



# Watauga County Board of Education

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

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

## WATAUGA COUNTY BOARD OF EDUCATION MEETING MAY 09, 2016 5:30 P.M.

- |      |     |   |                               |
|------|-----|---|-------------------------------|
| 5:30 | 1.  | <b>CALL TO ORDER</b>  | Board Chair                   |
| 5:30 | 2.  | <b>CLOSED SESSION</b>   |                               |
|      |     | A. Approval of Minutes  |                               |
|      |     | B. Student Records - N.C.G.S.143-318.11(a)(1)   |                               |
|      |     | C. Reportable Offenses - N.C.G.S.115C-288(g)  |                               |
|      |     | 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.  | <b>OPEN SESSION/MOMENT OF SILENCE</b>   | Board Chair                   |
| 6:02 | 4.  | <b>DISCUSSION AND ADJUSTMENT OF AGENDA</b>  | Board Chair                   |
| 6:05 | 5.  | <b>SUPERINTENDENT'S REPORT</b>  | Dr. Scott Elliott             |
| 6:08 | 6.  | <b>STUDENT'S REPORT</b>   | Darcy Carson and Andrew Nenow |
| 6:13 | 7.  | <b>PUBLIC COMMENT</b>   | Board Chair                   |
|      |     | <b>Note: Anyone who wishes to address the Board should sign the Public Comment Roster</b> |                               |
| 6:15 | 8.  | <b>PUBLIC RECOGNITION</b>   |                               |
|      |     | A. Special Olympics T-shirt Art Contest Winner  | Dr. Mike Marcela              |
|      |     | B. School Nurses Recognition  | Dr. Paul Holden               |
|      |     | C. NC SkillsUSA State Auto Technology Winners   | Larry Jones, Jim Lusk         |
|      |     | D. NC SkillsUSA State Carpentry Winners   | Jason Matthews                |
|      |     | E. DECA   | Brett Green, Shelby Gilmore   |
|      |     | F. NC SkillsUSA State Cosmetology Winners   | Stephanie Hamby, Torry Greene |
|      |     | G. Servants Heart Award   | Dr. Scott Elliott             |
| 6:40 | 9.  | <b>CORRECTION AND APPROVAL OF MINUTES</b>   | Board Chair                   |
| 6:42 | 10. | <b>CONCURRENCE</b>  |                               |
|      |     | Field Trip Requests   | Dr. Scott Elliott             |
| 6:45 | 11. | <b>STUDENT SERVICES</b>   |                               |
|      |     | ASU Counseling and Assessment Center  | Dr. Kurt Michael              |

**6:55 12. CHILD NUTRITION**

Bid Renewals

Monica Bolick

**7:00 13. CURRICULUM**

Analysis of Student Work Local Model

Meredith Jones, Kelly Walker

**7:05 14. FINANCE**

A. Declaration of Surplus

B. Budget Amendment

Ly Marze

**7:10 15. PERSONNEL**

I. Resignations

Dr. Stephen Martin

II. Administrative Personnel - Renewal of Administrator Contracts

III. Certified Personnel

A. New Employment

B. Re-Employment: Probationary Status 2016-2017 (One-Year Contracts)

C. Extended Employment

IV. Classified Personnel

A. New Employment

B. Re-Employment for 2016-2017 School Year

C. Extended Employment

V. Substitutes

VI. Long-Term Substitutes

VII. Athletic Coach

VIII. Leave of Absence Requests

**7:15 16. TECHNOLOGY**

AIG Plan for Approval

Ike Smith

**WORK SESSION ITEMS FOR DISCUSSION****7:30 17. POLICIES FIRST READING**

5030 Community Use of Facilities

9000 Planning to Address Facility Needs

1370 Board Committees

**7:40 18. APPROVAL ON FIRST READING**

2.05.10 Board of Education-Owned Vehicles

3580 Destruction of Non-Current Records of Students with Disabilities

5030-R Guidelines for Use of Facilities

5225 Fund-Raising Activities

5245 Use of Automated Messages

6220 Operation of School Nutrition Services

6350 School Bus Regulations

6410 Organization of the Purchasing Function

6420 Contracts with the Board

6430 State Purchasing Requirements for Equipment, Materials and Supplies

- 6440 Local Purchasing Requirements for Equipment, Materials and Supplies
- 6442 Vendor Lists
- 6450 Purchase of Services
- 6560 Disposal of Surplus Property
- 8210 Grants and Funding for Special Projects
- 9010 Site Selection
- 9110 Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk
- 9115 Prequalification of Bidders for Construction Projects
- 9120 Bidding for Construction Work
- 9400 Sale, Disposal, and Lease of Board-Owned Real Property

**7:50 19. BOARD COMMENT/OPERATIONS**

Options for Policy Manual Updates

**7:55 20. ADJOURNMENT**

**21. MISCELLANEOUS INFORMATION; PTO/PTA Advisory Meeting Minutes, April 19, 2016**

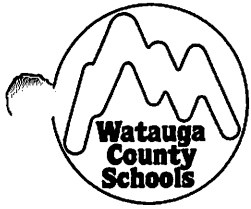
**Important Dates:**

**TOY Banquet – May 12, 6:00**

**After School Family Fun Festival - May 14, 1:00-5:00**

**Elementary Curriculum Meeting – May 18, 3:15**

**High School Curriculum Meeting– May 10, 3:45**



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**DATE:** April 11, 2016

**TIME:** 5:30 p.m.

**PLACE:** Gragg Education Center

**PRESENT:** Ron Henries, Brenda Reese,  
Barbara Kinsey, Jay Fenwick  
and Jason K. Cornett  
Dr. Scott Elliott, Superintendent,  
Darcy Carson, Andrew Nenow  
Student Board Representatives

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

## **OPEN SESSION**

Board Chair Mr. Ron Henries called the open session meeting to order. He began the meeting with a moment of silence.

## **SUPERINTENDENT'S REPORT**

Superintendent Dr. Scott Elliott welcomed the special guests in attendance including community members, student representatives, teachers and administrators. Graduation will be held on Saturday, June 11<sup>th</sup> at 10:00 at the Holmes Convocation Center. Dr. Elliott commended all the hard work that has gone into the construction of the new playground at Hardin Park by volunteer corps of parents and school employees. He invited everyone to stop by and take a closer look at the project. A great deal of fund raising is still needed to fully complete the project and he is sure that Mrs. Smalling would love to see everyone at the 5K Extreme Donut Dash on May 7<sup>th</sup>. As of today we have completed 135 days and 850 hours of instruction.



## **STUDENT'S REPORT**

Watauga High Senior Student Representative Darcy Carson and Junior Student Representative Andrew Nenow reported that DECA students will be attending the national competition in Nashville, Tennessee. Elections are coming up this week for DECA officers. AP tests will be starting in May for juniors and seniors. The musical, Mary Poppins, will be performed Thursday through Saturday of this week. Cheerleading tryouts were held this past weekend.

## **PUBLIC COMMENT**

There was no public comment at tonight's meeting.

