 11. POLICIES WITH CITATION CHANGES ONLY

7:00 11. BOARD OPERATIONS

Board Chair

7:05 12. BOARD COMMENTS

7:10 13. ADJOURNMENT

14. MISCELLANEOUS



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TEL: (828) 264-7190
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DATE: July 10, 2017

PRESENT:

Ron Henries, Brenda Reese,
Jay Fenwick, Jason K. Cornett, and Gary
Childers
Dr. Scott Elliott, Superintendent,
Dr. Stephen Martin, Asst.
Superintendent

TIME: 5:23 p.m.

PLACE: Margaret E. Gragg Education Center

CALL TO ORDER

Ron Henries, Board Chair, called the meeting to order at 5:23.

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, and N.C.G.S.143-318.11(a)(6) Personnel

OPEN SESSION

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

DISCUSSION AND ADJUSTMENT OF AGENDA

A Human Resources Addendum was added. A motion to approve the updated agenda was made by Jason Cornett and seconded by Brenda Reese. The motion to approve the agenda carried unanimously.

PUBLIC COMMENT

There were no public comments at the July 2017 meeting.

SUPERINTENDENT'S REPORT

Dr. Elliott welcomed Mr. Henries and the Board members, especially Dr. Gary Childers to his first meeting. He welcomed the administrators, teachers, parents, and other community members. He

noted that there would be a Leadership Retreat on August 2nd and 3rd, beginning at the Blue Ridge Learning Center for breakfast and team building activities, and that the Board was welcome to join them. On Thursday, the meeting would open at BREMCO with breakfast and would be a business meeting to include updates from Mr. John Henning, the Board Attorney. He stated that he was pleased that Watauga County Schools was chosen to be the Grand Marshall of the Boone Fourth of July Parade during the previous week. He presented framed photos of the Board members at the parade to them.

He introduced Mr. Edward Hinson from Skyline/Skybest who presented a grant check to Watauga County Schools and the School Board which will be used to help fund the remaining expenses for the Batting Facility and other middle school projects.

CONSENT AGENDA

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

FINANCE

Ms. Marze presented the Interim Budget Resolution. A motion was made by Jay Fenwick to approve the budget amendment which was seconded by Brenda reese. A vote was taken and approval was unanimous.

Following a brief break, the meeting resumed with the discussion of policies at 6:25.

POLICIES FOR FIRST READING

1500	Board policies	Dr. Wayne Eberle
4002	Parental Involvement	
3410	Testing and Assessment	
3560	Title I Parent and Family Engagement	
3420	Student Promotion and Accountability	
4155	Assignment to Classes	

Dr. Eberle noted that Policy 1500 allows for approval of policies at first reading. Jason Cornett moved to approve all of the policies as presented on first reading. Gary Childers seconded the motion. The vote to approve the policies was unanimous.

POLICIES FOR SECOND READING

6450	Purchases of Services
7930	Professional Employees: Demotion and Dismissal
4150-R	School Assignment Procedures
5030	Community Use of Facilities

Dr. Eberle noted that the above policies are unchanged from first read.

Regarding 7930, Gary Childers spoke about the language and the Board agreed that the statement should reflect an expectation that all employees were expected to exemplify the highest possible performance standards.

Following discussion, Brenda Reese moved to strike two identical sentences in 4150-R, which was seconded by Jay Fenwick and approve that policy. The vote to alter and approve was unanimous.

Regarding policy 5030, Dr. Elliott said that the use of facilities process had gone well this year.

A motion to approve the remaining three policies was made by Brenda Reese and seconded by Gary Childers. The vote to approve was unanimous.

BOARD OPERATIONS

Mr. Henries stated that he appreciated all of the participation in the Parade and that it was very enjoyable.

BOARD COMMENTS

Jason Cornett thanked Dr. Elliott for the photograph and the other Board members agreed.

ADJOURNMENT

A motion to adjourn Open Session was made by Jason Cornett, and seconded by Brenda Reese. The vote was unanimous at 6:58 PM.

R. Ivan Henries, Board Chair

Dr. Scott Elliott, Superintendent



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TEL: (828) 264-7190
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DATE: July 31, 2017

PRESENT:

Ron Henries, Brenda Reese,
Jason K. Cornett, and Gary Childers
Dr. Scott Elliott, Superintendent,
Dr. Stephen Martin, Asst.
Superintendent

TIME: 6:00 p.m.

PLACE: Margaret E. Gragg Education Center

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

There were no changes to the agenda.

PERSONNEL

Dr. Martin shared that there were 21 transfers, 56 new employees, and 25 re-employments totaling 102 new employees. Eleven vacancies remained. A motion to approve the personnel report was made by Brenda Reese and seconded by Gary Childers. The vote was unanimous.

Dr. Elliott shared that Dr. Fenwick was in attendance by phone, and commended the hard work of the Personnel department during the summer.

He introduced Rachel Sheppard, formerly a Watauga High School Instructional Technologist and Brian Bettis, the new Bethel Principal. He shared that Mr. Bettis' references were glowing and that he was excited about the opportunities for Bethel. Mr. Bettis shared that he was excited to return to Bethel where he learned to love teaching younger students.

Mr. Henries shared that he was excited for the prospects of the coming year.

BOARD OPERATIONS

Mr. Henries noted that the Board would be moving to closed session to discuss a Personnel matter in a few minutes.

BOARD COMMENTS

Ms. Reese commented that she was happy about the selection of the Bethel Principal and particularly happy that he was a Math Foundations trainer. Gary Childers concurred with Mrs. Reese and noted that he was excited about Mr. Bettis' previous connection to Bethel.

A motion was made by Jason Cornett to move to closed session, which was seconded by Brenda Reese. The motion was unanimously approved.

CLOSED SESSION

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

ADJOURNMENT

A motion to adjourn Open Session was made by Gary Childers, and seconded by Brenda Reese. The vote was unanimous at 647 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 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) Randy McDonough, Head CC Coach

School: Watauga High School

Cell phone number: 828-964-0099

Grade(s): 9-12

Number of students: 56

Departure time/date: 3:00pm 9/8/17

Return time/date: 6:00pm 9/9/17

Educational purpose:

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

Kernersville/Greensboro, NC

Purpose of trip and how it relates to the curriculum: The cross country teams will be competing in the Friday Night Lights CC Invitational. It is a chance for the runners to see some of the best teams in NC, Virginia, and Tennessee. They will also be racing on the course that the NCHSAA State Championships will be held. It will give the better runners a chance to preview the course before hopefully participating in the state meet in November.

