

Watauga County Board of Education

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

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WATAUGA COUNTY BOARD OF EDUCATION MEETING OCTOBER 10, 2016 5:30 P.M.

- | | | | |
|------|-----|---|-------------------------------------|
| 5:30 | 1. | CALL TO ORDER | Board Chair |
| 5:30 | 2. | CLOSED SESSSION | |
| | | A. Approval of Minutes | |
| | | B. Reportable Offenses – N.C.G.S.115C-288(g) | |
| | | C. Student Records - N.C.G.S.143-318.11(a)(1) | |
| | | D. Personnel – N.C.G.S.143-318.11(a)(6) | |
| | | E. Attorney/Client – N.C.G.S.143-318.11(a)(3) | |
| 6:00 | 3. | OPEN SESSION/MOMENT OF SILENCE | Board Chair |
| 6:02 | 4. | DISCUSSION AND ADJUSTMENT OF AGENDA | Board Chair |
| 6:05 | 5. | SUPERINTENDENT'S REPORT | Dr. Scott Elliott |
| 6:10 | 6. | STUDENTS' REPORT | Andrew Nenow and Kelsey Marlett |
| 6:12 | 7. | PUBLIC RECOGNITION | |
| | | A. National Merit Semifinalists | Marshall Gasperson, C. Kellia Kidda |
| | | B. NCSBA Golden Bell Award for the Board | Dr. Scott Elliott |
| | | C. Servant's Heart Award | Dr. Scott Elliott |
| 6:20 | 8. | PUBLIC COMMENT | Board Chair |
| | | Note: Anyone who wishes to address the Board should sign the Public Comment Roster | |
| 6:25 | 9. | CORRECTION AND APPROVAL OF MINUTES | Board Chair |
| 6:30 | 10. | CURRICULUM | |
| | | Update on Alternative Learning Program | Dr. Paul Holden, Marshall Gasperson |
| 6:40 | 11. | CONCURRENCE | |
| | | A. Field Trip Requests | Dr. Scott Elliott |
| | | B. Hardin Park Facilities Request | Dr. Scott Elliott |
| 6:45 | 12. | TECHNOLOGY | |
| | | Instructional Technology (1:1) Proposal | Nancy Zeiss |

6:55 13. FINANCE

Declaration of Surplus Request

Dr. Scott Elliott

7:00 14. PERSONNEL

Dr. Stephen Martin

- I. Resignations
- II. Administrative Personnel – Transfer of Assignment
- III. Certified Personnel - New Employment
- IV. Classified Personnel
 - A. New Employment
 - B. Transfer of Assignment
 - C. Re-Employment for 2016-2017
- V. Substitutes
- VI. Long-Term Substitutes
- VII. Hospital Homebound List
- VIII. Leave of Absence Requests
- IX. Addendum

7:05 15. POLICIES FOR SECOND READING

- 7800-R CEU Protocol
- 3460 Graduation Requirements

7:15 16. POLICIES FOR FIRST READING

- 9030 Facility Construction
- 6420 Contracts with the Board
- 9120 Bidding for Construction Work
- 9130 Supervision of Construction Contracts

7:30 17. RECOMMENDATION FOR MERIT PAY PLAN

Dr. Stephen Martin

7:45 18. BOARD OPERATIONS/COMMENTS

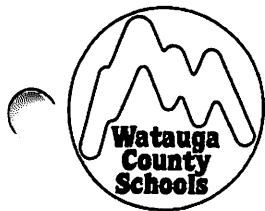
NCSBA Voting Delegates

7:50 19. ADJOURNMENT

- 20. OTHER: Committee notes:** PTO/PTA Advisory Committee Minutes, September 20, 2016
 Calendar Committee Minutes, September 22, 2016, AIG Plan Correction, Personnel
 Advisory Committee Minutes, September 28, 2016

Important future dates:

- October 12-14, 2016 NCSBA Fall Law Conference
- October 19, 2016 Elementary Curriculum Committee Meeting, 3:15 MGEC
- November 8, 2016 High School Curriculum Committee Meeting, WHC Media Center
- November 16-18, 2016 NCSBA Annual Conference



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DATE: September 12, 2016 **PRESENT:** Ron Henries, Brenda Reese,
Barbara Kinsey, Jay Fenwick
and Jason K. Cornett
TIME: 5:30 p.m. Dr. Scott Elliott, Superintendent
Andrew Nenow, Kelsey Marlett
Student Representatives
PLACE: Margaret E. Gragg Education Center

CALL TO ORDER

Ron Henries, Board Chair, called the meeting to order.

CLOSED SESSION

Ron Henries called the meeting to order in closed session under N.C.G.S.143-318.11(a)(1) Student Records, N.C.G.S.115C-288(g) Reportable Offenses, N.C.G.S.143-318.11(a)(6) Personnel, and N.C.G.S.143-318.11(a)(3) Attorney Client.

OPEN SESSION

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

DISCUSSION AND ADJUSTMENT OF AGENDA

Dr. Elliott requested adding recognition to our agenda, changing 8C, to the NCAE presentation of the Teaching Excellence Award, and 8D will now be the Servant's Heart Award.

SUPERINTENDENT'S REPORT

Dr. Elliott addressed the board and welcomed the student representatives, all the administrators, teachers, parents and community members. "We have had an outstanding and positive start to the school year and as of today we have completed 15 days and 97.5 hours of instruction," reported Dr. Elliott. Our enrollment has increase this year with just over 4500 students including our pre-K students. He commended Hardin Park School for the first annual Patriot's Day parade and celebration honoring our local law enforcement, fire service, emergency services and the military. Dr. Elliott thanked our county commissioners who have approved our request for seven different lottery funded projects and quite a few important projects funded from our Capital

Improvement Fund. They continue to support our schools and we are encouraged and grateful. Mr. Mark Jewel, President of the North Carolina Association of Educators, is here with us tonight to help celebrate one of our newest teachers, Mrs. Triplett. Dr. Elliott also expressed his sympathy with the unexpected passing of Mr. Rodney Ellis, the past president of NCAE.

STUDENTS' REPORT

Senior Student Board Representative, Andrew Nenow and Junior Student Board Representative, Kelsey Marlett, let folks know that they are happy to be back to school. The rolling academy, which is a Mountain Alliance program, was active this summer including a two week trip to the northeast where students practiced their outdoor and hiking skills. The Key Club has returned this year to Watauga High School. The Key Club is a service organization that helps to improve the community and meet their greatest needs.

PUBLIC COMMENT

There was no public comment at tonight's meeting.

PUBLIC RECOGNITION

Christy Welch, Mabel's School Counselor, presented the National Jr Beta Club winners Kyle Hollars and Riley Underwood. Kyle won first place in the state and third place nationally in social studies. Riley won first place in the state and fourth place nationally in woodworking.

Dr. Mike Marcela, Director of Exceptional Children, presented the 2016 Exceptional Children Program Teacher of Excellence to Tracy Markland. Dr. Marcela is very proud to have Mrs. Markland as a teacher leader with Watauga County Schools. She is very involved with many of our EC initiatives and plays a very important role with our EC services.

North Carolina Association of Educators (NCAE) President, Mr. Mark Jewell, presented the NCAE Teacher of Excellence Award to Watauga High School English teacher, Keana Triplett. Mrs. Triplett is also the 2015-2016 North Carolina State Teacher of the Year. Mr. Jewell commented that Mrs. Triplett is "a colleague who models excellence in leadership, and a love for students, her community and teaching and represents the best of our profession and the NCAE."

Dr. Scott Elliott presented the September Servant's Heart Award to Marshall Ashcraft, Public Information Officer. Mr. Ashcraft is retiring from Watauga County Schools where he has served since February 2003. He has worked in many capacities tirelessly and with dedication. Some of the quotes read from fellow colleagues and their feelings regarding Mr. Ashcraft included: "Marshall has a keen sense of humor and although he can be a man of few words his thoughts run very deep." Another mentioned that he has provided insight and advice with many questions on legalities especially with policies and procedures. We have all greatly appreciated his service to the students, faculty, community and county office personnel. Dr. Elliott summed up his qualities as thorough, deliberate and thoughtful, and that he will be greatly missed by all.

CORRECTION AND APPROVAL OF MINUTES

Dr. Fenwick suggested to the board to add the names of both parties in all facility usage contracts. He also asked for the board to approve adding the surplus amount from the previous

year with the afterschool program and section of the minutes. A motion was made by Brenda Reese and seconded by Barbara Kinsey to approve the August 8, 2016 meeting minutes as amended with changes. The motion passed unanimously.

CURRICULUM

Dr. Wayne Eberle, using a PowerPoint presentation, reviewed the 2015-2016 school report card summary data with the board. Dr. Eberle explained that the data is based on an 80/20 formula, with 80% of the final grade based on 10 indicators or achievements. 20% of the grade is based on growth. He reiterated that this is an accountability model used to measure proficiency and growth.

CONCURRENCE

A motion was made by Barbara Kinsey and seconded by Brenda Reese to approve the requested 17 field trips as presented. The motion passed unanimously.

EXCEPTIONAL CHILDREN

Dr. Marcela presented the Watauga Opportunities contract for approval. Watauga Opportunities serves 26 of our students, 18 receiving transportation services. The amount per student comes out to about \$1577.00. Mr. Henries recused himself from voting due to the fact that he serves on the Watauga Opportunities Board of Directors. A motion was made by Jason K. Cornett and seconded by Jay Fenwick to approve the contract as presented. The motion passed with four in favor and one recusal.

PERSONNEL

A motion was made by Brenda Reese and seconded by Jason K. Cornett to approve the Personnel Report items 1-8 as presented. The motion passed unanimously.

FINANCE

A motion was made by Barbara Kinsey and seconded by Jay Fenwick to approve the Budget Amendment #1 as presented. The motion passed unanimously.

A motion was made by Jay Fenwick and seconded by Jason K. Cornett to approve the Declaration of Surplus report. The motion passed unanimously.

POLICIES FIRST READING

The following policies were presented for first reading:

7800-R CEU Protocol

REVISED POLICIES RECOMMENDED FOR APPROVAL ON FIRST READING

A motion was made by Brenda Reese and seconded by Barbara Kinsey to approve the following policies with changes discussed, with the exception of 3460, on second reading. The motion passed unanimously.