## **PUBLIC RECOGNITION**

Dr. Stephen Martin presented the nine Teachers of the Year for 2016-2017 which included: Jake Orange, from Bethel, Martha Trimble; Blowing Rock, Madison Hollar; Cove Creek, Jennifer Brown; Green Valley, Brooke Huffman; Hardin Park, Sumer Williams; Mabel, Kim Pryor; Parkway, Courtney McClellan-Brown; Valle Crucis and George Wilson; Watauga High School. Dr. Martin also reminded the board members that the banquet honoring the teachers of the year will be held on May 12<sup>th</sup> and the district teacher of the year will be announced May 13<sup>th</sup>.

Tricia Hall and Wendy Jessen, representatives from the Watauga Education Foundation, presented the WEF Price Deverick Scholarship grants for professional development to the following teachers; Courtney McKinney, Gayle Oliver and Donna Raichle. Seven additional recipients were not able to attend tonight's meeting.

Tom Brown, science teacher at Watauga High School, along with four students, presented robots, and research done through the school sponsored club at the high school, the Robotic Club. The students also brought in their awards and trophies from past competitions. April 23<sup>rd</sup>, the club is hosting a "sumo bot" event at the ASU convocation center, and invited everyone to come out and see how robots actually can compete against one another.

Linda Mauldin, representing the Daniel Boone Chapter of the Daughters of the American Revolution, presented the winner of the American History Essay Contest, Andrew Tester. Andrew is a fifth grader in Anne Sukow's classroom from Bethel Elementary School. He wrote about a colonial family's response to the Stamp Act.

Dr. Elliott presented April's Servant's Heart Award to Jane Shook, PTO President of Hardin Park School, and Brian Johnson, Urban Design Specialist with the Town of Boone, for their dedication and hard work with the new Hardin Park playground. Dr. Elliott thanked them for their leadership and their hearts for our children. They, along with a small army of parents, staff members, community volunteers, and college students, made the dream a reality for the Hardin Park community.

## **TECHNOLOGY**

Valle Crucis teachers Chris King and Sherri Hale along with a few fifth grade students, presented their collaborative student projects using the google learning management system. The team was impressive with their slide presentation and in depth research done through the various google resources.

## **CORRECTION AND APPROVAL OF MINUTES**

A motion was made by Jason K. Cornett and seconded by Brenda Reese to approve the March 14, 2016 open session minutes as printed. The motion passed unanimously.

## **CONCURRENCE**

A motion was made by Jay Fenwick and seconded by Barbara Kinsey to approve the field trip request as presented. The motion passed unanimously.

Dr. Elliott presented for approval, the application and contract for use of a school facility, the Blowing Rock Auditorium from the Blowing Rock Ensemble Stage Company. A motion was made by Jay Fenwick and seconded by Jason K. Cornett to approve the contract. The motion passed unanimously.

## **FINANCE**

A motion was made by Jason K. Cornett and seconded by Brenda Reese to approve the Declaration of Surplus Report. The motion passed unanimously.

A motion was made by Brenda Reese and seconded by Jay Fenwick to approve the 2016-2017 Current Expense and Capital Outlay Budget Proposal. The motion passed unanimously.

## **CURRICULUM**

A motion was made by Barbara Kinsey and seconded by Brenda Reese to approve the Pre-K MOA with Lucy Brock. The motion passed unanimously.

Zack Green, Executive Director of Mountain Alliance, thanked the board for inviting him to tonight's meeting. He also thanked Debora Smith, Data Systems Coordinator, for her leadership and assistance in putting together the data for tonight's PowerPoint presentation. Max Maling, a junior, has been involved with Mountain Alliance since his freshman year and has over 100 hours invested. He expounded upon his positive experiences with his recent spring break trip and his volunteer hours with the hospitality house. He is very happy and appreciative for the program and that it is offered at our high school.

### **CHILD NUTRITION**

A motion was made by Jay Fenwick and seconded by Brenda Reese to approve the 2016-2017 Proposed Meal Price Increase as presented. The motion passed unanimously.

### **PERSONNEL**

A motion was made by Jason K. Cornett and seconded by Jay Fenwick to approve items I-VI on the personnel report and the addendum as presented. The motion passed unanimously.

### **TEACHER MATCH DEMONSTRATION**

Christy Parker, Human Resource Assistant and Dr. Martin, Human Resource Director and Assistant Superintendent, presented an overview of the new online applicant tracking system for Watauga County Schools. Ms. Parker gave a historical perspective stating that twenty years ago we used *paper applications*, ten years ago we used *NC School Jobs*, and six years ago we moved to *Applitrack* which sometimes took several hours for the applicant to complete. Last spring, it was announced that *Teacher Match* had won the bid for the state-wide contract. On Monday, March 7, 2016 WCS "went live" with Teacher Match and now an application can be completed within 10-15 minutes.

### **POLICIES SECOND READING**

A motion was made by Jay Fenwick and seconded by Brenda Reese to approve the following policies on second reading. The motion passed unanimously.

- 3210 Parental Request to Review Instructional Materials
- 6000 Support Services
- 6100 Goals of Student Health Services
- 6110 Organization of Student Health Services
- 6120 Student Health Services
- 6120-R Student Health Services
- 6125 Administering Medication to Students
- 6146 Emergency Resuscitation Policy
- 6300 Goals of Student Transportation Services
- 6301 Classified Staff Bus Driving Requirements
- 6305 Safety and Student Transportation
- 6306 School Bus Idling
- 6306-R School Bus Idling Procedures
- 6310 Organization of Student Transportation Services
- 6315 Drivers ID
- 6320 Use of Student Transportation Services
- 6321 Bus Routes
- 6322 Student Assignment to Buses
- 6325 Parking Areas for Students

- 6330 Insurance for Student Transportation Services
- 6340 Transportation Service Vehicle Contracts
- 6500 Goals of Equipment, Materials, and Supplies
- 6510 Organization of Equipment, Materials, and Supplies
- 6520 Use of Equipment, Materials, and Supplies
- 6521 Personal Use of Equipment, Materials, and Supplies
- 6522 Use of Equipment, Materials, and Supplies by Non-School Groups
- 6524 Network Security
- 6525 Instructional Materials Services
- 6530 Resource Conservation
- 6540 Hazardous Materials
- 6550 Vandalism
- 6560 Disposal of Surplus Property
- 9010 Site Selection
- 9020 Facility Design
- 9030 Facility Construction
- 9110 Use and Selection of Architects, Engineers, and Surveyors
- 9120 Bidding for Construction Work
- 9130 Supervision of Construction Contracts
- 9300 Naming Facilities
- 9400 Sale, Disposal, and Lease of Board-Owned Real Property

#### **BOARD OPERATIONS/COMMENTS**

Mr. Henries reminded the board of the NCSBA video being shown tomorrow on School Facility Use. Dr. Fenwick recently attended the Charter School information session with NCSBA. He also congratulated the board and administration on the education component from the Public School Forum report. Watauga ranked 3<sup>rd</sup> of all North Carolina counties and has made great strides between the years of 2010 and 2016 in graduation rank, short term suspension and juvenile delinquency rates.