On Saturday the team is going to do a long run at Salem Lake in Kernersville and then as a reward for hard work going to a water park afterward.

Supervision and Safety:

Names of all school staff chaperones: Randy McDonough, Dan McAulay, Thomas McDonough (non-faculty coach), Kristie Beach, Kim McAulay

Names of all non-school chaperones: Jason Beach

All chaperones have a background check completed:

Sponsoring teacher initials:

RM

Are all site(s) accessible to students with disabilities? X yes ___no How will students with disabilities be accommodated for site access and transportation? We will not have students with physical disabilities on this trip.

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. Lifeguards hired by water park.

Transportation plan:

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

(If applicable, bus request form must be attached)

Driver/s: Randy McDonough, Dan McAulay Round trip mileage: 200 miles # of buses needed: 2

Total cost per student \$30 plus food and incidentals Source of funds: Athletic Department, Students, Parent Boosters

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

Approval/Signatures:

Sponsoring teacher signature: Rm Date: 8 / 2 / 17

Principal approval: AdBe Date: 8 / 6 / 17

Required signatures if applicable:

Transportation Director approval: _____ Date: ____ / ____ / ____

Superintendent approval: _____ Date: ____ / ____ / ____

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

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): 9-12 Number of students: approx 45-50

Departure time/date: Friday Sept 15th 1:30pm Return time/date: Sunday Sept 17th 4:30pm

Educational purpose:

Trip destination including city, state, and all places to be visited: (attach detailed itinerary as needed) Fall Retreat to the Brevard Music Center, Brevard NC. This is a summer music institute site, and will serve as the setting for the Annual WHS Orchestra Fall Retreat.

Purpose of trip and how it relates to the curriculum: Students will travel to Brevard NC and be immersed for the weekend in enriching musical and experiential activities. Students will spend time in a beautiful environment, which is perfectly suitable for private practice, and will work individually and in teams to accomplish musical goals. Students will also build social and teamwork skills through music. This trip serves as a springboard for a successful year.

Supervision and Safety:

Names of all school staff chaperones: Will Selle, Josh Ogle, Erin Selle

Names of all non-school chaperones: To Be determined: Anja Davidson, Margaret Selle

All chaperones have a background check completed:

Sponsoring teacher initials: _____

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

Sponsoring Teacher Initials WCS (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. N/A

Transportation plan:

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

(If applicable, bus request form must be attached)

Driver/s: 1 Round trip mileage: 238 # of buses needed: 1

Total cost per student \$ 70 Source of funds: Fundraising Subsets

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

Approval/Signatures:

Sponsoring teacher signature: William Sella Date: ____/____/____

Principal approval: C. A. Bo Date: 7/27/2017

Required signatures if applicable:

Transportation Director approval: _____ Date: ____/____/____

Superintendent approval: _____ Date: ____/____/____

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 X overnight & out of state trip

Day trips must be submitted to the principal 15 days before the trip. Overnight field trips require the prior approval of the principal, superintendent, and Board of Education. In the case of overnight requests, this form must be submitted to the superintendent by the first day of each month in order for the request to come before the Board of Education on the second Monday of the month. Also see Board policy 3320 and regulation 3320-R.

Sponsoring Teacher: (Print) Natasha Lyons Cell phone number: (828) 263-2383
Other School Staff Chaperones: David Shack, Mitchell Wright, Leslie Howser, Jennifer Stevens
Names of Non-School Chaperones: n/a

All chaperones have a Background Check completed: NL (Sponsoring Teacher Initials)

Grade(s): 8 Number of Students: 31 Dates of Trip: from 3/28/18 to 3/30/18

Departure Time/Date: 3/28/18 @ 7:00am Return Time/Date: 3/30/18 @ 10:30pm

City, State, Place to be visited: (attach detailed itinerary as needed)

Williamsburg, VA (please see attached itinerary)

Are all site(s) accessible to students with disabilities? X yes no How will students with disabilities be accommodated for site access and transportation? ramps as needed, priority seating on

bus as needed, and access to various needs as we walk around (wheelchair, more as well as hotel room accommodations as needed. breaks, etc.)

If applicable, a Safety/Supervision plan for High Risk and/or Water Activities has been shared with the parents: NL (Sponsoring Teacher Initials). Please attach a copy of that plan to this form if applicable.

Mode of Transportation: Charter (If applicable, bus request form must be attached)

Driver/s: Young Transportation Round Trip Mileage: 732 # of Buses Needed: 1

Total Cost per student \$ 600 or less (covers trip fees, shirt, & security in hotel)

Source of Funds: Fundraising first and student/parent second.

Purpose of Trip and How It Relates to the Curriculum: The students will experience life in the colonial times and learn about Yorktown, Jamestown Settlement, and how our government got started in colonial times. Standards: 8.H.1, 8.H.2, 8.C.1, 8.C.2, 8.C.1

Sponsoring Teacher Signature: Natasha Lyons Date of Request: 7/31/17

Principal Approval: Priest Date: 7/31/17

If your request is for an overnight trip (in or out of state) the following signatures are required:

Superintendent Approval: _____ Date: ____/____/____

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

young transportation

CONTRACT

Valle Crucis School

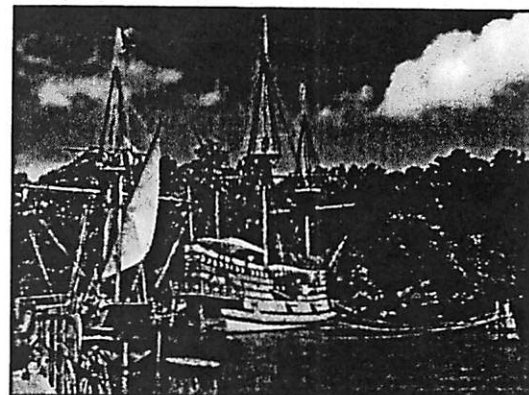
RBS# 31541

Williamsburg, VA

March 28-30, 2018

Wednesday, March 28:

- 6:30 AM Coaches arrive at the school for loading
- 7:00 AM Depart for Williamsburg, VA, making rest stops and a bag lunch stop en route (lunch brought from home)
- 2:30 PM **Guided tour of Jamestown Settlement**
- 5:00 PM Depart for the hotel
- 5:30 PM Check in to the **Wyndham Garden Hotel Busch Gardens**
- 6:30 PM **Dinner at Anna's Brick Oven Pizza** – (Assorted Pizzas, Garden Salad, Brownies & drinks)
- 8:00 PM **Colonial night program at Williamsburg**
- 9:30 PM Return to the hotel



Thursday, March 29:

- 7:30 AM Hot breakfast at the hotel
- 9:00 AM **Guided Tour of Colonial Williamsburg**
- 12:30 PM **Lunch at Merchant Square or William and Mary College (\$10.00 cash provided)**
- 1:30 PM Return to Colonial Williamsburg to visit a few places of interest in your small groups like the apothecary, blacksmith shop and don't forget the bakery!
- 3:30 PM **Guided Tour of Yorktown**
- 5:15 PM Stop by the hotel to freshen up
- 6:15 PM **Dinner at Golden Corral** (Buffet, beverage, tax and gratuity included)
- 7:30 PM Visit to **Yankee Candle Village** where each person will make your own **wax dipped creation** and enjoy the candy shop, fudge shop, popcornopolis or the ice cream shop. - Don't forget to visit the Holiday Park where it is always snowing or the general store!
- 9:00 PM Return to the hotel



Friday, March 30:

- 7:30 AM Hot breakfast at the hotel
- 10:00 AM Spend the day in **Busch Gardens** with a **lunch voucher**
- 3:30 PM Depart for home making a rest stops and a **dinner stop** en route (\$10.00 cash provided for a fast food dinner stop)
- 10:30-11 PM Estimated arrival time back to the School



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Declaration of Surplus Items - August 2017

<u>School</u>	<u>Quantity</u>	<u>Description</u>	<u># that are Usable</u>	<u># that are Unusable</u>
Central Office	1	Cisco Catalyst 3750G 48-Port Switch	1	
	1	Cisco Catalyst 2960-S 48-Port Switch	1	
	1	Cisco Catalyst 3560G 48-Port Switch	1	
	1	Cisco Catalyst C3560 24-Port Switch	1	
	4		4	0
Transportation	1	Framed Painting	1	
	1	Binks Paint Pressure Pot & Fittings		1
	1	Dayton Speedaire Model 2Z499A Compressor		1
	1	Honda Model GX270 9.0 Compressor		1
	1	Craftsman Model 397.19451 Bench Grinder		1
	1	4'x6' Aerodyne Box Trailer	1	
	6		2	4
Bethel	6	Apple iPod Touch MP Players		6
	1	HP LaserJet 1020 Printer		1
	1	Portage Artwaxer XL		1
	1	Zenith DVD-CD Player		1
	5	Pure Digital Flip Ultra U1120B Camcorders		5
	3	Whirlpool Window Air Condition Units		3
	1	Sanyo VPC-S120 3X Zoom Camera		1
	2	Lakeshore Sand/Water Tables w/Lids		2
	1	Sharp Audio System w/2 Speakers		1
	1	Lifeline LA-30 Amp Audio System		1
	1	Wetrolk Wet-Dry Vacuum Cleaner		1
	1	HP DeskJet D1420 Printer		1
	1	Craftsman Wet-Dry Vacuum Cleaner		1
	1	Canon PowerShot A630 Camera		1
	1	Cisco Catalyst 3750G 12-Port Switch	1	
	1	Cisco Catalyst 3560G 48-Port Switch	1	
	28		2	26
Blowing Rock	1	Dell Latitude E5400 Laptop		1
	3	Dell Optiplex 745 CPUs		3
	2	NEC NP400 XGA 2600 Projectors		2
	1	Cisco Catalyst 3750 Switch	1	
	1	Cisco Catalyst 3560G V2 48-Port Switch	1	
	1	Cisco Catalyst 3560 48-Port Switch	1	
	2	Cisco Catalyst 3560 24-Port Switches	2	
	2	Apple iPad 2 Tablets	2	
	8	Wooden and Metal Tables		8
	3	Metal/Wood Small Workstation Tables	3	

	1	Curved Small Table	1	
	4	Metal Folding Chairs	4	
	7	Blue Plastic/Metal Chairs	7	
	2	Green Metal Chairs	2	
	1	Blue Metal Chair	1	
	1	Wood/Metal Chair	1	
	<u>40</u>		<u>26</u>	<u>14</u>
Cove Creek	1	Cisco Catalyst 2960-S 48-Port Switch	1	
	1	Cisco Catalyst 3750G 12-Port Switch	1	
	1	Cisco Catalyst 3560G 48-Port Switch	1	
	2	Cisco Catalyst 3560G 24-Port Switches	2	
	<u>5</u>		<u>5</u>	<u>0</u>
Green Valley	1	Cisco Catalyst 3750G 12-Port Switch	1	
	1	Cisco Catalyst 3560G 24-Port Switch	1	
	1	Cisco Catalyst 3560 48-Port Switch	1	
	<u>3</u>		<u>3</u>	<u>0</u>
Hardin Park	1	Cisco Catalyst 2906-S 48-Port Switch	1	
	1	Cisco Catalyst 3750G 12-Port Switch	1	
	3	Cisco Catalyst 3560G 24-Port Switches	3	
	<u>5</u>		<u>5</u>	<u>0</u>
Mabel	2	EarthWalk Laptop Charging Carts		2
	2	Samsung TVs		2
	1	Sanyo TV		1
	1	Magnavox TV		1
	1	SmartTech Smart-Senteo Response System		1
	1	Sony Digital Mavica MVC-FD71 Camcorder		1
	2	Apple TVs		2
	4	PC-TV Averkey 5 Converters		4
	2	Cisco Catalyst 2960-S 48-Port Switches	2	
	1	Cisco Catalyst 3750G 12-Port Switch	1	
	1	Cisco Catalyst 3560G 48-Port Switch	1	
	<u>18</u>		<u>4</u>	<u>14</u>
Parkway	4	Cisco Catalyst 3560G 24-Port Switches	4	
	1	Cisco Catalyst 3560G 48-Port Switch	1	
	<u>5</u>		<u>5</u>	<u>0</u>
Valle Crucis	1	Apple iPad 2 Tablet		1
	2	HP Compaq DC7900 CPUs		2
	3	NEC NP400 Projectors		3
	1	Tennant Vacuum Cleaner		1
	1	TEAC PD-D900 CD Player		1