3100-R (1) Elementary Curriculum Committee
3103 Handwriting Policy (numeration change only)
3205 Guidelines for the Use of Video Resources (numeration change only)
3426 Summer Reading Assignments at WHS
3460 Graduation Requirements
3471 Establishment of Scholarships
4001 Equal Educational Opportunities
4134 Admission of Foreign Exchange Students

POLICIES FOR REPEAL

A motion was made by Jason K. Cornett and seconded by Jay Fenwick to accept the repeal of the following policies as presented. The motion passed unanimously.

2.04.60 Parental Involvement (replaced by 3560, Title I Parent Involvement and 4002, Parental Involvement)

4.01.85 Pledge of Allegiance Flag Display Policy (replaced by policy 3530, Citizenship and Character Education)

4.05.50 Procedures of Due Process

BOARD COMMENT/OPERATIONS

Mr. Henries reminded the board of the NCSBA District 7 meeting on September 28th.

The discussion on the NCSBA voting delegates will wait until the October board meeting where a decision could be made on who will/will not be attending the conference in November.

ADJOURNMENT

A motion was made by Brenda Reese and seconded by Barbara Kinsey to adjourn the meeting at 8:08 PM. The motion passed unanimously.

R. Ivan Henries, Board Chair

Dr. Scott Elliott, Superintendent

ALTERNATIVE LEARNING PROGRAMS

Proposal to Implement an Alternative Learning Program or School



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

PRELIMINARY DA

Alternative Learning Programs and Schools Proposal

This process will help to ensure proper planning, development, and implementation of effective alternative learning programs and schools. The State Board of Education will use these documents to approve or disapprove new alternative learning programs and schools. The proposal checklist is the guideline for completion of the application process. All documents (including the checklist) must be submitted to the State Board of Education for review.

SECTION 2. Article 8C of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.47A. Proposals to establish alternative learning programs or alternative schools.

(a) Before establishing any alternative learning program or alternative school, the local board of education shall develop a proposal to implement the program or school that includes all of the following:

- (1) The educational and behavioral goals for students assigned to the program or school.
- (2) The policies and procedures for the operation of the program or school based on the State Board's standards adopted under G.S. 115C-12(24). The policies and procedures shall address the assignment of students to the program or school.
- (3) Identified strategies that will be used to improve student achievement and behavior.
- (4) Documentation that similar programs and schools in or out of the State, or both, have demonstrated success in improving the academic achievement and behavior of students assigned to them.
- (5) The estimated actual cost of operating the program or school. To the extent practicable, this shall include the cost of:
 - a. Staffing the program or school with teachers who have at least four years' teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught;
 - b. Providing optimum learning environments, resources and materials, and high quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential;
 - c. Providing support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems;
 - d. Maintaining safe and orderly learning environments; and
 - e. Providing transitional supports for students exiting the program or school and reentering the referring school.

- (6) Documented support of school personnel and the community for the implementation of the program or school.
- (b) After the local board completes the proposal under subsection (a) of this section, the board shall submit the proposal to the State Board of Education for its review. The State Board shall review the proposal expeditiously and, if appropriate, may offer recommendations to modify the proposal. The local board shall consider any recommendations made by the State Board before implementing the alternative learning program or alternative school."

Program Types (Two Options)

Alternative Learning Program

An alternative learning program is one option for an alternative learning program. It is established in affiliation with a traditional accredited school. The information that is generated by the participants of the program becomes a part of the history and documentation of a traditional school. A program may be housed within a school, on the same site, or at a different location within the district.

Alternative Learning School

An alternative learning school is the second option for an alternative education program. It serves at-risk students and has an organizational designation based on the DPI assignment of an official school code. An alternative school is different from a regular public school and provides choices of routes to completion of school. For the majority of students, the goal is to return to the regular public school. Alternative schools may vary from other schools in such areas as teaching methods, hours, curriculum, or sites, and they are intended to meet particular learning needs. Each school (including ALPS) in the state of North Carolina is required to develop a school improvement plan that includes a safe school plan. Additionally, programs that are established in accord with or operate as quasi-independent entities should also have school improvement and safety plans. *Reference G.S. (115C-105.27)*

PROPOSAL DATA SHEET

Name of LEA: Watauga High School

Address: 300 Go Pioneers Drive

Boone, NC 28607

Primary Contact Person: Marshall Gasperson

Primary Contact Phone #: (828) 264-2407

Primary Contact E-Mail : gaspersonm@watauga.k12.nc.us

Application for Establishment of an Alternative Learning Program or School
(check one)

Program ☒

School ☐

Program or School Name Watauga High School Alternative Learning Program

The following components have been considered and included as part of this application:

☒ Assessment of Program Needs

☒ Plan for Evaluation of Staffing and Staff Development

☒ Plan for Evaluation of Student Outcomes

☒ Plan for Evaluation of Program Process and Outcomes

Superintendent's Signature

Date

For NCDPI use only:**Received in Support Services Section:**
Initials
Date***Proposal Checklist for Establishing an Alternative Learning Program or School*****LEA Name:** *Watauga High School* **LEA #:** 950**THIS CHECKLIST IS INTENDED TO SERVE AS A GUIDE FOR COMPLETION OF THE APPLICATION**

<i>Requirement</i>	<i>Check</i>	<i>Comments</i>
Set education and behavior goals for students assigned to the program or school.	✓	
Set policies and procedures for the operation of the program or school (based on the State Board's standards) addressing the assignment of students to the program or school.	✓	
Identify strategies that will be used to improve student achievement and behavior.	✓	
Document similar programs and schools, in or out of the State, that have demonstrated success in improving the academic achievement and behavior of students assigned to them.	✓	
Estimate actual cost of operating the program or school.	✓	
Staff the program or school with teachers who have at least four years' teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught	✓	
Provide optimum learning environments, resources and materials, and high quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential	✓	
Provide support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems	✓	
Maintain safe and orderly learning environments	✓	
Provide transitional supports for students exiting the program or school and reentering the referring school	✓	
Document support of school personnel and the community for the implementation of the program or school	✓	

This signature assures the Department of Public Instruction that all of the information provided was locally approved and submitted according to the ALP Standards and Governing Policy/Legislation.

Superintendent's Signature

Date

PROPOSAL TO ESTABLISH AN ALTERNATIVE LEARNING PROGRAM OR SCHOOL

- type information in boxes below (additional sheets may be attached if necessary)

1. Describe the education and behavioral goals for students assigned to the proposed program or school. (Goals should be measurable.)

- Decrease drop out rate.
- Students enrolled in the ALP will recover lost credits in order to graduate with their cohort, increasing the WHS cohort graduation rate.
- Decrease disciplinary referrals/infractions.
- Increase individual student attendance rate.

2. Describe the policies and procedures for the operation of the program or school. Address the assignment of students to the program or school in this section.

- Students are initially identified by evidence of academic graduation deficits.
- A multi-disciplinary team (ALP Team*) will review each potential student candidate's academic transcript, attendance, behavior/discipline records, and previous interventions in order to determine placement in the ALP.
- Selected student candidates and their parents/guardians will be provided with ALP information and the opportunity to participate in the program.
- The ALP personnel (ISP Team**), along with the student and parent(s), will develop an Individualized Success Plan.
- Flexible scheduling will be provided in order to meet the specific needs of students in the program.
- Students will be expected to follow Watauga County Schools' Student Code of Conduct and Watauga High School's student expectations.
- Frequent parental involvement/communication.
- Student-to-teacher ratio shall not exceed 12:1; preferably 10:1.
- Students will be provided academic coursework across multiple curricular via Compass Learning, NCVPS, Canvas, and direct instruction in the general education setting. Students will have access to their school issued laptops.

- Students that are placed in the ALP will complete all NC high school graduation requirements through WHS's Pioneer Core plan (minimum 22 credits).
- Assessment of each student in the ALP will be completed at the conclusion of each academic semester to determine whether or not the student will be placed back into the general education setting.

*ALP Team - School Administrator(s), ALP Coordinator, ALP Teacher(s), Graduation Coach, District Representative(s)

**ISP Team - ALP Coordinator, ALP Teacher(s), Graduation Coach, Student, Parent(s)/Guardian(s), Other Professional Personnel (as required)

3. Describe strategies that will be used to improve student achievement and behavior.

- Individualized support and instruction for students' academic coursework.
- Self-determination skills and strategies will be embedded in daily instruction and provided through interactions with ALP personnel.
- Social skills training provided to students by other support staff.
- Graduation Coach will communicate/collaborate regularly with ALP Coordinator and personnel to support student success.
- Access to other support personnel (Behavior Support Specialist, School Counselor, School Social Worker, School Nurse, etc.) will be arranged to best meet the specific needs of each student.

4. Provide documentation that similar programs or schools in or out of the state have demonstrated success in improving the achievement and behavior of students assigned to them.

Program or School Name: Watauga High School Twilight Program

State: Boone, North Carolina

Description: WHS's Twilight Program provides students the opportunity to recover lost credits and also obtain new credits, as appropriate. Students attend the Twilight Program after regular school hours. This allows for flexibility with students' extenuating circumstances. Students are supervised by a certified teacher, and course

instruction is delivered via Compass Odyssey, NCVPS, and/or collaboration between Twilight Program Coordinator and general education teachers. Student-to-Teacher ratio remains below 10:1.

Program or School Name: Mitchell County Schools Alternative Learning Program

State: Mitchell County, North Carolina

Description: The alternative learning program consists of the temporary placement of certain students in a more controlled environment. Typically, these students have not achieved success in the regular classroom and are generally considered to be "at risk" of dropping out of school. The alternative learning program provides both a certified instructor and teacher's assistant who facilitate a regular curriculum involving a combination of both online and regular instruction. Assessment is done at the conclusion of each semester to determine if the student is ready to be placed back in the regular classroom environment. The three primary factors utilized in determining placement are discipline, academics and attendance. These students, in addition to the regular curriculum, are involved in several enrichment activities, which may include special sessions conducted by various county professionals.