#### **ADJOURNMENT**

A motion was made by Jay Fenwick and seconded by Jason K. Cornett to adjourn the meeting at 10:12 p.m. The motion passed unanimously.

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R. Ivan Henries, Board Chair

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Dr. Scott Elliott, Superintendent



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4.01.20c

## OVERNIGHT STAY FIELD TRIP REQUEST FORM

MUST BE APPROVED BY PRINCIPAL, SUPERINTENDENT AND BOARD OF EDUCATION

Date of Request: 4/15/16 School: WHS Teacher: LtCol Harper

School Staff Chaperones: LtCol Harper & MSgt Hernandez

Non-School Staff Chaperones: N/A  
(See SBE Policy 2.04.50 for standards School Volunteers must meet)

Grade: 10-12 Number of Students: 17 Dates of Trip: from 6/17/16 to 6/21/16

Time Leaving: 8:00 Am Time Returning: 4:00 Pm

City, State, Place to be Visited: Bud Schiele Boy Scout Camp, U.S. White Water Center

Mode of Transportation: Activity Bus

Driver/s: LtCol Harper

Round Trip Mileage: 250 #Buses Needed: 1 Per Student Expense: \$ 75<sup>00</sup>

Source of Funds: Individual donations / fund-raising

Purpose of Trip and How It Relates to the Curriculum: JROTC will team

with 6 other MCIJROTC schools to conduct its annual  
Cadet Leadership Camp (CLC) at Bud Schiele, concluding with a day  
at the U.S. White Water Center Charlotte, NC.

Principal's Approval: [Signature] Date: 4/18/16

Superintendent's Approval: [Signature] Date: 4/18/16

Board of Education's Approval: \_\_\_\_\_ Date:   /  /  

This field trip request 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 2<sup>nd</sup> Monday of each month.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

1155 EAST 58TH STREET

CHICAGO

ILLINOIS 60637

TEL. 733-9328

OFFICE OF THE DEAN OF PHYSICS

1155 EAST 58TH STREET, ROOM 101

CHICAGO, ILLINOIS 60637

ADMISSIONS OFFICE

1155 EAST 58TH STREET, ROOM 101

CHICAGO, ILLINOIS 60637

TEL. 733-9328

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## OVERNIGHT STAY FIELD TRIP REQUEST FORM

MUST BE APPROVED BY PRINCIPAL, SUPERINTENDENT AND BOARD OF EDUCATION

Date of Request: 4/7/16 School: WHS Teacher: Olivia Haigler

School Staff Chaperones: Olivia Haigler

Non-School Staff Chaperones: Dustin Haigler  
(See SBE Policy 2.04.50 for standards School Volunteers must meet)

Grade: 9-12 Number of Students: 20 Dates of Trip: from 6/22/16 to 6/23/16

Time Leaving: 12:00pm 6/20 Time Returning: 6:00pm 6/23

City, State, Place to be Visited: Raleigh Convention Center, Raleigh, NC

Mode of Transportation: Activity Bus

Driver/s: Olivia Haigler

Round Trip Mileage: 376 #Buses Needed: 1 Per Student Expense: \$ 120

Source of Funds: CTE & FFA

Purpose of Trip and How It Relates to the Curriculum: We will be traveling to Raleigh to compete & attend the North Carolina State FFA Convention & competitions (agenda to come)

Principal's Approval: [Signature] Date: 8 Apr 11 16

Superintendent's Approval: [Signature] Date: 4/12/16

Board of Education's Approval: \_\_\_\_\_ Date:   /  /  

This field trip request 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 2<sup>nd</sup> Monday of each month.

# 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) Christina Welch Cell phone number: 828-266-2043

Other School Staff Chaperones: Emily Green

Names of Non-School Chaperones: none

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

Grade(s): 5 Number of Students: 2 Dates of Trip: from 6/23/16 to 6/26/16

Departure Time/Date: 8am 6/23/16 Return Time/Date: 9pm 6/26/16

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

New Orleans, LA  
see attachment

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

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: parent transport (if applicable, bus request form must be attached)

Driver/s:        Round Trip Mileage:        # of Buses Needed:       

Total Cost per student \$ \$950

Source of Funds: Donations

Purpose of Trip and How It Relates to the Curriculum: These 2 students have been invited to compete at the National Junior Beta Convention in woodworking & Elementary Social Studies.

Sponsoring Teacher Signature: Christina Welch Date of Request: 4/29/2016

Principal Approval: Mack C. Hagan Date: 4/29/2016

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

Superintendent Approval: [Signature] Date: 5/4/16

Board of Education Approval:        Date:    /   /





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## OVERNIGHT STAY FIELD TRIP REQUEST FORM

**MUST BE APPROVED BY PRINCIPAL, SUPERINTENDENT AND BOARD OF EDUCATION**

Date of Request: 04/18/16 School: Watauga High School Teacher: Joe Gragg

School Staff Chaperones: Joe Gragg

Non-School Staff Chaperones: \_\_\_\_\_  
(See SBE Policy 2.04.50 for standards School Volunteers must meet)

Grade: 11/12 Number of Students: 2 Dates of Trip: from 06/28/16 to 07/02/16

Time Leaving: 6:00 AM Time Returning: 5:30 PM

City, State, Place to be Visited: Nashville, TN, Gaylord Opryland Convention Center

Mode of Transportation: County Vehicle / Rental Vehicle

Driver/s: Joe Gragg

Round Trip Mileage: 680 #Buses Needed: 0 Per Student Expense: \$540.65

Source of Funds: Fundraisers, Students

Purpose of Trip and How It Relates to the Curriculum: Students will be going to  
compete in the National TSA conference. TSA relates to Sci V's I + II, GAD,  
AGAD, TED, Physics, and other LTE courses.

Principal's Approval: [Signature] Date: 18 April 16

Superintendent's Approval: [Signature] Date: 4/18/16

Board of Education's Approval: \_\_\_\_\_ Date: 1-1

This field trip request 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 2<sup>nd</sup> Monday of each month.

## SCHOOL ACTIVITY TRIP SAFETY STATEMENT

In the interest of safety and in accordance with recommended procedures the following information must be reviewed with passengers prior to every school-related or athletic or other activity trip.

Providing this information complies with North Carolina State Board of Education Policy TCS-H-006:

*"LEAs shall also provide safety instruction to students taking trips on activity buses or commercial buses as needed, including but not limited to instruction and demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip."*

Students and other passengers should:

- Remain seated at all times when the bus is not parked;
- Refrain from distracting the driver during the trip;
- Keep bus steps, aisle and emergency exits clear at all times (this includes sports equipment, book bags, luggage and coolers);
- Refrain from sticking any part of your body – or any objects - out of the windows;
- Keep voices down to a conversational level, and remain quiet at railroad crossings;
- Use the emergency exits only in an emergency;
- Be considerate of the comfort and safety of all passengers;

In the event of an emergency :

- Please remain calm
- Proceed to the closest emergency exit;
  - emergency windows on either side of the bus;
  - two roof hatches on the roof of the bus;
  - emergency door at the rear of the bus.