2	AlphaSmart 3000 Keyboards		2
1	Whirlpool AD25BSR0 Dehumidifier		1
2	12x6x2 Wall Mats (Red)		2
1	Sharp XL-MP130 Sound System w/Speakers		1
1	Electric Potter's Wheel		1
7	Paintings		7
3	Texas Instrument TI-73 Graphing Calculators		3
5	Texas Instrument TI-84 Plus Graphing Calculators		5
1	Signet Clarinet		1
1	Jupiter Flute		1
1	Gemienhardt Flute		1
2	Alibi DVRs for Security System		2
1	Cisco Catalyst 3560G 24-Port Switch	1	
2	Cisco Catalyst 3560G 48-Port Switches	2	
38		3	35

WHS	2	Cisco Catalyst 2960-S 48-Port Switches	2	
	1	Cisco Catalyst 3750G 12-Port Switches	1	
	2	Juniper EX4500 Switches	2	
	5	Cisco Catalyst 3560G 24-Port Switches	5	
	1	HP Procurve 2650 Switch	1	
	1	Cisco Catalyst 2960G 24-Port Switch	1	
	1	Cisco Catalyst 3560 48-Port Switch	1	
13		13	0	

Title I Proposed Budget 2017-2018

Federal Planning Allocation for 2017-2018	\$807, 020
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Budget Difference from 2016-2017	-\$17, 059
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District Administrative Costs	\$48, 421 (6% of Federal Allocation)
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School Professional Development	\$40, 351 (5% of Federal Allocation)
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School Parent Involvement	\$8, 070 (1% of total budget)
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Homeless	\$1, 000
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Total Combined District Set-Asides	\$97, 842
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School Allotments from Federal Allocation <i>(See Attachment for Individual School Totals)</i>	\$709, 178
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Additional Information

Required Per Pupil Allotment	\$398
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Actual WCS Per Pupil Allotment	100%- 60% Poverty = \$1150
Based on Poverty Bands	59.9%- 46% Poverty = \$850
	45.9%- 35% Poverty = \$400

2017-2018 School Allocations

(Paid by district plan)

School	Allotment	Parent Involvement	Professional Development	Subs
Bethel	\$121, 900	\$885	\$4, 920	\$2,000
Cove Creek	\$119, 000	\$1, 169	\$6, 765	\$2,500
Green Valley	\$191, 250	\$1, 879	\$7, 585	\$3, 000
Hardin Park	\$156, 800	\$3, 273	\$16, 195	\$1, 500
Mabel	\$118, 450	\$860	\$4, 715	\$2,000
Total Allotted	\$709, 178	\$8, 700	\$40, 351	\$11, 000
Unallocated	\$1, 778	\$634	\$171	-

2016-2017 School Allocations

(Paid by district plan)

School	Allotment	Parent Involvement	Professional Development	Subs
Bethel	\$132, 000	\$995	\$4, 479	\$2, 000
Cove Creek	\$146, 470	\$1, 366	\$6, 718	\$2, 500
Green Valley	\$212, 430	\$1, 981	\$8, 285	\$3, 000
Hardin Park	\$101, 115	\$2, 904	\$17, 019	\$1, 500
Mabel	\$132, 000	\$995	\$4, 703	\$2, 000
Total Allotted	\$724, 189	\$8, 241	\$41, 204	\$11, 000
Unallocated	\$174	-	-	-

Eligibility Report for 2017-2018

(Based on May 2017)

School	# Free	# Reduced	Free+Reduced	# K-8	# PreK	Total ADM	F/R %
Bethel	83	23	106	170	0	170	62.35%
BR	58	20	78	351	0	351	22.22%
CC	99	41	140	285	18	303	49.12%
GV	189	36	225	396	18	414	56.82%
HP	334	58	392	929	18	947	42.20%
Mabel	77	26	103	167	0	167	61.68%
PKW	155	36	191	551	18	569	34.66%
VC	125	34	159	347	18	365	45.82%
WHS	223	52	275	0	0	1, 057	26.02%
WIA	86	25	111	0	0	265	41.89%
District	1, 429	351	1, 780	3, 196	90	4, 518	39.40%

Watauga County Schools

2017-2018

After School Fees & Budget Summary

Budget Summary for 2016-17

At the end of the fiscal year for 2016-17, the after school program as of June 30, 2017 had expenses of \$400,049.68. and revenues of \$436,585.72 resulting in a net gain of \$36,536.04.

Budget and Fees for 2017-18

The budget for 2017-18 proposes an increase in personnel costs due to state mandated salary and other personnel related increases. All eight centers are the highest rated license level through the Division of Child Development at 5 stars. Increases for this year include:

- State salary increases of \$1,000.
- Additional state mandated increases in retirement and health care costs.
- Phone cost increase due to e-rate going away.
- Increased snack cost (5%).

The proposed 2016-2017 fee increase will allow WCS to continue to provide the ELC program at all eight elementary schools at current levels. For parents, the proposed increase is as follows:

- \$203.per/month for children enrolled in the program five days per week. Yearly this is an increase of .02% from the fee level of \$178.50./month during 2016-2017(new amount includes change in number of months going from 10 to 9).
- After losing 35%. of DSS funding over the past several years we have been raising additional funds to help provide more reduced rate scholarships for struggling families with child care. This year we again received a grant from the High Country United Way to help fund additional ½ rate scholarships, although this grant has also been significantly reduced from last year. In addition, we also receive some money from the United Methodist Women's Fund and have solicited additional new grant funding from the Valle Fair.
- New this year we will offer a WCS employee scholarship for child care as long as space is available without having to hire additional personnel.

Looking Forward 17-18

- We are implementing new regulations to include additional professional development for all staff including substitutes.
- We are also looking to include teacher assistant's as a more stable option for substitutes.
- We are implementing new regulations on snacks, limiting sugar and carbohydrates.
- Will be anticipating the beginning of our new after school advisory committee and their suggestions for improvement.

The complete fee schedule for 2017-18 is shown on the reverse side of this page.