5. Use the Budget Plan to estimate actual cost of operating the program or school. To the extent practicable, this shall include the cost of:

- a. Staffing the program or school with teachers who have at least four years teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught:
- b. Providing optimum learning environments, resources and materials, and on-going high quality professional development to ensure students placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential.
- c. Providing support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems.

- d. Maintaining a safe, orderly, and caring learning environment.
- e. Providing transitional supports for students exiting the program or school and re-entering the referring school.

BUDGET PLAN

CONSIDERATION	DESCRIPTION	BUDGET
a. Staffing	WHS's Alternative Learning Program will require: • 2 Certified Teachers • Graduation Coach • Assistant Principal – Coordinator of ALP (additional 12th month salary only)	\$ 185,000.00
b. Resources & Materials	Learning Environment: • Alternative Learning Program will be located within the Watauga High School building. • Two side-by-side classrooms located on their own wing of the building have been designated as space for the Alternative Learning Program in order to ensure a non-disruptive learning environment. Instructional Delivery: • Compass Learning Odyssey-Online credit recovery • NCVPS-Online credit recovery or new course credit • Canvas-Online courses developed by general education teachers • Some courses may be provided in the general education setting, as deemed appropriate through students' Individualized Success Plan	\$ 9,500.00

c. Professional Development	Professional Development: TBD – All ALP personnel, Graduation Coach, and Administrator will participate in professional development opportunities that are aligned with the goals of the Alternative Learning Program.	\$ 1,500.00
d. Support Personnel	Students that are placed in WHS's Alternative Learning Program will be provided with the following support personnel: - School Counselors - Prevention Counselor - School Social Worker - School Nurse - School Psychologist - Assessment, Support, and Counseling (ASC) Center - Behavior Support Specialist(s) - Graduation Coach - EC and/or ESL support as required - School Resource Officer - Other outside agencies/other community resources	\$ No additional expense
e. Safe Environment Assessment & Monitoring	The Alternative Learning Program personnel, along with School Administration, will be responsible for ensuring the safety of all students enrolled in the Alternative Learning Program. The School Resource Officer will also be accessible to students and staff of the ALP.	\$ No additional expense

f. Transitional Support for Students Exiting & Re-entering	• Students will remain in the program for a minimum of one semester. • Assessment of student progress will be conducted at the end of each semester in order to determine whether the student will remain in the ALP or return to the general education setting. • The ALP Team will meet to review the Individualized Success Plan in order to make a determination of continued placement. • When re-entering the general education setting, ALP staff will meet with general education teachers, to which the student will be assigned, in order to share progress and strategies noted during placement in the ALP. • Graduation Coach and/or School Counselor will provide students who have transitioned back into the general education setting with weekly check-ins. They will also communicate with general education teachers and parents regarding students' success in the general education setting.	\$ No additional expense
	Estimated actual cost of operating the program or school. (TOTAL = sum of considerations a. – f.) TOTAL ANNUAL BUDGET	\$ 196,000.00

6. List steps or strategies required for successful implementation.

School Implementation Plan

Steps/Strategies	Person Responsible	Timeline
1) Establish program's mission, goals, and expected outcomes	ALP Team*	June 30, 2016
2) Identify target population	ALP Team*	June 30, 2016
3) Develop process for assigning and enrolling students into the program	ALP Team*	June 30, 2016
4) Develop specific program procedures and expectations	ALP Team*	July 29, 2016
5) Contact and meet with identified students and parents to offer placement in the ALP for the 2016-2017 school year.	ALP Coordinator, ALP Teacher, Graduation Coach	July 29, 2016
6) Develop Individualized Success Plan for each participating student (to include personal education and behavioral goals, individualized schedule, strategies for success, courses/credits not yet	ISP Team**	Prior to 1st day of each semester.

completed, support services needed, etc)		
7) Implement Individualized Success Plan for each student	ALP Coordinator, ALP Teacher, Graduation Coach, other support personnel	Ongoing throughout placement in ALP
8) Assess and review Individualized Success Plan to determine progress and/or need to continue in the ALP.	ISP Team**	Prior to completion of each semester
9) Evaluate program effectiveness based on: • mission and goals • support of WHS School Improvement Plan • school safety/crisis plan • needs assessment • parent, student, staff surveys • assessment of student outcomes • assessment of program outcomes • NC DPI's Policies and Procedures for Alternative Learning Programs and Schools	ALP Team*	Prior to completion of school year

10) Develop Program Improvement Plan for the Alternative Learning Program	ALP Team*	Upon completion of program assessment; update annually
*ALP Team – School Administration, ALP Teacher(s), Graduation Coach, District Rep(s) **ISP Team - ALP Coordinator, ALP Teacher(s), Graduation Coach, Student, Parent, Other Professional Personnel (as required)		

7. Provide (here or in an attachment) documentation of support by school personnel and/or the community for the implementation of the program or school.
Students who participate in the WHS Alternative Learning Program will have the benefit of services available through community collaboration. Specifically, the Assessment, Support, and Counseling Center (ASC) staff of graduate students (affiliated with Appalachian State University), as well as professional Student Services staff, can provide skills training, counseling, and other supports to ALP students. Collaborative partners Western Youth Network (WYN) and Mountain Alliance are available for experiential activities and other skills training opportunities. In addition, staff with WCS have access to the programmatic efforts of the Juvenile Crime Prevention Council (JCPC), the Watauga Community Collaborative, and School Health Advisory Committee (SHAC). The collective elements of each of these collaborative partnerships greatly enhance the services offered to and the skill development of participating ALP students.

Proposals may be mailed to:

**NC Department of Public Instruction
Safe and Healthy Schools Support Division
School Planning Section
6319 Mail Service Center
Raleigh, NC 27699-6319**

PLEASE DO NOT FAX APPLICATIONS!

For questions related to this application, contact
Ken Gattis at (919) 807-3940



**Public Schools of North Carolina
State Board of Education
Department of Public Instruction**

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day trips must be submitted to the principal 15 days before the trip. Overnight 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) Sherri Hale Cell phone number: 276-791-0689

Other School Staff Chaperones: We are traveling with students?

Names of Non-School Chaperones: — staff from Mabel School

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

Grade(s): 7-8 Number of Students: 3 Dates of Trip: from 10/9/16 to 10/11/16

Departure Time/Date: 10:15am 10-9-16 Return Time/Date: 4:00pm 10-11-16

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

Beta Club Summit

Great Wolf Lodge, Concord, NC

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

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

Mode of Transportation: Bus - mabel has form (If applicable, bus request form must be attached)

Driver/s: Will Barker Round Trip Mileage: 261.6 # of Buses Needed: 1

Total Cost per student \$ 225

Source of Funds: students

Purpose of Trip and How It Relates to the Curriculum: Please see attachment

Sponsoring Teacher Signature: Sherri Hale Date of Request: 9/13/16

Principal Approval: Preston Cle Date: 9/13/16

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

Superintendent Approval: [Signature] Date: 9/13/16

Board of Education Approval: _____ Date: / /

Purpose of Trip: The National Beta Club recommends the 2-Day Leadership Summit for all student members and adult sponsors who truly aspire to *Lead by Serving Others*. **Its mission is to advance core leadership principles through high energy, hands-on activities that encourage participants to step beyond their level of leadership and comfort.** This is not a sit-down, lecture-based conference. Participants will interact and gain insights from some of the best youth leaders in America who share their leadership journey—their experiences, tough choices, regrets, and triumphs.

A true leader is able to inspire trust, resolve conflicts, motivate others to their highest achievement, and, most importantly, be of service to others. While there are many leadership traits, **NBC Leadership Summit identifies 7 Traits of Leadership on which to focus —Integrity, Responsibility, Character, Creativity, Courage, Service and Passion.** Come laugh and learn through an experience that is proven to have had a profound impact on people's lives.

How It Relates to the Curriculum: Based on the attached agenda

NC Guidance Essential Standards:

- I.SE.1.1: Explain the role of personal responsibility in leadership
- I.SE.1.2: Integrate personal responsibility into the way you live your life on a daily basis
- I.SE.2.1: Exemplify how peer pressure can be both a negative and positive influence
- I.SE.2.2: Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results
- I.SE.2.3: Explain the impact of self direction, initiative, and self control on interpersonal relationships.
- EI.SE.1.2: Contrast rights, privileges, and responsibilities
- EI.SE.3.2: Use conflict management skills to achieve desired outcomes
- EI.C.1.2: Create new and different ways of achieving long term goals
- EI.C.1.3: Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day trips must be submitted to the principal 15 days before the trip. Overnight 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) Zack Green / Rachel Witmer Cell phone number: (828) 964-2849

Other School Staff Chaperones: _____

Names of Non-School Chaperones: Dvorah Nadel, Scott Roblee

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

Grade(s): 9-12 Number of Students: 9 Dates of Trip: from 10/26/16 to 10/30/16

Departure Time/Date: 10/26 (3:30 pm) Return Time/Date: 10/30 (10:00 pm)

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

Baton Rouge, LA

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

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

Mode of Transportation: Mountain Alliance bus or 12 passenger van (If applicable, bus request form must be attached)

Driver/s: Zack Green, Scott Roblee, Dvorah Nadel Round Trip Mileage: 1,700 # of Buses Needed: n/a

Total Cost per student \$ 200

Source of Funds: Students pay B60 fee. Mountain Alliance covers the rest

Purpose of Trip and How It Relates to the Curriculum: _____

(see attached sheet)

Sponsoring Teacher Signature: Rachel M. Witmer Date of Request: 10/3/16

Principal Approval: [Signature] Date: 3/21/16

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: ____/____/____



Mountain Alliance

Baton Rouge, Louisiana – Disaster Relief

October 26th – October 30th, 2016

Expedition Objective:

The purpose of the Disaster Relief trip is to bring students from Watauga High School to Baton Rouge, LA to come face to face with issues facing our country, participate in service projects, and to explore a new area.

Activities:

The main purpose of this trip is to provide students with the opportunity to volunteer with a disaster relief mission following the floods in Louisiana earlier this year. Students on the trip will be involved in service work that will help those impacted by the flooding as well as be immersed in a different culture.