(NOTE: There should be a demonstration on how to use each type exit)

### CERTIFICATION OF COMPLIANCE

The driver specified a designee to supervise and an evacuation team to assist with the evacuation of the school bus in the event of an emergency. The driver described the basic safety regulations, emergency exits and evacuation procedures.

Date of Trip \_\_\_\_\_

Time of Trip \_\_\_\_\_

School of Origin of Trip \_\_\_\_\_

Destination \_\_\_\_\_

\_\_\_\_\_  
Signature of Sponsor/Lead Chaperone

\_\_\_\_\_  
Driver Signature

## 2016 National TSA Conference

### Schedule at a Glance

(Tentative)

#### MONDAY, June 27, 2016

5:00PM — 11:00PM

5:00PM — 11:00PM

TSA, Inc. Board of Directors Meeting

National TSA Officers Meeting

Delta Island Boardroom  
Washington A

#### TUESDAY, June 28, 2016

12:00PM — 7:00PM

2:00PM — 3:00PM

3:00PM — 4:00PM

3:00PM — 4:00PM

4:00PM — 5:00PM

5:00PM — 8:00PM

6:30PM — 8:30PM

9:00PM — 9:30PM

7:00PM — 8:00PM

7:30PM — 8:45PM

9:00PM — 11:00PM

12:00 Midnight

Conference Registration

CRC Managers Meeting

National TSA Officer Candidates Meeting

Mandatory Competitive Event Coordinators Meeting

Advisors Welcome

Competitive Events Check-In (for selected events)

Competitive Event Check-In (for selected events)

Required sign-up for presentation times

\*TEAMS – Welcome

Conference Kick-Off!

State Delegation Meetings

Curfew

Delta Ballroom Foyer

Jackson E

Jackson D

Bayou A

Delta Ballroom A

Various Locations

Various Locations

Various Locations

Delta Ballroom A

Ryman Exhibition Hall B4

Various Locations

#### WEDNESDAY, June 29, 2016

7:15AM — 8:45AM

8:00AM — 8:00PM

9:00AM — 11:00AM

9:00AM — 5:00PM

11:00AM — 7:00PM

11:30AM — 12:30PM

11:30AM — 7:00PM

11:30AM — 6:00PM

12:30PM — 3:00PM

1:00PM — 2:00PM

3:00PM — 5:00PM

4:00PM — 6:00PM

5:00PM — 6:00PM

5:30PM — 6:30PM

State Flag Representatives Meeting

\*TEAMS Competition (assigned times)

Opening General Session (General Session I)

Information Desk Open

Leadership Sessions

Advisor Update Meeting

Competitive Events (selected events submit 7-8 AM)

Special Interest Sessions

State Advisor Forum

State Presidents Meeting

Submit Middle School Display Events

Submit High School Display Events

Alumni/ Graduating Senior Reception

TSA Region 1-5 Meeting

Region 1

Region 2

Region 3

Region 4

Region 5

State Delegation Meetings

Curfew

Delta Ballroom

Various Locations

Delta Ballroom

Delta Registration Desk C

Canal E

Delta Ballroom A

Various Locations

Various Locations

Delta Island E

Delta Island D

Ryman Exhibit Hall B4

Ryman Exhibit Hall B4

Delta Island F

Governor's Chamber A

Governor's Chamber B

Governor's Chamber C

Governor's Chamber D

Governor's Chamber E

Various Locations

6:00PM — 11:30PM

12:00 Midnight

## THURSDAY, June 30, 2016

8:00AM — 4:00PM	*TEAMS Competition (assigned times)	Ryman Exhibition B5
9:00AM — 11:00AM	Recognition Assembly (General Session II)	Delta Ballroom
9:00AM — 5:00PM	Information Desk Open	Delta Registration Desk C
11:00AM — 7:00PM	Leadership Sessions	Canal E
11:00AM — 7:00PM	Competitive Events	Various Locations
11:00AM — 6:00PM	Special Interest Sessions	Various Locations
11:30AM — 12:30PM	Advisor Update Meeting	Delta Ballroom A
11:30AM — 7:00PM	Competitive Events (selected events submit 7-8 AM)	Various Locations
1:00PM — 5:00PM	TSA Meet and Greet	Delta Ballroom Lobby
7:30PM — 9:00PM	*TEAMS – Awards Ceremony	Delta Ballroom A
8:00PM — 11:30 PM	State Delegation Meetings	Various Locations
12:00 Midnight	Curfew	

## FRIDAY, July 1, 2016

8:30AM — 10:30AM	TSA, Inc. Corporate Board Annual Meeting	Canal A
9:00AM — 5:00PM	Information Desk Open	Delta Registration Desk C
9:00AM — 7:00PM	Competitive Events	Various Locations
11:00AM — 6:00PM	Special Interest Sessions	Various Locations
11:00AM — 7:00PM	Leadership Sessions	Canal E
11:30AM — 12:30PM	Advisor Update Meeting	Delta Ballroom A
1:00PM — 1:45PM	CRC/Students Forum	Jackson A
1:45PM — 2:30PM	CRC/Advisors Forum	Jackson A
3:30PM — 4:30PM	TSA, Inc. Board of Directors Meeting (new board)	Delta Island D
5:30PM — 6:00PM	Voting Delegate Seating	Delta Ballroom A
7:00PM — 9:00PM	Annual Business Meeting (General Session III)	Delta Ballroom
12:00 Midnight	Curfew	

## SATURDAY, July 2, 2016

8:00AM — 11:00AM	Awards Ceremony (General Session IV)	Delta Ballroom
12:00PM — 1:00PM	National TSA Officers Meeting (new officers)	Washington A

\*TEAMS – Tests of Engineering Aptitude, Mathematics and Science

# 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) Heather Martin Cell phone number: 828-850-1102

Other School Staff Chaperones: —

Names of Non-School Chaperones: Emily Collins, WHS teacher & Student Council adviser

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

Grade(s): 7<sup>th</sup> Number of Students: 8 Dates of Trip: from 7/11/16 to 7/15/16

Departure Time/Date: 10am / 7-11-16 Return Time/Date: 4pm / 7-15-16

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

Mars Hill, NC ~ Mars Hill University

Are all site(s) accessible to students with disabilities? ☒ yes \_\_\_ no How will students with disabilities be accommodated for site access and transportation? Mars Hill University is 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: activity bus \*sharing bus with WHS Student Council (If applicable, bus request form must be attached)

Driver/s: Stephen Martin Round Trip Mileage: 180 # of Buses Needed: 1

Total Cost per student \$ 162.50

Source of Funds: Tanger grant funds paying \$162.50 per student (total cost \$325). Travel cost paid with PKY Student Council funds.

Purpose of Trip and How It Relates to the Curriculum: NC Assoc. of Student Councils annual Summer Leadership Workshop - develop personal leadership skills & the ability to

Sponsoring Teacher Signature: Heather Martin

Date of Request: 4/22/16

Principal Approval: Stephanie Swish

Date: 4/22/16

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

Superintendent Approval: [Signature]

Date: 4/25/16

Board of Education Approval: —

Date: — / — / —

work together to accomplish group goals.