Pam Shirley
After School Director

**Watauga County Schools
2017 – 2018
After School Rates and Fees**

AFTER SCHOOL - MONTHLY FEES PER CHILD

# days per week	REGULAR RATE	**Reduced Rate Scholarship	WCS Employee Scholarship
*3 days or less, OR Limited Use	\$149.00	N/A	\$21.00
4	\$196.00	\$98.00	\$27.00
5	\$203.00	\$101.50	\$34.00

HOLIDAY/SNOW DAY PROGRAM FEES- PER DAY, PER CHILD

1	\$23.00	\$11.50	\$4.00
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We are proposing this rate be billed over a 9 month period instead of 10. This will help parents at the beginning of the year (particularly with multiple children) since we begin so late in August. This will allow us to delay the second payment until October 1 permitting more time between the first two payments. Parents/Guardians would be billed at the above rates for 9 months (August through May). This will effectively be a .07 per hour increase from \$2.83 to 2.90.

* This rate also includes limited use – 1 hour or less daily for up to 5 days/week.

**The reduced rate is available only to low income parents who do not qualify for child care subsidies from the Department of Social Services and meet specific criteria.

Other fees and charges:

“Call Ahead” Rate (for unscheduled use) Afterschool: \$23.50/day

“Call Ahead” Rate (for unscheduled use) Holiday/Snow Day: \$34./day

Late payment fee: \$10.00 first 2 times, \$15.00 thereafter

Late pickup charge: \$1.00 per minute after 6:00 (after 3:30 for limited use)

Returned check fee: Determined and collected by a private contractor – not a revenue to the after school program.

Special PLS Update: April 28, 2017
Updates to State Board of Education Policy Cites

3620- June 2016	Extracurricular Activities and Student Organizations	• Updates the SBE cite(s) in the legal references. (Required) • Corrects statutory cite in legal references. (Required)	SBE Policies ATHL-001, EXCP-000 (Includes Fall Update Information as well, since the fall update of this policy has not yet been approved)
4040/7310- Jan 2016	Staff-Student Relations	• Updates the SBE cite(s) in the legal references. (Required)	SBE Policy NCAC-6C-0601 (Includes Fall Update Information as well, since the fall update of this policy has not yet been approved)
4100- July 2014	Age Requirements for Initial Entry	• Updates the SBE cite(s) in the legal references. (Required)	SBE Policy KNEC-001 (Includes Fall Update Information as well, since the fall update of this policy has not yet been approved)
4120- Nov 2014	Domicile or Residence Requirements	• Updates the SBE cite(s) in the legal references. (Required)	SBE Policy EXCP-000 (Includes Fall Update Information as well, since the fall update of this policy has not yet been approved)
7130- Feb 2015	Licensure	• Updates the SBE cite(s) in the legal references. (Required) • Updates information in the footnotes. (Informational only)	SBE Policies EVAL-004, EVAL-023, LICN-001, LICN-004, LICN-005, LICN-018, LICN-021, NCAC-6C.0102, NCAC-6C.0307 (Includes Fall Update Information as well, since the fall update of this policy has not yet been approved)
7130-R- Feb 2015	Licensure	• Updates the SBE cite(s) in the legal references. (Required) • Updates information in the footnotes. (Informational only)	SBE Policies LICN-001, LICN-004, NCAC-6C.0102, NCAC-6C.0307 (Includes Fall Update Information as well, since the fall update of this policy has not yet been approved)
7811- Jan 2016	Plans for Growth and Improvement of Licensed Employees	• Updates the SBE cite(s) in the legal references. (Required)	SBE Policies EVAL-004, EVAL-005 (Includes Fall Update Information as well, since the fall update of this

* *Required* means either (1) the provisions are required by law to be addressed in policy or (2) the modifications must be made to ensure the policy reflects current law (ex. adding new statutory language or updates to legal citations).

* *Strongly recommended* means the provisions are required by law, but they do not have to be addressed in policy, although NCSBA strongly recommends that the provisions be added to policy.

* *Recommended* means the provisions are not required by law, but NCSBA considers them good practice.

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

The Watauga County Board of Education (the “board”) recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to all students attending that school unless a restriction is justified and has been approved by the principal. The principal shall ensure that students and parents are notified of the various opportunities for participation in extracurricular activities. The principal shall establish any rules necessary for school- and student-initiated extracurricular activities.

A. EXTRACURRICULAR ACTIVITY REQUIREMENTS

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board and the school. Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct. In addition, in order to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all applicable eligibility standards of the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation. Students in the sixth grade are [eligible to participate in all interscholastic athletics except football] [not eligible to participate in interscholastic athletics].

School administrators choosing to exercise the authority to restrict participation based upon any of the reasons provided in the previous paragraph shall provide this policy and any additional rules developed by the superintendent or the principal to all parents or guardians and students. The grievance procedure provided in policy 4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

B. SPECIAL CIRCUMSTANCES

~~Extracurricular activities may be used as a component of an at-risk student's intervention plan. The intervention plan may include providing for or restricting the student's participation in extracurricular activities. If the plan restricts the student's participation, the plan must include other intervention strategies designed to improve student performance.~~

1. Students with disabilities must be accorded the legal rights required by federal

and state law.

2. School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by:
 - a. providing information about extracurricular activities to transitioning military children; and
 - b. waiving application deadlines.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -390.24, -407.5; State Board of Education Policy ATHL-001 Policies Governing Services for Children with Disabilities, State Board of Education Policy ~~EXCPGCS-D-000~~; State Board of Education Policy HRS-D-001; N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual (NCDPI), available at <http://www.ncpublicschools.org/curriculum/healthfulliving/athletics/>

Cross References: Parental Involvement (policy 4002), Student and Parent Grievance Procedure (policy 4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Student Clubs (4060), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

Adopted: March 21, 2016

Revised: June 13, 2016; _____

STAFF-STUDENT RELATIONS

Policy Code: **4040/7310**

The Board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students should be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting. Employees are also expected to be sensitive to the appearance of impropriety in their own conduct and in the conduct of others when interacting with students. Employees shall consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other Board policy.

For the purposes of this policy, the terms “staff” and “employees” includes independent contractors and school safety officers but does not include student employees.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting or entering into a romantic or sexual relationship or having sexual contact with any student enrolled in the school system regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal, and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32. Further, school system personnel shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or a student in violation of the law.