Service work like this gives students the opportunity to put themselves in someone else's shoes and gain a greater understand

Who are we working with?

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

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

All Hands will provide lodging, food, staff, and instruction for the group.

Why Baton Rouge?

"On Friday, August 12th, heavy overnight rains caused local rivers and streams to rise above their banks in the Tangipahoa Parish, sending floodwaters into surrounding towns. And the rains continued. In 2 days, between 21.86 - 31 inches of rain fell in the parishes in and around Baton Rouge, Louisiana. According to the Red Cross, the flooding is the worst natural disaster to hit the United States since Hurricane Sandy 4 years ago. Thousands of people have lost everything they own. At least 13 people have died across five parishes and there is more rain in the forecast. President Obama has declared at least 20 parishes disaster zones. Families who are able to return home, are returning to complete devastation. Flooding has occurred in many areas that are not considered flood plains, therefore those families don't have flood insurance - they never

anticipated anything like this would happen. Governor John Bel Edwards has stated that at least 40k homes have been damaged - it is unclear how many are uninhabitable. As of August 19th, at least a dozen parishes were still underwater." – From All Hands Volunteer Information Packet

Outcomes Summarized:

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

Trip Plan:

We will depart on Wednesday, October 26th after school. Students will join our facilitators for the drive to Baton Rouge, LA, likely stopping to camp on the way and finishing the drive in the morning. Once we get settled in at our accommodations, we will start our volunteer work (receiving safety regulations and demonstrations from the All Hands organization). Friday and Saturday will be spent mainly on service work and helping to restore the homes that were destroyed by Louisiana's recent flooding. There may also be some opportunities to explore Baton Rouge and learn more about the culture of a different city. The group will travel back to Boone on Sunday, October 30th.

Administrative Requests:

- **For students to be granted excused absence for ½ days on Thursday, October 27th and Friday, October 28th**

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day trips must be submitted to the principal 15 days before the trip. Overnight 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) Rachel Witmer Cell phone number: (704) 488-9405

Other School Staff Chaperones: _____

Names of Non-School Chaperones: Pam Gavin, Stella Cybulski

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

Grade(s): 9-12 Number of Students: 12 Dates of Trip: from 10/27/16 to 10/30/16

Departure Time/Date: 10/27/16 (8:30a) Return Time/Date: 10/30/16 (10:00p)

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

Washington, DC

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

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

Mode of Transportation: Mountain Alliance bus or 15 passenger van (If applicable, bus request form must be attached)

Driver/s: Rachel Witmer, Pam Gavin, Stella Cybulski Round Trip Mileage: 850 # of Buses Needed: n/a

Total Cost per student \$ 180

Source of Funds: Students pay \$100 fee, Mountain Alliance covers the rest

Purpose of Trip and How It Relates to the Curriculum: _____

(see attached sheet)

Sponsoring Teacher Signature: Rachel Witmer Date of Request: 10/31/16

Principal Approval: [Signature] Date: 3/27/16

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: ____/____/____



Mountain Alliance

Washington, D.C. Urban Expedition

October 27th – October 30th, 2016

Expedition Objective:

The purpose of the Urban Expedition trip is to bring students from Watauga High School to Washington, DC to come face to face with issues facing our country, participate in service projects, and to explore our nation's capital.

Activities:

The nature of this trip is part *service* and part sight-seeing. *Two separate service projects will be completed on the trip.* One confirmed project will take place at DC Central Kitchen. It is located in the basement of the largest homeless shelter in America and makes 5,000 meals a day that are distributed to nearly 100 partner agencies around the city. One former Urban Expedition student spoke about how he thought his family didn't have a lot and said that his visit to DC Central Kitchen made him "realize just how much" he had. In previous visits, students have met people who have been in and out of jail from a young age and have turned their lives around, many by beginning to volunteer at DC Central Kitchen. This is one of the most impactful experiences our program partakes in during the course of our program year.

The second service project will take place at Glen Echo Park. Glen Echo Park is one of the finest cultural resources in the Washington, DC area and began in the 1890s as a Chautauqua retreat. It soon became the premier Washington area amusement park, serving the community until 1968. The federal government acquired the land in order to preserve the Potomac Palisades and prevent development along the river. The management of the Park was assigned to the National Park Service, which established the core of the current arts program. In the past, we have helped will refurbishment, the clearing out of an area that would become an educational garden, and work in the Clara Barton house. Students will also receive a tour of Glen Echo Park and be able to participate in a contra dance in the historical Spanish ballroom located at the park.

Students will have the opportunity to visit museums, monuments, and memorials throughout Washington, DC. We will visit many of the major memorials/ monuments located throughout the city and have the opportunity to reflect on their historical significance. The large number and variety of museums accessible in the city encourage learning in fun, unique ways and get the students involved in and excited about different aspects of culture, history, politics, nature, and science that they may not have before. We will also likely spend time in the Holocaust Museum. This experience has had a profound impact on students during previous Urban Expedition trips.

Many of the students on trips in the past had never been to a major US city before and this was a very different experience for them. Even things like being on a train or going underground on the Metro for the first time were amazing experiences for the students. The opportunity to experience an entirely different culture, city structure, and way of life, alone, make this a worthwhile trip.

This trip also gives students the opportunity to make some choices for themselves and work with time management. Students will split themselves into groups based on the museums they are interested in visiting, will be given maps of the city, and will be given a time and place that the entire group needs to meet up. An adult will go with each group, but the students will be in charge of where they are going and when. This responsibility, in the past, has challenged the students and made them work together towards a common goal.

Outcomes Summarized:

The annual trip to Washington, DC with Mountain Alliance forces students to discuss difficult issues like homelessness and poverty, immerses them in the history of our country and the culture of our capital, provides them with new and meaningful experiences, and promotes learning outside of a school setting.

Trip Plan:

We will depart on Thursday, October 27th at the start of school. Students will join our facilitators for the 6 hour drive to Washington D.C. Once we get settled in at our accommodations, if we have time, we will explore parts of the city. Friday will be spent exploring the topic of homelessness and poverty at our service-learning location downtown followed by a cultural service experience in the afternoon (including a contra dance that evening). Saturday will be museum day. We will be spending the majority of our day on the Mall and at the surrounding museums and monuments. On Sunday, we will visit the Holocaust Museum and then head home.

Administrative Requests:

- **For students to be granted excused absence for ½ days on Thursday, October 27th and Friday, October 28th**

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day trips must be submitted to the principal 15 days before the trip. Overnight 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) Cynthia Townsend Cell phone number: 828 964-8771

Other School Staff Chaperones: Brian Vannoy Kim McAtulay

Names of Non-School Chaperones: see attached

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

- highlighted names are complete as of 9/26
others are in process

Grade(s): 6/7 Number of Students: 49 Dates of Trip: from 10/16/16 to 11/18/16

Departure Time/Date: 6AM 11/16/16 Return Time/Date: 7pm 11/18/16

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

Chattanooga, TN Tennessee Aquarium

Huntsville, AL Space Camp

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

buses are handicap accessible

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

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

Driver/s: Assigned by Burke Tours Round Trip Mileage: 780 # of Buses Needed: 2 charter buses

Total Cost per student \$ 385

Source of Funds: Fundraisers & Krispy Kreme, Dodgeball Tournament; Raffle

Purpose of Trip and How It Relates to the Curriculum: Personal Money of families
We will visit the Tennessee Aquarium
and participate in the Pathfinder Program at Space Camp.

Standards 6.E.1 7.L.1

Sponsoring Teacher Signature: Cynthia Townsend Date of Request: 9/15/16

Principal Approval: [Signature] Date: 9/15/16

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

Superintendent Approval: [Signature] Date: 9/30/16

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

Mary Greene

Crystal Greer

Pam Johnson

Amy Lang

Colin Osborne

Grace Plummer

Robin Presnell

Rob Robinson

Ben Sherman

Jay Styles

Michael Benson

Tina Rayfield

Eli Pelts

Vicki Pelts

Jerica Smith

John Warren

Joey Mosteller

Eric Smith

Tammie Smith

WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day trips must be submitted to the principal 15 days before the trip. Overnight 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) Gail Richards Cell phone number: (828) 773-7294

Other School Staff Chaperones: Brittany Ball, Sandra Ruppert

Names of Non-School Chaperones: 6 chaperones

All chaperones have a Background Check completed: _____ (Sponsoring Teacher Initials) we will get background checks when it is closer to the time.

Grade(s): 8 Number of Students: 38 Dates of Trip: from 4/11/17 to 4/14/17

Departure Time/Date: 5:30 am Return Time/Date: 11:00 pm

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

Washington DC, please see attached sheet

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

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

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

Driver/s: _____ Round Trip Mileage: 825 # of Buses Needed: 1

Total Cost per student \$ 517.00

Source of Funds: fundraisers, parent/Guardians, PTA trip funds

Purpose of Trip and How It Relates to the Curriculum: please see attached sheet
8th grade trip to Washington, DC. see

Sponsoring Teacher Signature: Gail Richards Date of Request: 8/26/16

Principal Approval: [Signature] Date: 8/26/16

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

Superintendent Approval: [Signature] Date: 9/19/16

Board of Education Approval: _____ Date: 1/1/

Eighth Grade Essential Standards/Common Core Correlations to Washington, D.C. Trip

Specific Social Studies Standards reinforced and expanded upon in Washington D.C. are:

Monticello, the home of Thomas Jefferson:

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).

Vietnam, Korean, and Lincoln Memorials:

8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.

8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

8.C&G.2 Understand the role that citizen participation plays in societal change.

8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

FDR Memorial:

8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

Capital Hill:

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

National Archives:

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

Holocaust Museum:

8.C.1 Understand how different cultures influenced North Carolina and the United States.

8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

Specific Language Arts standards reinforced and expanded upon in Washington D.C. are:

Holocaust Museum:

Key Ideas and Details:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Dinner Theatre-:

Integration of Knowledge and Ideas:

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution.

8.L.4.2 Explain the relationship between genetic variation and an organism's ability to adapt to its environment.