THE UNITED STATES OF AMERICA

DOCTOR OF MEDICINE

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JOHN H. HARRIS

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JOHN H. HARRIS

## Parent/Guardian Field Trip Information and Consent

- I. Description of Trip (an itinerary that provides the same information may be attached instead of filling out items A-E below) See section V if this is a multiple trip permission form.

A. Purpose of trip NC Assoc. of Student Councils annual Summer Leadership Workshop

- B. Trip destination and activities planned, including an itinerary and description of potentially hazardous activities, including but not limited to swimming/wading/boating.

Mars Hill University

Develop personal leadership skills and the ability to work together to accomplish group goals

C. Means of transportation activity bus Cost 0 to students

- D. Arrangements for student supervision (include specific details if this trip includes activities without direct supervision such as at theme parks, museums or malls; or high risk/water activities.):

Mrs. Heather Martin, Parkway teacher & Student Council adviser; Mrs. Emily Collins WHS teacher & Student Council adviser; NCASC leaders

- E. Arrangements for meals during trip: all meals will be provided at Mars Hill except: lunch on the way there & back. Students must pay for both lunches.

## II. Conditions for participation

- A. All school rules and policies apply for this trip. The principal and/or trip sponsor may establish additional rules as deemed necessary to protect student safety and preserve the educational value of the trip for all participants.
- B. If the student violates school rules or policies or the instructions of teachers or other chaperones in a way that warrants his/her removal from the trip, the student's parent/guardian will immediately come take the student home at their expense upon the request of the trip sponsor.
- C. In the event the trip is postponed or cancelled, a refund of fees and deposits paid in advance is not guaranteed. However, the school will refund costs for which it is reimbursed by other parties or which are not paid by the school.
- D. By signing this form, the parent/guardian consents to the trip sponsor taking or arranging any emergency medical procedures or treatment that may be required during the trip, and accepts responsibility for the costs of any such treatment.

### III. Student information

- A. Special instructions for this child – allergies, swimming ability if applicable to trip, disabilities or health concerns, etc.

\_\_\_\_\_

\_\_\_\_\_

- B. Medications: This student does \_\_\_\_\_ does not \_\_\_\_\_ have a medical condition that requires medication on a routine basis or in case of an emergency related to that condition. *If so, please attach a completed medication administration form.*

### IV. Parent/guardian Consent and Contact Information

I have read and understood all of this form. I acknowledge that my child is not covered by any insurance provided through the school system and that I am responsible for the costs of any illness or injury resulting from my child's participation on this trip. By my signature below, I acknowledge and agree to all the above terms and conditions and give consent for my child, \_\_\_\_\_, to participate in this field trip.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

**Emergency contacts:** *Please provide two emergency contacts for your child.*

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Best daytime phone #: \_\_\_\_\_

Other phone #: \_\_\_\_\_

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Best daytime phone #: \_\_\_\_\_

Other phone #: \_\_\_\_\_

### V. Multi-Trip Parent/Guardian Consent and Contact Information

A teacher may elect to send one consent form home for multiple in-county, day trips. The information for each trip (including purpose, activities, mode of transportation, supervision, meals, and cost) must be sent home at the same time with this form. You may give consent for all, some, or none of the trips listed here by your signature on each line.

Field Trip Name/Destination	Date	Parent Signature Giving Informed Consent



# 2016 WORKSHOP SCHEDULE

Since workshop activities will occur all over the Mars Hill campus,  
locations for some activities will be announced in General Sessions.

Please take note of all locations when they are announced.

Tentative as of March 18, 2016

## SATURDAY – JULY 9, 2016

1:30 - 11:00	Workshop Preparation	Broyhill Chapel / Auditorium
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## SUNDAY – JULY 10, 2016

7:30 - 1:30	Advance staff	Broyhill Chapel
1:30 - 11:00	Staff Orientation/Meetings	Broyhill Chapel / Fellowship Hall

## MONDAY – JULY 11, 2016

7:30 - 11:30	Breakfast/ Staff Meetings	Various locations
2:00 - 4:00	Registration	Broyhill Chapel / Fellowship Hall
4:00 - 5:00	Free Time/Unpack/Get Acquainted	
4:30 - 5:30	Dinner	Pittman Dining Hall
5:45 - 7:00	Opening General Session 1	Moore Auditorium
7:15 - 9:30	Council Meeting 1	Council Meeting Rooms
9:30 - 10:00	General Session 2	Moore Auditorium
10:15-10:30	Dorm Meetings	Dogwood, Laurel, Bailey Mountain
10:30-11:00	Roundtables	JC rooms
11:30	Lights Out	

## TUESDAY – JULY 12, 2016

7:00	Staff Meeting	Redway Room – Pittman Dining Hall
7:30 - 8:15	Breakfast	Pittman Dining Hall
8:30 - 10:00	General Session 3	Moore Auditorium
10:15-12:00	Council Meeting 2	Council Meetings Rooms
12:00- 1:00	Lunch	Pittman Dining Hall
1:00 - 2:15	Council Meeting 3	Council Meetings Rooms
2:30 - 3:15	Resource Session 1	Various locations
3:30 - 4:15	Resource Session 2	Various locations
2:30 - 4:15	RSVP	Moore Auditorium
4:15 - 5:00	Committee Meetings/Free Time	Various locations / Dorms
5:00 - 6:00	Dinner	Pittman Dining Hall
6:15 - 8:00	Boundary Breaking	Various locations
8:15 - 8:30	Delegate/Adviser Meetings	Chambers Gym
8:30 - 10:30	Folk Dance	Chambers Gym
10:45-11:00	Roundtables	JC rooms
11:30	Lights Out	

Tentative as of March 18, 2016

**WEDNESDAY – JULY 13, 2016**

7:00	Staff Meeting	Redway Room – Pittman Dining Hall
7:30 - 8:15	Breakfast	Pittman Dining Hall
8:30 - 10:00	General Session 4	Chambers Gym
10:15-12:00	Council Meeting 4	Council Meeting Rooms
12:00- 1:00	Lunch	Pittman Dining Hall
1:00 - 2:30	Council Meeting 5	Council Meeting Rooms
2:45 - 3:30	Building a Legacy Activity	Pittman Dining Hall
3:45 - 4:30	Officer Training Session	Various locations
4:30 - 5:00	Committee Meetings/Free Time	Various locations
5:00 - 6:00	Dinner	Pittman Dining Hall
6:15 - 8:30	iKnow That / FTF ITI	Front of Wall Science Building (Gym if inclement weather)
8:45 - 10:30	Leadership Olympics	Chambers Gym
10:45-11:00	Roundtables	JC rooms
11:30	Lights Out	

**THURSDAY – JULY 14, 2016**

7:00	Staff Meeting	Redway Room – Pittman Dining Hall
7:30 - 8:15	Breakfast	Pittman Dining Hall
8:30 - 10:00	General Session 5	Chambers Gym
10:15-12:00	Council Meeting 6	Council Meeting Rooms
12:00- 1:00	Lunch	Pittman Dining Hall
1:00 - 5:30	Council Meeting 7	Council Meeting Rooms / Auditorium
6:00 - 7:15	Banquet	Pittman Dining Hall
8:00 - 10:15	Reflections for the Future	Moore Auditorium
10:15-10:45	Closing and Candlelighting	Broyhill Chapel
11:15-11:30	Roundtables	JC rooms
12:00	Lights Out	