B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with students through non-school-controlled social media except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other Board policy.
2. Instant messages shall be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.

3. Except as provided below, employees are also prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent.

This rule shall not apply in any of the following circumstances:

- a. when the communication is for an educational purpose, is conducted through a school system-provided platform which archives all such communications for a period of at least three years if in writing, and the employee has given prior notice to his or her supervisor or designee that such written or oral communications will occur; or
- b. when the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee, and, upon request, to the parent or guardian; or
- c. in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. when the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other Board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other Board policy.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communications in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
5. Violations of this section shall be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
- a. the content, frequency, subject, and timing of the communications(s);
 - b. whether the communications(s) were age and/or student maturity-level appropriate;

- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether the communication(s) created a disruption of the educational environment;
- e. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- f. whether the communication(s) harmed the student in any manner.

C. Reporting Inappropriate Conduct

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the Superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy;
or
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior has, or may have, a valid educational or health purpose.

An employee who fails to inform the Superintendent or designee as provided in this section may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall report the incident in accordance with policy 4335, Criminal Behavior.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the

Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-27.32, -202.4; 115C-47(18); 16 N.C.A.C. 6C.0601, .0602; State Board of Education Policy ~~TCP-C-014~~NCAC-6C-0601.

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 4015/7225), Student and Parent Grievance Procedure (policy 4010), Criminal Behavior (policy 4335), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Approved: July 14, 2014

Revised: June 8, 2015; January 11, 2016: _____

The Watauga County Board of Education (the “board”) of education requires all students to meet the eligibility requirements for school admission established by the state and the board, including age. Any parent or guardian who is unclear whether a child meets the age requirements is encouraged to contact the superintendent’s office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in any of the following circumstances.

1. The child reaches or reached the age of five on or before August 31 of that school year.
2. The child resided in another state and was attending school during that school year in accordance with that state’s laws or rules prior to moving to North Carolina. (The child does not need to reach the age of five on or before August 31 in this circumstance.)
3. The child did not reach the age of five on or before August 31 of that school year but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
 - a. the child’s parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - b. the child’s parent is the sole legal custodian of the child;
 - c. the child’s parent is deployed for duty away from the permanent duty station; and
 - d. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent’s deployment away from the permanent duty station.

B. DISCRETIONARY ENROLLMENTS

The board may allow a child to be enrolled in either of the following circumstances.

1. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.

2. The child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and has the maturity to justify admission to school. The board regards admission of a four-year-old child to be an extraordinary measure that should not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

C. GRADE LEVEL OF INITIAL ENTRY

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child may be served more appropriately in the first grade.

D. EVIDENCE OF AGE

When a child is presented for admission for the first time, the principal shall require the parent or guardian of the child to furnish a certified copy of the child's birth certificate or other competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent or guardian.

For a student who is in foster care or considered homeless, the inability to provide documentation must not prevent immediate enrollment of the student. ~~prohibit or cause a delay in enrollment of the student.~~ School officials, or in the case of a homeless student, the homeless liaison, shall immediately contact the last school the student attended to obtain relevant enrollment records or other information needed for enrollment. These officials shall work with the student, the parent or guardian, school personnel, and other agencies as necessary to obtain the necessary enrollment records or other enrollment information in a timely manner.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6311(g)(1)(E); McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; G.S. 115C-288, -364; 130A-109; 16 N.C.A.C. 6E.0105; State Board of Education Policy GCS-JKNEC-001

Cross References: Homeless Students (policy 4125)

Adopted: July 14, 2014

Revised:

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

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

A. DOMICILE AND RESIDENCE DEFINED

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

B. MEETING DOMICILE REQUIREMENTS

1. Domicile of Students Generally

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

2. Domicile of Emancipated Students

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

3. Domicile of Students with Divorced or Separated Parents

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

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

C. MEETING RESIDENCE REQUIREMENTS

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

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

5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities*, and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.
6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
 - a. The death, serious illness, or incarceration of the child's parent or legal guardian.
 - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
 - c. Abuse or neglect by the parent or legal guardian.
 - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
 - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
 - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
 - g. The parent or legal guardian is one of the following: (1) on active military duty, not including periods of active duty for training for less than 30 days, and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). Assignment under this subsection is only available if some evidence of the deployment, medical discharge, retirement, or death is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit,

unless the student is identified as eligible for special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

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

D. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

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

E. APPEAL OF ADMISSION DECISIONS

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

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

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

Adopted: November 10, 2014

Revised:

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

The Watauga County Board of Education (the "board") intends to comply fully with all licensure requirements of the ~~No Child Left Behind Act of 2001 (NCLB)~~ Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as otherwise permitted by the State Board of Education or state law, provided below, a professional employee must hold at all times a valid North Carolina license appropriate to his or her the position in which he or she is employed.
- 1.2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education NCLB. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- 2.3. The board encourages lateral entry into the teaching profession by skilled individuals from other professions the private sector who meet state licensing requirements.

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Emergency Permit to Practice

In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a lateral entry license are available to fill a position, the board may employ for up to one year an individual who holds an emergency permit to practice issued by the State Board of Education. An emergency permit is not renewable.

2. Adjunct CTE Instructors

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

C. BEGINNING TEACHER SUPPORT PROGRAM

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

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

D. LICENSE CONVERSION

~~The superintendent or designee shall designate a school official in the Beginning Teacher Support Program plan to be responsible for approving the acceptance of all continuing (Standard Professional 2) licenses automatically converted from the initial (Standard Professional 1) license. The designated official shall reject an automatic conversion license and immediately notify DPI if (1) the teacher has not taught three years; or (2) the official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license.~~

~~Beginning teachers must be rated "Proficient" on North Carolina Professional Teaching Standards I through V on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.~~

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

E. LICENSE RENEWAL

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

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

Decisions regarding the employment of teachers who fail to meet the required proficiency

standard for renewal of a continuing license will be made in accordance with state law G.S. 115C-296(b)(1)b.4 and applicable State Board of Education requirements.