GUIDELINES FOR COMMUNITY USE OF FACILITIES *Policy Code: 5030-R*

A. GENERAL CONDITIONS OF USE

1. The sponsoring head of the group or organization using the facility or another person approved by the principal must be present to supervise and control the activity, ensure compliance with board policies and regulations, and maintain order and safety throughout the activity.
2. Games of chance, lotteries, or other activities classified as gambling can only be conducted as prescribed by North Carolina law and with the approval of the principal.
3. A school system employee must be on site to monitor use of Watauga County School facilities, subject to the discretion of the principal.
4. If the building must be opened and/or closed for the requested use, or if any cleanup or other work is needed to restore the facility to the same state as before use, the user will pay the cost of all personnel and materials needed for these purposes.
5. Users must not discriminate on the basis of race, sex, color, national origin, or disability.

B. FEES

Effective March 1, 2016 fees will be as shown below for facilities in K-8 schools. The user categories are as defined in Board policy 5030, Community Use of Facilities. Fees for high school facilities are determined according to the schedule approved by the Board of Education. That schedule is available on the website and in print from the high school.

User Category	Rental Fees	Personnel Fees
Priorities 1 through 5	None	If/as required by principal (only custodial fees apply for priority 4)
Priority 6	One or two classrooms: None Three or more rooms: \$5/hour per room Gym or Cafeteria or Auditorium: \$25 up to 2 hours, then \$10/hour	If/as required by principal
Priority 7	Classrooms \$15/hour per room Gym or Cafeteria or Auditorium: \$75 up to 2 hours, then \$50/hour Classrooms: \$15 per room per hour	If/as required by principal

Fees apply to all hours of use, including time to set up, break down and remove any equipment, supplies, etc. The time charged shall be rounded to the nearest 1/4 hour. All fees shall be paid by check made out to the Watauga County Schools. All payments to school personnel are the exclusive responsibility of the Finance Department.

Issued: February 8, 2016

**Watauga County Board of Education
Application and Contract for Use of School Facilities**

Name of Applicant/Organization: CORNESTONE Summit Church

Physical address 143 Appleton Street E-mail address _____

Phone (H) _____ (W) 828-265-3795 (cell) _____

School (s) covered by this request: HARDEN PARK

Specify the space and facilities for use:

Gym and 2 Rooms

Date(s) of Use: 9/1/16 - 8/31/17 Starting Time: 10 AM Ending Time: 11:45 AM

Estimated attendance: 200 Event is: private ☒ public

Type/purpose of event: Weekly Meetings (Sundays)

Specify below the type and amount of any fees to be charged (admission, registration, etc.)

NONE

Contract Conditions

As a condition of use, the above named applicant and organization agree to fully comply with all provisions of Board policy 5030, regulation 5030-R, and all other school and school system policies in addition to the following requirements. The privilege for use of school facilities may be revoked at any time for failure to fully comply with all terms of this contract, and/or for any use that conflicts with the purposes or values of the Watauga County Schools.

1. Waiver of liability: The user agrees to defend, indemnify and hold harmless the Watauga County Board of Education and its officers, members, employees and third party contractors and each of them from and against any and all claims, damages, or lawsuits resulting from the use of any school facilities and from and against all costs, attorney fees and expenses incurred by the Watauga County Board of Education, its officers, members, employees or third party contractors and against any and all claims made in connection with the use of school facilities by the User and against all costs, attorney fees and expenses incurred by the parties herein designated and each of them by reason of such claim or claims.

2. All fee related and/or commercial uses of the building require a certificate of insurance for general liability coverage with a total coverage of at least \$1,000,000 for each claim. This requirement shall not apply to use for purely educational purposes by small groups, such as for tutoring, test preparation, or music lessons.

3. All space and facilities must be left in a clean condition, and all furniture or equipment moved by the user shall be returned to its original location.
4. The user will pay the full cost of any damages that occur to school facilities and equipment during the use of school facilities and/or equipment.
5. The user will notify the school principal of any accidents resulting in injury or damage to school facilities or equipment that occur during the use of school facilities and/or equipment.
6. The use of tobacco in any form, the use or possession of alcoholic beverages and/or controlled substances, and the possession of weapons or explosives are prohibited on school property.
7. The user must be present throughout the contract period. Users accept full responsibility for the conduct of all persons present at the users' activities while on school property.

Summary of Estimated Costs (to be filled out by principal/designee)

Space(s) to be Used	Hourly Rate	Estimated Hours	Estimated Use Fees
Gym	\$25 for 2 + \$10 per	6	\$65.00
2 Rooms	—	—	\$0.00
Personnel Required	Hourly Rate	Estimated Hours	Estimated Personnel Costs
Cafeteria personnel	\$35/hour		
x Custodial	\$35/hour	4.5	\$157.50
Security/supervisory	\$45/hour		
Other Costs, if applicable: (describe)			Estimated Other Costs
TOTAL ESTIMATED COST (sum of use fees, personnel costs, and other costs)			222.5 per week

\$1,570 for 52 weeks

Principal to contact Child Nutrition Director for all uses involving the kitchen and/or cafeteria

Insurance required: ☒ Yes ☐ No

If insurance is required, a copy of the certificate of insurance must be attached.

Other requirements: _____

Signature of applicant/user	<i>Peter Seginal</i>	Date: 8/29/16
Approval of principal/designee	_____	Date: _____
Additional approval for fee related and commercial events:		
Superintendent/designee	_____	Date: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/05/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Insurance Intermediaries, Inc. PO Box 182500 Columbus, OH 43218	CONTACT NAME	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED Cornerstone Church 143 Appalachian Street Boone, NC 28607	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: United States Liability Insurance Co	
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
INSURER F:		
NAIC #		

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC OTHER:			NPP1572595 Abuse And Molest \$100,000/\$300,000	09/22/2016	09/22/2017	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$100,000
							MED EXP (Any one person)	\$5,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$2,000,000
							PRODUCTS - COMPROP AGG	\$Included
							Deductible	\$0
							COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
PROPERTY DAMAGE (Per accident)	\$							
	\$							
	☐ UMBRELLA LIAB ☐ OCCUR ☐ EXCESS LIAB ☐ CLAIMS-MADE DED ☐ RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
								\$
	☐ WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N ☐	N/A				PER STATUTE	OTH-ER
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER Watauga County Schools 175 Pioneer Trail Boone, NC 28607	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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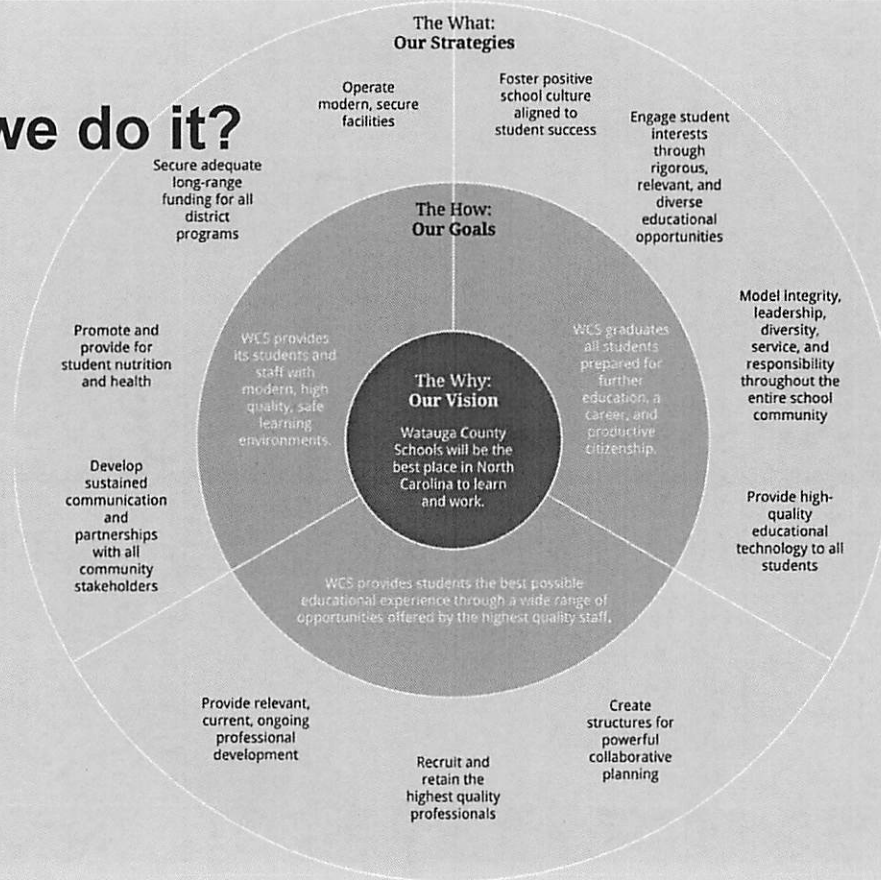
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WCS Digital learning

One to one computing to support teaching
and learning

Why do we do it?



Our district...currently

Infrastructure	State/E-Rate provided services
1:1 Faculty devices	Current lease expires: 2/26/17
1:1 Student devices	Current lease expires: 6/26/17
1:2 Student devices	Current lease expires: 6/26/17
Webhosting	Schoolwires
Cloud computing	Google Apps for Education
Learning Management System	Canvas

What do we need?