**FRIDAY – JULY 15, 2016**

7:00	Staff Meeting	Redway Room – Pittman Dining Hall
7:30 - 8:15	Breakfast	Pittman Dining Hall
8:15 - 8:45	Pack for Home/Load Cars	Various locations
9:00 - 9:45	Council Meeting 8	Council Meeting Rooms
10:00-12:00	Closing General Session 6	Moore Auditorium

# 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) Emily Nolte Collins Cell phone number: (980) 721-3192

Other School Staff Chaperones: none

Names of Non-School Chaperones: Heather Martin (Parkway)

\* traveling with Parkway Students

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

Grade(s): 11+12 Number of Students: 4 Dates of Trip: from 7/11/16 to 7/15/16

Departure Time/Date: mon 7/11/16 by noon Return Time/Date: Fri. 7/15/16 by 3pm

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

Mars Hill University Mars Hill, NC

see flyer attached or visit NCASC.us

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be accommodated for site access and transportation? Since this is held at a university  
all buildings should be up to code.

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: activity bus (If applicable, bus request form must be attached)

Driver/s: Stephen Martin Round Trip Mileage: 180 # of Buses Needed: 1

Total Cost per student \$: \$200 paid by student

Source of Funds: Student Council will cover the rest of registration and travel costs

Purpose of Trip and How It Relates to the Curriculum: developing personal leadership skills and the ability to work together to accomplish group goals

Sponsoring Teacher Signature: Emily Nolte Collins Date of Request: 4/25/2016

Principal Approval: [Signature] Date: 25 Apr 16

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

Superintendent Approval: [Signature] Date: 4/26/16

Board of Education Approval: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



# Watauga County Board of Education

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

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

4.01.20c

## OVERNIGHT STAY FIELD TRIP REQUEST FORM

MUST BE APPROVED BY PRINCIPAL, SUPERINTENDENT AND BOARD OF EDUCATION

Date of Request: 4/18/16 School: Valle Crucis Teacher: Natasha Lyons  
School Staff Chaperones: Natasha Lyons, David Shack, and 2 other  
Non-School Staff Chaperones: NONE *fac/staff from VC*  
(See SBE Policy 2.04.50 for standards School Volunteers must meet)

Grade: 8 Number of Students: 30-36 Dates of Trip: from 4/12/17 to 4/14/17

Time Leaving: 6:30am Time Returning: 9:30pm

City, State, Place to be Visited: Washington, DC

Mode of Transportation: Charter Bus (Youngs Transportation)

Driver/s: One Driver from Youngs Transportation

Round Trip Mileage: 800mi #Buses Needed: 1 Per Student Expense: \$ 480-\$600

Source of Funds: Student Fundraising and Payments from Parents

Purpose of Trip and How It Relates to the Curriculum: This will go through different sites that they learn about in their social studies class as well as the history behind it and give them the real life places!

Principal's Approval: [Signature] Date: 4/19/2016

Superintendent's Approval: [Signature] Date: 4/21/16

Board of Education's Approval: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

This field trip request 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 2<sup>nd</sup> Monday of each month.



# Watauga County Board of Education

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

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

May 9, 2016

## Ice Cream Bid Rollover

It is the recommendation of the School Nutrition Department to rollover our ice cream bid for the 2016/17 school year. Pet Dairy has agreed to maintain current pricing for the upcoming school year.

The prices, which are attached, were presented to the Mountain Purchasing Co-op and all four counties were in agreement that the services provided have been excellent. The original terms and conditions of the bid remain applicable.

Thank you,

Monica C. Bolick  
Director of School Nutrition



P.O. Box 2489  
Chester, VA 23831

April 1, 2016

***Mountain Purchasing***

Ms. Tammy Woodie  
Director of Child Nutrition  
775 Cranberry Street  
Newland, NC 28657

*PET Dairy would like to offer a renewal on the Ice Cream Contract for the upcoming 2016/2017 school year.*

*The 2016/2017 pricing will remain the same.*

*We thank you for your consideration of this offer, and if you are in agreement, please sign and return to my attention.*

*All terms and conditions will remain the same.*

*If you have any questions, please do not hesitate to give me a call.*

*We appreciate your business and look forward to the upcoming 2016/2017 School Year!*

*Sincerely,*

*Bernie Bernshausen*

Bernie Bernshausen  
Ken Account Manager  
800 849 0369 x 12

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Renewal Acceptance  
***Mountain Purchasing***  
Ms. Tammy Woodie

**ICE CREAM BID PRICES FOR 2015-2016/2016-17**

ITEM DESCRIPTION	CASE PACK	PRODUCT CODE	CASE PRICE ON BID
FUDGE BAR	24	45012	\$8.56
CHOCOLATE CUP LF	24	43540	\$11.50
STRAWBERRY CUP LF	24	43539	\$11.50
VANILLA CUP FL	24	43542	\$11.50
ORANGE CREAM BAR	24	45010	\$8.56
COTTON CANDY PUSHUP	24	GARBER'S	\$10.40
COTTON CANDY CUP	24	GARBER'S	\$8.80
STRAWBERRY FRZ YOGURT	24	GARBER'S	\$8.10
PEACH FRZ YOGURT	24	GARBER'S	\$8.10
CHERRY SOUR SWELL	24	RICH'S	\$8.75
ICE CREAM SANDWICH	24	RICH'S	\$11.00
STRAWBERRY SHORTCAKE	24	RICH'S	\$11.00
CHOCOLATE SHORTCAKE	24	RICH'S	\$11.00
CRUMBLD COOKIE CONE	24	RICH'S	\$11.00
VANILLA & CHOCOLATE CONE	24	RICH'S	\$11.00



# Watauga County Board of Education

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

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

May 9, 2016

## Milk Bid Rollover

It is the recommendation of the School Nutrition Department to rollover our milk bid for the 2016/17 school year. Pet Dairy has agreed to maintain their current prices for the upcoming school year.

The prices, which are attached, were presented to the Mountain Purchasing Co-op at which time all four counties were in agreement that the services provided by Pet Dairy have been excellent. The original terms and conditions of the bid remain applicable.

Thank you,

Monica C. Bolick  
Director of School Nutrition





P.O. Box 2489  
Chester, VA 23831

February 1, 2016

### Mountain Purchasing

Ms. Tammy Woodie  
Director of Child Nutrition  
775 Cranberry Street  
Newland, NC 28657



# TruMoo



See Attached

Re: Dairy Contract Renewal Milk and Dairy Products 2016/2017

Dear Ms Woodie:

PET Dairy would like to offer a renewal on the Milk, Dairy Contract for the upcoming school year 2016/2017, effective August 1, 2016.

Pricing, terms and conditions will remain the same.