F. PARENTAL NOTIFICATION

At the beginning of each school year, the school system ~~shall~~will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements for the subject or grade level they are teaching; whether the teacher has had any licensure requirements waived; ~~what the teacher's bachelor degree major(s) is/are; what other degrees and teaching license area(s) the teacher holds~~whether the teacher is teaching in the field of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system ~~shall~~will give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

A. EQUITABLE DISTRIBUTION OF HIGHLY-QUALIFIED TEACHERS

The superintendent shall ~~assess whether develop a plan in accordance with DPI requirements to ensure that low-income~~wealth, minority, learning disabled, and/or English language learners are being taught by inexperienced, ineffective, or out-of-field and highly-qualified teachers to the same extent as areat higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: ~~No Child Left Behind Act~~Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; ~~20 U.S.C. 6319; 20 U.S.C. 7801(11);~~ G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies ~~TCP-A-000~~EVAL-004, EVAL-023, LICN-001, -004, -005, ~~-016~~, -018, -021, NCAC-6C.0102, NCAC-6C.0307~~TCP-C-004~~

Cross References:

Adopted: February 9, 2015

Revised:

Replaces: Policy 3.02.40, Qualifications of Certified Personnel

A. HIGHLY QUALIFIED TEACHERS DEFINED**1. Elementary School Teachers**

To be a “highly qualified” teacher at the elementary school level, a teacher must have an appropriate license for the core academic subjects taught. A teacher must also demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the Praxis-II State Board of Education approved exams required for the license within the time period established by state law.

2. Middle and High School Teachers

To be a “highly qualified” teacher at the middle and high school levels, a teacher must have a middle school or secondary license in the teaching area required for each teaching assignment. A teacher must also demonstrate a high level of competency by:

- a. Passing the required State Board of Education approved PRAXIS-II test(s) in each academic subject in which he or she teaches within the time period established by state law; or
- b. Successfully completing in each academic subject in which he or she teaches any of the following:
 - 1) an undergraduate major;
 - 2) coursework equivalent to an undergraduate major;
 - 3) a graduate degree in the core teaching subject area(s);
 - 4) master’s level licensure or above in the appropriate subject area; or
 - 5) National Board for Professional Teaching Standards certification in the related subject area(s).

3. Exceptional Children’s and English as a Second Language (ESL) Teachers

To be a “highly qualified” teacher in an exceptional children’s class or ESL class, a teacher must have the exceptional children’s and/or ESL license required for the teaching assignment. The teacher must also demonstrate the subject knowledge and teaching skills in the content areas taught by passing the PRAXIS-II State Board of Education approved exams required for the license within the time

period established by state law. This paragraph applies to exceptional children's teachers and ESL teachers who are the teachers of record for core academic areas.

4. Out-of-State Teachers

An out-of-state teacher who submits documentation that he or she has been deemed "highly qualified" in another state will be designated "highly qualified" in North Carolina provided that he or she has at least a bachelor's degree from an accredited college or university. This documentation may include satisfactory test scores from the originating state, verification of satisfactory completion of the High Objective Uniform State Standard for Evaluation (HOUSSE) for the originating state, or verification of National Board Certification, as authorized by the No Child Left Behind Act.

5. Veteran Teachers

Prior to April 2007, a veteran teacher may have used the NC HOUSSE to establish that he or she is "highly qualified," provided that the teacher had taught full time with a reciprocal state license for not less than six successive calendar months in one school system, charter school or non-public institution.

B. BEGINNING TEACHER SUPPORT PROGRAM PLAN

The plan for beginning teacher support must:

1. Describe adequate provisions for efficient management of the program.
2. Designate an official to verify eligibility of beginning teachers for a continuing license.
3. Provide for a formal orientation for beginning teachers that includes a description of available services, training opportunities, the teacher evaluation process and the process for achieving a continuing license.
4. Address compliance with the optimum working conditions for beginning teachers identified by the SBE.
5. Address compliance with the mentor selection, assignment and training guidelines identified by state law and the SBE.
6. Provide for the involvement of the principal or designee in supporting the beginning teacher.
7. Provide for a minimum of four observations per year in accordance with G.S. 115C-333 or G.S. 115C-333.1, using the instruments adopted by the SBE for such purposes. The plan must also address the appropriate spacing of observations

throughout the year and specify a date by which the annual evaluation is to be completed.

8. Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or designee and the mentor teacher.
9. Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
10. Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation of report(s).
11. Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
12. Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness and efficient management.
13. Document that the board has adopted the plan.

Legal References: ~~No Child Left Behind Act, 20 U.S.C. 6301 et seq.; 34 C.F.R. 200.55-56; G.S. 115C-296, -296.2, -325(e)(1)(m), -333, 333.1, -325(e)(1)(m); State Board of Education Policies y-TCP-A-000; LICN -001, -004, -016~~ NCAC-6C.0102, NCAC-6C.0307

Cross References:

Adopted: February 9, 2015

Revised:

PLANS FOR GROWTH AND IMPROVEMENT OF LICENSED EMPLOYEES

Policy Code:

7811

The Watauga County Board of Education (the “board”) expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, State Board policy or this policy, or when otherwise deemed necessary.

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy ~~shall~~should not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

Further, the superintendent may move to recommend nonrenewal, dismissal, or demotion of a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. (See policies 7930, Professional Employees: Demotion and Dismissal, and 7950, Non-Career Status Teachers: Nonrenewal.)

The superintendent shall require administrative staff to implement the requirements of this policy ~~develop procedures in accordance with state law, and State Board guidelines, and this policy as necessary to carry out the board’s directives.~~

A. DEFINITIONS

1. As used in this policy, “teacher” means an individual defined as a teacher in G.S. 115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career status teachers).
2. As used in this policy, “licensed employee(s)” includes principals, assistant principals, and other school administrators as defined in G.S. 115C-325.1(5), and teachers.
- 2.3. “The North Carolina Educator Evaluation System” refers to the professional standards, processes, and rubrics approved by the State Board of Education for each educator role in North Carolina public schools.

B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS FOR TEACHERS

1. Use of Growth Plans for Teachers

Teachers

Teachers who receive an overall rating of at least “proficient” on all standards on the North Carolina ~~Teacher~~Educator Evaluation System ~~R~~rubric as indicated on the Teacher Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements.

A teacher who is performing below a proficient level on the Teacher Summary Rating Form ~~shall~~will be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal, or placement on a mandatory improvement plan (see Section ~~C~~D, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated “developing” on one or more standards of the North Carolina ~~Teacher~~Educator Evaluation System ~~R~~rubric. State Board policy also requires that a teacher who is rated “not demonstrated” on any standard or who is rated “developing” on any standard for two sequential years be placed on a directed growth plan. The board or superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan.

Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of ~~improvement~~assistance at any point during the school year if the principal determines that the teacher is performing below the expected level.

a. ~~School Administrators~~

~~Professional growth plans will be developed for school administrators as provided in State Board policy. A professional growth plan will include mutually agreed upon performance goals and recommendations based upon the school administrator’s self assessment, the consolidated assessment and the summary evaluation using the North Carolina School Executive; Principal and Assistant Principal Evaluation Process. Development of the professional growth plan will be discussed at a meeting between the school administrator and the superintendent or designee when completing the annual evaluation process.~~

~~The superintendent may move to dismiss or demote a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. See policy 7930, Professional Employees: Demotion and Dismissal.~~

2. Components of Growth Plans for Teachers

Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components.

a. Identification of Performance Deficiencies

All performance deficiencies, including conduct deficiencies and all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher's evaluation, must be identified and addressed in the growth plan.

b. Performance Expectations and Goals

For each performance deficiency ~~problem~~ identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished.

c. Strategies

The growth plan must set forth a strategy or strategies designed to correct each identified performance deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance or conduct is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year.

3. Review of Growth Plans

Individual ~~and professional~~ growth plans should be reviewed at least annually with the ~~licensed employee's~~ teacher's principal or supervisor ~~and/or the principal, the superintendent, or their designees, as applicable.~~

In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal

or supervisor shall recommend to the superintendent one of the following:

- a. the board non-renew ~~dismiss, the teacher or demote the teacher,~~ or transfer the teacher to a position in which the teacher can be successful;
- b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section CD below; or
- c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary, provided the principal or supervisor determines that:
 - 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or
 - 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

C. PROFESSIONAL GROWTH PLANS FOR PRINCIPALS AND ASSISTANT PRINCIPALS

1. Professional Growth Plans

Professional growth plans will be developed for principals and assistant principals as provided in State Board policy. The professional growth plan will include mutually agreed upon performance goals and recommendations based upon the principal or assistant principal's self-assessment, the consolidated assessment, and the summary evaluation using the North Carolina School Executive, Principal and Assistant Principal Evaluation Process. Development of the professional growth plan will be discussed at a meeting between the principal or assistant principal and the superintendent or designee when completing the annual evaluation process. The superintendent or designee should review the professional growth plan with the employee at least annually.

2. Optional Action Plan Component to the Professional Growth Plan

- a. The superintendent may incorporate an action plan into the principal or assistant principal's professional growth plan to address performance or conduct deficiencies. The action plan must include the following:

- i. Identification of Performance Deficiencies

All performance and conduct deficiencies identified in the employee's evaluation must be identified and addressed in the action plan.

- ii. Performance Expectations and Goals

For each performance deficiency identified, the action plan must include a statement of the expected level of performance and/or other goals to be accomplished.

iii. Strategies

The action plan must set forth a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly stated and should identify all individuals responsible for implementing the plan.

iv. Dates for Monitoring and Completion

The action plan must include the dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level, which will be no less than 60 calendar days and no longer than the end of the current school year.

b. Upon completion of the action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to perform below the expected level in any area or whether the employee's performance has improved sufficiently. If the employee is within the final year of his or her contract, the reevaluation must occur prior to the statutory deadline for notice of contract nonrenewal. If the employee's performance remains below proficient, the superintendent shall either:

i. recommend that the board non-renew, dismiss, demote, or transfer the employee to a position in which the employee can be successful; or

ii. retain the employee in the current position if the superintendent determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable period of time. A principal or assistant principal who is retained in his or her position after demonstrating performance below proficiency on the reevaluation must be given a new action plan and reevaluated as described in subsection C.2.b, above.

C.D. MANDATORY IMPROVEMENT PLANS

A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific

support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe.

The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including nonrenewal or dismissal from employment as provided by law.

1. Initiating a Mandatory Improvement Plan

a. Licensed Employees in Low-Performing Schools

If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance, ~~or~~ (ii) the superintendent recommend to the board that the employee be dismissed, ~~or~~ demoted (if a career teacher), or non-renewed (if the teacher is on a contract), or (iii) a proceeding for immediate dismissal or demotion be instituted against the employee for conduct or performance that causes substantial harm to the educational environment. If the individual or team that conducted the evaluation elects not to make ~~either~~ any of the above recommendations, the said individual or team evaluator shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan, to recommend nonrenewal of the employee's contract, or to recommend a dismissal proceeding.

b. Teachers in Schools Not Identified as Low-Performing

If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies.

c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance

A principal may recommend to the superintendent or designee that a

licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan.

2. Components of the Plan

A mandatory improvement plan for any licensed employee must include the following components.

a. Identification of Performance Deficiencies

The performance or conduct areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan.

b. Performance Expectations

For each performance or conduct deficiency ~~problem~~ identified, the plan must include a statement of the expected level of performance.

c. Strategies

The plan must establish a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance or conduct and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level.

3. Development and Implementation of the Plan

a. Licensed Employees in Low-Performing Schools

When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop

the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year.

b. Teachers in Schools Not Identified As Low-Performing

When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan.

A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).

4. Reassessment

a. Licensed Employees in Low-Performing Schools

After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance or conduct standards articulated in the mandatory improvement plan or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employee be dismissed, ~~or demoted, or non-renewed~~ under applicable state law, or that the employee be immediately dismissed for conduct or performance that causes substantial harm to the educational environment.

b. Teachers in Schools Not Identified As Low-Performing

Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. ~~For teachers,~~ The principal shall also review and consider any report provided by the

qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance or conduct standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed, or demoted, or non-renewed under applicable state law or that the employee be immediately dismissed for conduct or performance that causes substantial harm to the educational environment.

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 *et seq.* (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies ~~y-TCP-CEVAL-004, TCP-CEVAL-005~~

Cross References: Professional and Staff Development (policy 7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: January 11, 2016

Revised:

Replaces: Policy 3.05.25, Action Plans for Certified Employees, policy 3.05.35, Growth and Improvement Plans, and policy 3.05.35, Plans for Growth and Improvement of Licensed Employees