- ***Review WCS personalized technology plan through 2024***
- ***Approve a Laptop purchase***
- ***Review a Chromebook purchase***

Faculty/Staff

Approve a Laptop purchase

- **Windows laptop: \$495**
- **Warranty/ADP/Sleeve bundle: \$69**
- **Purchase: \$285,983.25**

K-12 students

Approve a Chromebook purchase

61%	93%	68%
Lower total cost of ownership	Less time to deploy	Less labor to support

Selection: Lenovo N22 Chromebook

**Piggybacking on approved state purchase: \$240/device
4 year warranty and Accidental Damage Protection**

RFP Bid Summary for 1:1 faculty devices

Bidder	Price/device	Warranty	Total Purchase (including taxes)	3yr annual payment (\$1 buyout)	3yr ppd	4 yr annual payment (\$1 buyout)	4yr ppd	Accidental Damage Protection	Processor/RAM
Lenovo	\$645.00	4 yr	\$309,841.88	Not provided	N/A	Not provided	N/A	No	i3/4 GB
Tiber Creek (Dell)	\$689.00	4 yr	\$330,978.38	\$116,953.35	\$779.69	89,461.04	\$795.21	No	i3/4 GB
Applied Data (HP)	\$572.00	4 yr	\$274,774.50	\$100,789.13	\$671.93	\$78,088.60	\$694.12	No	i5/4 GB
Trinity 3 Technology (Lenovo)*	\$499.00	4 yr	\$239,707.13	Not provided	N/A	Not provided	N/A	Yes	i5/4 GB
Electronic Systems (Lenovo)	\$683.39	4 yr	\$328,283.47	\$121,770.00	\$811.77	\$92,840.00	\$825.22	No	Celeron/4 GB
SDF Professional Computer Services (Lenovo)	\$604.00	4 yr	\$290,146.50	\$100,136.00	\$667.57	\$76,053.00	\$676.03	No	Celeron/4 GB
*no VGA connection									
Note: All bids based on RFP for 450 devices									

[illegible]

Goals: 1:1 Grades 8-12, 1:2 Grades 2-7, 1:6 Grades K-1

[illegible]

Notes: Device Refresh (no expansion in Year 1 = 1:1 Grades 8-12, 1:2 Grades 6-7, Grades K-5 1:6)

Initial lease is based on 3 year/\$1 buyout for a device worth \$572.00 (including 4-year warranty)

Declaration of Surplus Items - October 2016

<u>School</u>	<u>Quantity</u>	<u>Description</u>	<u># that are Usable</u>	<u># that are Unusable</u>
Transportation	13	Fortress Bus Cameras		13
	1	Bishman Model 931A Tire Changer	1	
	1	Dell Latitude D510 Laptop		1
	<u>15</u>		<u>1</u>	<u>14</u>
Hardin Park	2	Rolling Computer Tables		2
	1	Teacher Desk		1
	1	Bulletin Board		1
	1	Metal Shelf		1
	<u>5</u>		<u>0</u>	<u>5</u>
Mabel	1	Black & Decker Quantum Pro Cordless Drill		1
Parkway	2	Magnavox Color TVs	2	
	12	Samsung Color TVs	12	
	<u>14</u>		<u>14</u>	<u>0</u>
WHS	1	Dell Monitor		1
	2	Dell GX620 Optiplex CPUs		2
	1	Dell Optiplex 745 CPU		1
	3	Dell Flat Panel Monitors	2	1
	1	HP Scanjet G3110 Document Scanner		1
	1	Epson Powerlite 460 Projector		1
	<u>9</u>		<u>2</u>	<u>7</u>
Child Nutrition	1	Refrigerator - 2-Section Pass Thru		1
	1	Refrigerator - Reach-in		1
	<u>2</u>		<u>0</u>	<u>2</u>

CONTINUING EDUCATION UNITS (CEU) PROTOCOL *Regulation Code: 7800--R*

A. CRITERIA FOR AWARDING CEUS

CEUs will be awarded for the following events with prior approval from Central Office Services staff:

1. Content-based workshops
2. Grade level/area meetings
3. Participation in online courses
4. Curriculum development meetings
5. Other meetings/programs as approved by the Central Services Office

B. PROCEDURES FOR AWARDING CEUS

If a workshop is sponsored by Watauga County Schools, participants must sign in at the workshop to receive CEU credit. If it is not sponsored by Watauga County Schools, participants must obtain a certificate of total number of hours participated. A copy of that certificate should be sent to the Human Resources department and the participant should keep a copy.

With approval from Central Office Services staff, presenters will receive CEUs for leading professional development as follows:

1. The first time a session is presented, presenters will receive double the CEUs offered to participants for that session.
2. For subsequent times the same presenter leads the same professional development, s/he will receive the same CEU credit as the participants.
3. Example: ~~Mrs. Stamey~~ **A teacher** prepares a 3 hour ~~PD~~ **Professional Development** session ~~for teachers. She~~ **The teacher would** receives .6 CEUs the first time ~~she they~~ leads that particular session. If ~~she the teacher~~ presents the same session a second time, ~~she they will would~~ receive .3 CEUs for that presentation.

For professional development led by school-based personnel in a school, principals must seek approval from the Central Services Instructional Team in order for attendees to receive CEU credits.

Cross References: Policy 7800, Staff and Professional Development

Adopted:

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. beginning in the 2014-15 school year, successful completion of cardiopulmonary resuscitation instruction and pass a skills test; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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

A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time, as set out in the tables below. In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. Watauga High School students may earn one or two units of credit upon successful completion of a course, depending on how the course is offered.

All awards of high school course credit must be consistent with State Board of Education

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

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and Thereafter

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

* Certain International Baccalaureate (IB) and Advanced Placement (AP) courses will satisfy specific graduation requirements. See SBE policy GCS-L-008.

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

***Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite.

**** American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an AP/IB course, dual enrollment, or any other course that does not fully address the NCSCOS.

***** Students seeking to complete minimum course requirements for UNC universities must complete two years of a second language.

*****Students may earn course credit for the successful completion of courses through a

university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011, or 2011-2012

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II, and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II, and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology, and earth/environmental science)	3
Social Studies	3 (Civics & Economics, U.S. History, and World History)	3
Health/P.E.	1	2-one in Health/one in P.E.
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	12- five approved by Watauga County BOE or from NC Standard Course of Study
Total Credits	21	28***

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including Occupational English I, II, III, and IV)	4
Mathematics	3 (including OCS Introduction to Math I, OCS Math I, and one of the following: Alternate Math II, Personal Finance, or Financial Management)	3
Science	2 (including Applied Science and Biology)	2
Social Studies	2 (including American History I and II)	2
Health/P.E.	1	2
Career/Technical	4 (Vocational Education electives)	4
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV; for students entering ninth grade in 2013-14 or earlier, this requires this requires 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment; for students entering ninth grade in 2014-15 or after, this requires 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)	6
Electives	0	5- five approved by Watauga County BOE or from NC Standard Course of Study
Other Requirements	• Completion of IEP objectives • Career Portfolio	
Total Credits	22	28**

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

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

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

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

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

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

5. Graduation Certificates, **Transcripts**, and Participation

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

Transcripts may be issued to all students receiving a diploma or certificate. The transcript shall provide all information required by State Board of Education policy GCS-L-004 and/or other State Board policies as appropriate.

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

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

6. Diploma Endorsements

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

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5, GS 116-11(10a); State Board of Education Policies GCS-C-003, GCS-L-004, GCS-L-007, GCS-M-001, GCS-N-004, -010m

Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Online Instruction (policy 3102), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: September 14, 2015

Revised: November 9, 2015;

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

Facility construction will be undertaken in accordance with the long-range plan adopted by the Watauga County Board of Education (the "board") and the facility design approved by the board. Any repairs or renovations of school facilities should be undertaken in such a way as to minimize disruption of instructional time and the educational environment.

A. QUALITY OF CONSTRUCTION

Buildings should be constructed with durable materials that, when possible, permit space to be adapted to various purposes and to be adjusted to changes in technology or the educational program.

The board will not accept substandard construction. In the event of insufficient funding for a project, the board will defer implementing parts of the long-range plan.

B. CHANGE ORDERS FOR CONSTRUCTION OR REPAIR WORK CONTRACTS**1. All Contracts for Construction or Repair Work****a. Use of Change Orders**

After a contract for construction or repair work has been awarded, the need may arise to amend the terms, conditions, or specifications of the contract by a change order. ~~The contract may be amended by a change order, but change orders may not be used or divided to evade bidding requirements or the requirements of this policy.~~

~~When amendments to a contract are necessary, the contractor shall submit a proposed change order in writing to the superintendent or designee. Any request for expedited review must also be in writing and accompany the proposed change order.~~

b. Change Orders That Must be Reported to the Board

Unless otherwise prohibited by statute or regulation, the superintendent or designee is authorized to approve ~~or deny~~ change orders involving additive or deductive sums up to \$30,000 so long as funding for the change order is available within the established project budget.

The superintendent shall report to the board all such change orders request that were approved ~~or denied~~ by the superintendent, including those that do not impact the contract amount. The report will be provided to board members in writing to the board on a monthly basis or at the next board meeting and will include the following information: (1) the contractor's name; (2) the project name; (3) a

brief description of the change; (4) the contract amount, including amount(s) of any prior changes; and (5) the change order amount. ~~at the next regular board meeting.~~ The superintendent is not required to report any proposed change order that was denied by the superintendent or designee.

c. Change Orders Requiring Board Approval

Change orders ~~which~~ that (1) involve amounts over \$30,000 ~~or~~ (2) are in excess of the remaining funds in the project budget, or (3) cause the total cost of a contract that has not been previously approved by the board to exceed \$90,000 require board approval. The superintendent shall ~~report to the board at the next regular board meeting~~ present all such proposed change orders that are recommended for approval to the board at a board meeting. ~~along with the superintendent's recommendation whether to approve each change order.~~ The superintendent is not required to present to the board any change order not recommended for approval.

~~However, the~~ If, in the superintendent's opinion, a change order requires expedited review, the superintendent shall report to notify the board chair, ~~within 48 hours any change orders that include a request by the contractor for expedited review or that, in the superintendent's opinion, require expedited review.~~ who will then decide whether a special meeting must be called to address the proposed change order before the next regular board meeting.

2. Additional Requirements for Contracts in Excess of \$300,000

When amendments to a contract in excess of \$300,000 are necessary, the contractor shall submit a proposed change order in writing to the project architect/engineer for review. If the project does not have an architect/engineer, the change order must be submitted to the superintendent or designee. Any request for expedited review must also be in writing and accompany the proposed change order. The contract for construction projects in excess of \$300,000 must specify the manner in which change orders will be submitted on those projects.