Code	Description	Size	Current Price	Change	Effective 8/1/2016
10731	100C DF SR CRM	100C	\$15.7000	No Change	\$15.7000
12553	5LB DN 1% CC	5LB	\$9.0000	No Change	\$9.0000
22117	HG PET NF BM	HG	\$2.2300	No Change	\$2.2300
25141	HP DP PET HVD	HP	\$0.3250	No Change	\$0.3250
25360	HP DP PET SKIM	HP	\$0.2950	No Change	\$0.2950
27271	4FZ PET OJ	4FZ	\$0.1575	No Change	\$0.1575
27279	HP DP PET 1%	HP	\$0.3150	No Change	\$0.3150
27833	HP PET OJ	HP	\$0.3200	No Change	\$0.3200
40801	HP PET FF BM	HP	\$0.3150	No Change	\$0.3150
45837	HP TM FF CHC	HP	\$0.3150	No Change	\$0.3150
46073	HP TM FF STR	HP	\$0.3050	No Change	\$0.3050
47282	HP TM 1% CHC	HP	\$0.3250	No Change	\$0.3250
47663	HPPL TM FF CHC	HP	\$0.3650	No Change	\$0.3650
50616	PT TM 1% CHC	PT	\$0.7500	No Change	\$0.7500
50754	PT TM WH CHC	PT	\$0.7300	No Change	\$0.7300
52045	D PURE PET 1% P	HP	\$0.3650	No Change	\$0.3650
52360	DP PET 2% PL CS	PT	\$0.7500	No Change	\$0.7500
52362	HG DP PET SKIM	HG	\$2.8100	No Change	\$2.8100
52363	GL DP PET SKIM	GL	\$4.0000	No Change	\$4.0000
52364	HG DP PET 1%	HG	\$2.8100	No Change	\$2.8100
52365	D PURE PET WHL	GL	\$4.0000	No Change	\$4.0000
52366	D PURE PET 2% P	GL	\$4.0000	No Change	\$4.0000
52431	HG DN VN MIX	HG	\$3.9900	No Change	\$3.9900
53396	5LB DN SR CRM	5LB	\$8.0000	No Change	\$8.0000
53524	HG PET VAN MX	HG	\$4.1500	No Change	\$4.1500
54077	4FZ FGV APPLE	4FZ	\$0.1575	No Change	\$0.1575
55694	HG PET CHC MX	HG	\$4.0900	No Change	\$4.0900
56046	4FZ FGV FRT PC	4FZ	\$0.1575	No Change	\$0.1575
56263	TRUMOO SKIM CHO	12FZ	\$0.8000	No Change	\$0.8000

56597	OPURE PET OJ100	HG	\$2.8100	No Change	<del>\$2.8100</del>
56613	OPURE PET OJ100	PT	\$0.7300	No Change	<del>\$0.7300</del>
57390	D PURE PET H&H	QT	\$2.6000	No Change	<del>\$2.6000</del>

If you have any questions, please do not hesitate to give me a call.

We appreciate your business and look forward to the upcoming year **2016/2017!**

An stamped self addressed envelope is enclosed for your convenience.

Sincerely,

Bernie Bernshausen  
Key Account Manager  
804 748 5802 ext 12

PA 3432

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Renewal Acceptance  
**Mountain Purchasing**  
Ms. Tammy Woodie



# Public Schools of North Carolina

State Board of Education | Department of Public Instruction

## REQUEST FOR LOCAL FLEXIBILITY IN THE DETERMINATION OF STUDENT GROWTH RATINGS FOR EDUCATORS (ASW PROCESS)

Name of District or Charter School:

Watauga County Schools

Contact Person for this Request for  
Flexibility Name:

Scott Elliott

Position:

Superintendent

Phone Number:

828-264-7190

Email Address:

elliotts@watauga.k12.nc.us

Our district or charter school requests the flexibility to develop a local process to determine the Student Growth ratings for teachers indicated below. We acknowledge that this request form, if approved by the NC State Board of Education, will be posted to the Department of Public Instruction's website.

The Department of Public Instruction requests that each district or charter school making an application to the North Carolina State Board of Education for local flexibility meet the assurances listed below when developing a local Student Growth measure. The State Board of Education requires two months (discussion and action) to approve/deny local flexibility requests. Districts and charters must adhere to the following deadlines in order to have their flexibility requests considered by the State Board of Education:

<u>Submission Deadline</u>	<u>Discussion</u>	<u>Action</u>
April 20, 2016	May SBE meeting	June SBE meeting
May 18, 2016	June SBE meeting	July SBE meeting

All flexibility requests for the 2016-17 school year must be submitted by 5:00 pm on the deadline dates above. No 2016-17 flexibility requests will be considered after the May 18 deadline.

Please attach a plan of how your district/charter school intends to measure growth for these teachers, specifically addressing each of the local option plan assurances below.

## **Local Student Growth Measurement Plan Assurances**

### ***1. Clear Connection to the Content Standards***

- a. Assessments must be grounded in the appropriate content standards (*NC Standard Course of Study*, International Baccalaureate Programme, or College Board).
- b. Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).
- c. Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.

### ***2. Evidence Must Focus on Student Work***

- a. Evidence collected must focus on student work, not on teacher performance.
- b. Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.

### ***3. Measuring Growth***

- a. Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.

### ***4. Rater Qualifications/Rating Process***

- a. Rater(s) must possess sufficient content/subject area background.
- b. Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).

### ***5. Results Sharing***

- a. Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.

**Attach a document to this request outlining how you communicated the local Student Growth measurement plan to your district/charter school teachers.**

### **Selection of Subjects/Courses for Local Flexibility Option**

Please select the content areas and the school level for which the LEA/charter school requests a local model. Selecting the content area without specifying school level will be interpreted as a request for all teachers (regardless of school level) to participate in the local model (e.g., checking only the Arts Education box means that all Arts Education teachers (K-12) will participate in the local model).

☐ All ASW

☒ Arts Education

☐ Elementary School

☐ Middle School

☐ High School

☒ Healthful Living

☐ Elementary School

☐ Middle School

☐ High School

☒ World Languages

☐ Elementary School

☐ Middle School

☐ High School

☒ All AP Courses (other than those in Arts Education or World Languages)

☐ All IB Courses (other than those in Arts Education or World Languages)

**Note:** Any teacher in a category not selected by the LEA/charter shall participate in the state ASW Process if the teacher meets participation requirements. If the above checkboxes do not provide sufficient granularity for your district or charter, please consult the ASW Wikispace Teacher Resources page (<http://ncasw.ncdpi.wikispaces.net/Teacher+Resources>) for a comprehensive list of courses covered by the ASW Process. Please indicate courses to be waived on a separate document.