Legal References: G.S. 115C-521, -524

Cross References: Contracts with the Board (policy 6420), Planning to Address Facility Needs (policy 9000), Facility Design (policy 9020), Bidding for Construction Work (policy 9120)

Adopted: April 11, 2016

Revised: August 8, 2016;

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

A. AUTHORIZATION TO ENTER INTO CONTRACTS

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

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

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

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

B. CONTRACT FORMS

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

C. LEASE PURCHASE CONTRACTS

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

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

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

D. OTHER APPLICABLE POLICIES AND LAWS

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

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

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

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

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

Adopted: February 8, 2016

Revised: May 9, 2016;

The Watauga County Board of Education (the "board") strives to obtain high quality services at a reasonable price through the bidding process employed by the school system.

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability, and the time specified in the bids for performance of the contract. Contracts will contain a provision stating that the contractor and contractor's subcontractors, if any, must comply with the requirements of G.S. Chapter 64, Article 2. Prior to bidding, contractors may be required to prequalify if the board has elected to use this process. For all contracts valued at \$1,000 or more, the board will require each bidder or vendor to certify that it is not listed on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, as required by G.S. 147, Article 6E, and that it will not engage subcontractors who are on either list.

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

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

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

B. BIDDING METHODS

The board may request bids for contracts for building projects using single prime, multi-prime (separate prime), construction management at-risk, dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

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

C. FORMAL BIDDING

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

D. INFORMAL BIDDING

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

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

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney. ~~and submitted by the superintendent to the board for approval.~~ The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. ~~Board approval of informally bid projects is not required unless otherwise directed by the board on specific projects.~~

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

F. RECORDS AND REPORTING REQUIREMENTS

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

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

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

G. DISPUTE RESOLUTION PROCESS

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

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

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

Cross References: **Contracts with the Board (policy 6420), Facility Construction (policy 9030), Prequalification of Bidders for Construction Projects (policy 9115), Participation by Women- and Minority-Owned Businesses (policy 9125)**

Adopted: April 11, 2016

Revised: May 9, 2016;

SUPERVISION OF CONSTRUCTION CONTRACTS

Policy Code: **9130**

The superintendent is responsible for monitoring construction contracts with the architect and/or engineer and all contractors. The superintendent or designee shall report periodically to the Watauga County Board of Education (the "board") on the progress being made by the contractors, architects and/or engineers, including whether the work is being performed in accordance with plans, specifications, contracts and specified deadlines.

Change orders for construction contracts shall be managed in accordance with the requirements established in policy 9030, Facility Construction.

The superintendent may utilize consultants in performing the review required by this policy. Any contract for such services must ~~be approved by the board and the cost must~~ be included in the budget for the project.

Legal References: G.S. 115C-36, -47; 133-1.1

Cross References: **Contracts with the Board (policy 6420), Facility Construction (policy 9030)**

Adopted: April 11, 2016

Revised:



Ramona Miller
Board Development & Technology

MEMORANDUM

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Roberta Scott
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Warren
Carr Ipock
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Craven
Minnie Forte-Brown
Vice President
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Geoffrey Tennant
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Evelyn Bulluck, Nash-Rocky Mt
Chuck Francis, Haywood
Wendell Hall, Hertford
Kenneth Lanier, Pender
Linda Cranford, Asheboro
Leonard Peace, Granville
Dr. Christine Fitch, Wilson

P.O. Box 97877
Raleigh, NC 27624
Office: 919.747.6676
Fax: 919.841.4020
rmiller@ncsba.org

TO: Board Chairs & Superintendents
FROM: Ramona Miller, Board Development Manager
RE: 47th Annual Conference for Board Member Development

VOTING DELEGATES FORM

Determination of the number of voting delegates to which your system is entitled should be made according to the following scale. Below, please check the range of total current expenditures (includes funds 1, 2, and 3 accounts and excludes capital outlay monies) appropriate for your school system:

_____ \$1 million to \$5 million in total current expenditures - 2 Delegates
_____ \$5 million to \$25 million in total current expenditures - 3 Delegates
_____ Over \$25 million in total current expenditures - 4 Delegates

Below, list the names of your school board members that will serve as voting delegates. Please be sure to register your delegate(s) for the conference. In the absence of any official voting delegate or alternate, any member of the board may serve as a voting delegate at the Delegate Assembly on behalf of your board.

1. _____
2. _____
3. _____
4. _____

Alternate:

We hereby certify that the listed delegates officially represent this board on all voting matters at the 2016 NCSBA Annual Conference.

School System: _____

Board Chair: _____

Superintendent: _____

Please return this form by October 19, 2016, to destes@ncsba.org or mail to:
NCSBA VOTING DELEGATE
PO BOX 97877
RALEIGH, NC 27624
Fax: 919-841-4020



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PTA/PTO ADVISORY MEETING

AGENDA AND MINUTES

**September 20, 2016
12:00 PM**

I. Welcome from Dr. Elliott/Updates

In attendance included eleven PTO/PTA members, Dr. Scott Elliott, Mr. Ike Smith, and Kerin Kiser.

Dr. Elliott greeted and welcomed everyone to the first of four meetings of the 2016-2017 school year. He introduced himself and his family and asked the participants to do the same and which school they are associated with as well. Dr. Elliott also asked that folks notify us when they are having an event at their school and if he can attend or help in any way he will be happy to. Please email him at elliotts@watauga.k12.nc.us.

II. Strategic Planning Update

Ike Smith, Director of Instructional Support Services, handed out the strategic plan document to the group informing folks that this is a "Golden Circle" format for organizing plans. He explained the process of gathering information from parents, teachers, students, and community members where over 600 responses were generated with over 1800 items as of what we do well and areas that need attention. The central vision is located in the middle of the circle which is our rationalization for building upon. Three goals support that vision and are indicated on the sheet. Data will be gathered this year to see how we are doing and this will develop a baseline for analysis and evaluation year after year.



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III. Communications and Community Relations

Marshall Ashcraft, Director of Public Information, is retiring in October. Dr. Elliott, as well as all of the staff at the MGEC, will miss him very much. Dr.

Elliott posed a question to the group in regards to moving forward with our communication planning and our next director. He asked “what should we do to improve communication to better reach our community?”

Suggestions included:

- Additional phone calls from the central services office (MGEC).
- Expand and diversify what we are doing, through social media such as twitter and Facebook.
- Pictures/details of snow days posted are very helpful to see the variation of weather throughout the district.
- Tweets should be reposted on Facebook.
- Emails sent out perhaps every Friday (as some principals are doing) with upcoming news.
- School websites need to be updated more frequently.
- Texts are great and appreciated.

IV. Technology Update

Our new Director of Technology, Nancy Zeiss, is leading the 1:1 planned replacement of all our devices. We are in the third year of a three year plan. In February 2017 we will be introducing all new devices for teachers and at the end of the school year students will have new devices. Dr. Elliott asked the group for feedback on a couple of options for purchasing additional devices with money that we are saving on this different plan.

The first question; “Do we expand the 1:1 plan from 8-12 graders to 7-12 graders or do we initiate a 2:1 plan in 5th grade, where currently we do not have any technical devices being used.

The majority answered the second option; the 5th grade 2:1 plan.

We are going to be purchasing student Chromebook’s with warranty included. If the PTO/PTA’s wanted to purchase additional devices Dr. Elliott asked that we keep consistent across the district. Check with your principal, ITF’s, Ike Smith or



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Nancy Zeiss to make sure the devices being purchased are the same as the ones being used in the schools. Ike Smith is available for any questions on technical issues, instructional questions or the strategic plan. His email is smithi@watauga.k12.nc.us.

V. PTO/PTA Activity/Updates from each School

A question was posed to the group as to how to get teachers involved in the PTO/PTA meetings. Suggestions included the following: Principals are needed to require teachers to attend, particularly if the meeting is scheduled at 3:00 in the afternoon. At another school, a principal asks for two teachers to participate. Another suggested using monetary incentives or snow day passes.

VI. Adjourn

1:20 PM

The next scheduled meeting will be held November 8, 2016 at 10:00 AM at the MGEC.

WCS Calendar Committee

Meeting Minutes – 9/22/2016, 3:45pm

Attendance: Dr. Wayne Eberle (Central Services), Pam Shirley (Central Services), Dr. Jay Fenwick (WCS Board of Education), Susan Brookshire (Mabel), Wanda Hamilton (Parent), Rhonda Cook (Central Services), Claudine Lovins (Hardin Park), Deanna Holaday (Parkway), Kim Pryor (Parkway), Anne Sukow (Bethel), Allyson McFalls (Blowing Rock), Michele Lee (Green Valley), Laurie Nixon (WHS), Marshall Gasperson (WHS), Karen Cable (Bethel), Heather Ward (Green Valley), Dr. Stephen Martin (Central Services), Lindsey Gough (Cove Creek), Sue Walker (Blowing Rock)

Welcome, Information

Dr. Eberle opened the meeting with a welcome. The agenda for the meeting was reviewed.

- Dr. Eberle provided the number of student days and instructional hours for the last 4 years in WCS in response to a question that was asked at the last meeting. The legislation (General Statute 115C-84.2 and Session Law 2012-145) provides that school calendars must have a minimum of 185 days or 1,025 hours of instruction.

School Year	Student Days	Instructional Hours
2012-2013	180	1,129
2013-2014	179	1,120
2014-2015	178	1132.5
2015-2016	180	1,131

Dr. Eberle provided a revised sample calendar (white copy) and the revised Guidelines for Inclement Weather.

The committee reviewed items discussed from September 1, 2016 meeting

Continue Discussion of Priorities including:

- WHS is willing to reduce number of days in 1st semester to as low as 84 to ensure 1st semester testing occurs before holiday break
- One full week at Spring Break
- Easter at the beginning of Spring Break (Easter is April 1, 2018)
- Support the use of Saturday school as early as possible

Presentation of 4 calendars

1. White copy – similar to 2016-17 calendar. 85 days first semester, 95 days second semester. Students start on Monday, August 21. November 22 (Wednesday) is Early Release Day.
2. Blue copy – 84 days first semester, 96 days second semester. Students start on Tuesday, August 22. November 22 (Wednesday) is Early Release Day.
3. Salmon copy – 84 days first semester, 96 days second semester. Students start on Monday, August 21. November 22 (Wednesday) is Optional Teacher Work Day.
4. Green copy – 85 days first semester, 95 days second semester. Students start on Monday, August 21. November 22 (Wednesday) is Early Release Day. Students return from Christmas break on January 3 (Wednesday). There is one less Teacher Work Day at end of the year.

Consideration/consensus on 2 calendar choices for WCS Faculty/Staff survey

Could there be an optional Teacher Work Day on Nov. 22 and return students on Jan. 3? Students start on Monday. This would take 2 Teacher Work Days from the end of the calendar. This is a blended approach.

Is it possible to have another student day on December 22 and then come back later in January?

If we extend the start date into January and we miss days in 1st semester, then it extends the time for high school students to test into January.

The 2016-17 school year is the first year we have unbalanced semesters to finish exams prior to first semester. More students are trying to finish high school early (December graduates) and we would like to align first semester to the college schedule.

If we miss a day in first semester, then what does that mean for High School exams? Right now we build a 4 day test schedule with a day for makeups. We could push the makeup day until after Christmas. We also have an option to go on Saturday.

School feedback:

Most would be ok with Monday start even though it's not optimal.

Teachers/staff would like to have the Wednesday before Thanksgiving off.

For itinerant teachers, it was nice to start on a Monday.

Kindergarten teachers liked having a full week (Monday start for students) since they begin with staggered entry and then full class by end of week.

PowerSchool – if school start on days other than Monday, then there is a need to run multiple schedules.

It is important to start school on the first day we possibly can.

August 21 – Great American Solar Eclipse.

There was consensus with committee members to eliminate calendar with a Tuesday start (blue copy).

Keep in mind that the final date for students and for staff will likely change as we miss days 2nd semester for inclement weather.

Keep in mind that the last day of school year will be an early release day. We do not put that as a date on the calendar as the last day of school always changes as we miss days due to inclement weather.

Discussion of survey deployment

An online survey with the calendar options will be distributed on October 13. Employees will have until October 21 to complete the survey. Each employee has one vote per email/login account. The calendar with the most votes will be the recommendation to be presented to the Board of Education.

Next Steps for sharing with faculties, parent groups

Share 3 options (white copy, salmon copy, green copy) with school faculty, staff, and parents by Oct. 13. Show the options and differences between the calendars. Review and be prepared to vote beginning Oct. 13. One vote per staff and calendar committee member from user login.

Questions/Concerns

Why are the P/T Conferences, Early Release Days a week after then 9 weeks ends? The time in between the end of the first nine weeks and the P/T Conferences allows for grades to be completed/entered and report cards printed for the conferences.

What are the parameters for a "No Day"? Basically, a "No Day" was originally scheduled as a day for students to attend school. On a "No Day", school is closed for students and employees. The day will be made up on a day in the calendar that was originally NOT scheduled as a student day or a teacher work day. For example, if we miss school and it is made up on a Saturday, the day we missed would be a "No Day" with Saturday as a makeup day. The same might be true if we miss many days and exhaust all teacher work days and annual leave as make up options. Right now, the last day in the school calendar is June 11, 2018. If we extend the year past that date it would be because of a "No Day" in the calendar. A "No Day" in essence is a day that is traded in the calendar from a day scheduled for school to a day that was not scheduled for school, a work day, or an annual leave day.

Next Calendar Committee meeting dates:

October 13 (Thursday) - Calendar survey will be distributed this date. We agreed that the calendar committee will NOT meet on this date now.

November 17 (Thursday) at 3:45pm at WHS (if needed)

December 12 (Monday) – Board of Education meeting at 6:00pm

Watauga County Schools Academically/Intellectually Gifted Program

Corrections to 2016-2019 AIG Plan

In the process of submitting our AIG Plan to DPI through their online system, three items from earlier drafts that had been subsequently changed by the AIG Specialist Team were submitted. These incorrect items and their correct counterparts, which will be submitted to DPI, are provided below.

Plan Section	Incorrect Language	Correct Language	Rationale
Standard 1, Practice A, paragraph 4	"In order to begin the nomination process for their child(ren), parents may complete a Parent Nomination Form, which can be requested and obtained from their school's AIG Specialist."	"Parents/guardians interested in beginning the nomination process for a child <u>should meet with the student's classroom teacher(s) and/or their school's AIG Specialist.</u> "	This is consistent with practice under the 2013-2016 AIG Plan. The AIG Specialists and Director felt this process was easier for parents to navigate than requiring paperwork.
Standard 1, Practice B, paragraph 1	"While Appendix D lists the Criteria to Access Services in detail, they can be summarized as follows...Score(s) of at least 90% or Level IV on the relevant North Carolina End-of-Grade or End-of-Course exams, respectively"	"While Appendix D lists the Criteria to Access Services in detail, they can be summarized as follows... <u>93rd percentile rank or Level IV achievement on the relevant North Carolina End-of-Grade or End-of-Course exams</u> "	This criterion is the same as what was in place under the 2013-2016 AIG Plan, and is also already reflected in the current Criteria to Access Services document (Appendix D).
Standard 6, Practice I, paragraph 2	"AIG Specialists also present this evaluation data to their schools' stakeholders, including faculty members and parents."	(Delete this sentence)	While AIG Specialists may share program evaluation results with faculty members, it is not practice to hold school-based parent meetings for this purpose. This information is made available to the general public, including parents, by way of the AIG Director's presentation to the Board of Education.



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Personnel Advisory Committee Meeting September 28, 2016

Welcome, Introductions

Chris King (Valle Crucis), Christy Parker (Central Services), Mary Catherine Felts (Blowing Rock), Tonya McKinney (Mabel), Maria Nash (Hardin Park), Angela Mosner (Central Services), Madison Hollar (Cove Creek), Deanna Holaday (Parkway), Ly Marze (Central Services), Stephen Martin (Central Services)

Committee Purpose and Guidelines

The Personnel Advisory Committee reviews policies, procedures, and other items which are related to school personnel. In the last couple of years the committee has reviewed every Personnel policy through guidance with the NC School Board Association. Additionally, the committee is a forum to share events or questions that happen at the school level. Two Board of Education members, Ron Henries and Barbara Kinsey serve on the committee, but could not join us today as they are attending a regional school board association meeting. Generally, members on the committee serve for 2 years.

School Updates

Blowing Rock – 4th grade is going to Sound to Sea (fundraising efforts currently for the trip); amphitheater project is getting underway; Fall festival; faculty-student basketball game; 5th & 7th grades STARS science project

Mabel – Kindergarten and 4th grade are going to the zoo on 9/30; Fall festival next Friday

Parkway – Fall festival on 9/30; neat PLCs occurring with several book options to choose from

Cove Creek – 6/7th grades going to Space Camp; 8th grade to Biltmore with Bethel and Mabel through Gear Up; greenhouse is beginning to function again

District Updates

We've had a great start to the school year. The Twitter Challenge has been happening during the month of September. Seeing all the fantastic teaching and opportunities for our students across the district is a true benefit of using Twitter. In the next few weeks we will be hiring to fill the positions of Director of Communications and Community Relations and the Executive Assistant to the Superintendent and Board of Education. We thank Marshall Ashcraft and Kerin Kiser for their valuable work and service in these areas.

Merit Pay Plan

Information was shared with committee members about the merit pay plan. Please refer to handouts attached to agenda for the guidelines provided by NCDPI regarding the plan. Merit based is a one-time payment for state paid non-educator employees. Teachers and instructional support personnel are not eligible for merit



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pay with this plan.. Employees are assigned salaries from one fund source or even a combination of fund sources including state, local, or federal fund sources. This bonus is not subject to retirement. WCS plans to include all eligible employees regardless of the fund source – state, local, or federal. Local funds that were set aside for salary increases last year would be used for the merit pay.

The criteria under consideration was shared with the committee for review and feedback. Feedback will be reviewed this week and a plan will be presented to the Board of Education in October. Once we have a BOE approved plans, an eligibility list will be created and the amount of merit pay per person will be determined.

Sick Leave Bank

The Personnel Advisory Committee began discussion about a sick leave bank during the 2015-2016 school year. BOE Policy #7541 (Sick Leave Bank) for WCS was approved January 11, 2016. Our committee task has been to review the policy and determine if we would like to implement a sick leave bank for WCS. If we choose not to have a sick leave bank, then we would seek for the policy to be removed.

The rationale for considering a policy was that at times when individuals retire from the school system, they have sick days that go unused. Sick leave days in groups of 20 count one month toward attributable service. For example, 20 days = 1 month of service. 21 days = 2 months of service. 40 days = 2 months of service with 19 days not counting toward service. These days will stay in the retiree's account for 5 years. If they have not been used during those 5 years, the days are deleted and not used. In the past retirees had 3 options: use the SL days, donate the SL days to someone on the Voluntary Sick Leave list, or leave the days in their account.

If WCS had a sick leave bank, then the retiree could donate all or part of these additional SL days to the bank for someone in need to use later.

A subcommittee met on 8/29/16 to specifically discuss beginning a Sick Leave Bank. The notes from the meeting were shared with Personnel Advisory Committee members to consider. Additionally, a survey was distributed to districts across NC to identify their practices regarding Sick Leave banks. Most districts do not have SL banks. Davidson County implemented a SL bank 2 years ago and has experienced success.

Personnel Advisory Committee discussed the advantages and potential pitfalls of starting a SL bank. The creation of a sick leave bank is a multi-faceted issue. The concerns expressed involved management of the sick leave bank and fairness to our employees. The advantages included this is a benefit that could help employees in need with no additional cost to the district.

Members of PAC in attendance agreed that we should move forward with the creation of a sick leave bank. The next steps will be to establish some guidelines with the aim at keeping them simple and fair. Also, we will identify a review team who would consider requests. For the remainder of the 2016-2017 school year, retirees would be able to donate days to the Sick Leave Bank. If we have days in the SL bank by the beginning of the 2017-2018 school year, then employees could request days from the bank. Retirees are the only ones eligible to donate sick leave to the bank at this time.



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Agenda Items from Schools

No additional items were noted.

Future meeting dates for 2016-2017

November 30, 2016

January 25, 2017

March 15, 2017

All meetings are scheduled to begin at 3:45pm at the Margaret Gragg Education Center