Superintendent/Head of School Name (print):

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Signature:

---

Local Board of Education Chair Name (print):

---

Signature:

---

Teacher Representative Name (print):

---

Signature and School/Position:

---

Please submit completed form and accompanying attachments to:

[educatoreffectiveness@dpi.nc.gov](mailto:educatoreffectiveness@dpi.nc.gov)

For further assistance contact –

Thomas R. Tomberlin

Director, Educator Human Capital Policy and Research

Office of the Deputy State Superintendent

Office Number – 919-807-3440

[thomas.tomberlin@dpi.nc.gov](mailto:thomas.tomberlin@dpi.nc.gov)

# **ASW Application-Local Model Watauga County Schools**


## **Overview**

Watauga County Schools would like to ask for a local model for the following areas of the ASW process:



- K-8 Physical Education
- K-8 Arts Education
- 9-12 Healthful Living
- 9-12 World Languages
- 9-12 Arts Education
- 9-12 AP Courses

Over the past two years, we have piloted a local model in K-8 Physical Education that has given us the opportunity to look at student growth in a meaningful way. The teachers have truly engaged in the process and have found it to be “the best professional development we have ever had.” It is our hope that through teacher engagement in creating our local models, we will continue to provide them with opportunities for professional growth. By better understanding how their students are growing, teachers will be better able to make decisions in their classrooms that will promote student learning.

**In our application you will find the following sections:**

-  • Overview of K-8 Physical Education Model
- Assurances Narrative for K-8 Physical Education
- Overview of K-8 Arts Education Model
- Assurances Narrative for K-8 Arts Education
- Overview of 9-12 Healthful Living Model
- Assurances Narrative for 9-12 Healthful Living
- Overview of 9-12 World Languages Model
- Assurances Narrative for 9-12 World Languages
- Overview of 9-12 Arts Model
- Assurances Narrative for 9-12 Arts Education
- Overview of 9-12 AP Courses Model
- Assurances Narrative for 9-12 AP Courses Model

## **Appendices**

-  • Appendix A: Sample forms to be used for classroom observer visits in K-8 Arts and Physical Education
- Appendix B: Sample Growth Calculations chart to be discussed with teachers in assessing growth for K-8
- Appendix C: Sample rubric from 9-12 Healthful Living
-  • Appendix D: Sample rubric from AP US History
- Appendix E: Sample Rubric from Spanish 1
- Appendix F: Sample rubric from Intermediate Theater 9-12

## **Overview of K-8 Physical Education Model**

This proposal came from a group discussion of two questions:

1. How do you know your students are growing due to your instruction?
2. How could you prove it to someone?

This group came to the conclusion that the best way that they could show student growth in their classroom was for someone to come in and see it, and also to look at video evidence of student skills before instruction and at the conclusion of instruction.

### **Process:**

Each K-8 PE Teacher would be assigned to a different K-8 PE teacher to be a "Documenting Observer." The "Documenting Observer" would go to that teacher's school for a half day to watch two different classes, in two different grade spans, at the beginning of a unit. For example, the Documenting Observer would need to see a class in the K-2 grade span and a class in the 6-8 grade span. While he is there, the Documenting Observer would be responsible for watching what the students are doing, take notes, and take videos to justify their assessment ratings of student knowledge and skill at the beginning of the unit. Then he would go back to visit the teacher at the end of the unit with the same tasks and to look at student growth over the duration of instruction. He would take more notes and video, then be asked to provide a rating for student growth on the unit observed. Video evidence, as well as the documentation forms, would be uploaded to a local platform (Google Drive or Canvas) for view by a second evaluator from the District Leadership Team. That person will review the evidence collected by the Documenting Observer to be sure that the rating is justified and appropriate. By looking at the provided evidence, if there is a discrepancy in the ratings, a third district leader will also review the evidence to decide on a final rating for the teacher. Rating information will be shared with principals for use in the teacher's evaluation. Teachers will also have access to the evidences from the observer's visit.

The benefits of this model include job-embedded professional development for teachers, assistance for teachers in the process of collecting evidence, and local feedback on student progress.



## **Assurances Narrative for K-8 Physical Education**

### **1. Clear Connection to the Content Standards**

- a. Assessments must be grounded in the appropriate content standards (NC Standard Course of Study, International Baccalaureate Programme, or College Board).*
- b. Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).*
- c. Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.*

In our K-8 Physical Education Model, teachers will design their units around the North Carolina Essential Standards for Physical Education. Teachers will be required to show a unit plan to the Documenting Observer prior to the first visit. It will outline which specific grade level standards the unit will address, as well as the standards and objectives that will be the basis for the growth evaluation. Teachers will address a minimum of two objectives per observed class, for a total of four objectives minimum for evaluation (each teacher is observed teaching two different classes and those classes are in different grade spans). Teachers may elect to incorporate more standards into the unit being observed as appropriate. Teachers must select grade level standards to ensure appropriate levels of rigor in the physical education classroom.

### **2. Evidence Must Focus on Student Work**

- a. Evidence collected must focus on student work, not on teacher performance.*
- Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.*

In the district forms for Documenting Observers, the observer will be provided with specific questions pertaining to what students know and are able to do. Videos will be taken to help show evidence of student performance, not teacher instruction. Training for teachers will be provided to help them make accurate assessments about student growth.

### **3. Measuring Growth**

- a. Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.*

Teachers will determine whether the Documenting Observers will look at the whole classes' performance on the objectives or at growth for individual students. If it is individual students, the Documenting Observer will receive the names from the Instructional Services Department at the district office.

Each teacher's students will be evaluated independently for growth on the objectives specified by the teacher. Each Documenting Observer will be provided with information about the frequency/duration of the class to consider when determining the appropriate amount of growth.

#### **4. *Rater Qualifications/Rating Process***

- a. *Rater(s) must possess sufficient content/subject area background.***
- b. *Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).***

In this process, each Documenting Observer will be licensed in the teacher's subject area, providing them with sufficient content knowledge. Though the Documenting Observer will be known to the teacher, the following safeguards are in place to help provide an objective rating:

1. Teachers will not be a Documenting Observer for the same person that was a Documenting Observer for them.
2. We have two schools with more than one physical education teacher. Teachers who work in the same building will not be asked to be a Documenting Observer for a co-teacher.
3. Teachers who are married to each other or are direct family members will not be a Documenting Observer for their spouse/family member.
4. Each year, a teacher will get a new Documenting Observer.
5. A second evaluator from the District Leadership Team (Instructional Directors and Principals) who is familiar with the content area, will review all evidence collections that will include a lesson plan, Documenting Observer forms, and video evidence from the classroom visits.

#### **5. *Results Sharing***

- a. *Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.***

In this process, after a final rating has been determined, results will be shared with the principal. We agree to share the growth results with the North Carolina Department of Public Instruction and the State Board of Education.

## **Overview of K-8 Arts Education Model**

This group of teachers shared that their ASW preference would also be a local model. This group of teachers came to the conclusion that the best way that they could show student growth in their classrooms was for someone to come in and observe it, and also to look at video, photo, and sound recording evidence of student skills before instruction and at the conclusion of instruction.

### **Process:**

Similarly to the Physical Education model, each K-8 Arts Teacher would be assigned to a different K-8 Arts Education teacher in their specific arts area to be a "Documenting Observer." The "Documenting Observer" would go to one of that teacher's schools for a half day (almost all Arts Teachers are itinerant) to watch two different classes in two different grade spans, when available at the beginning of a unit. While he is there, the Documenting Observer would be responsible for watching what the students are doing, taking notes, filling out the Initial Visit Observer form, and taking photos, video, and/or sound recordings to justify their assessment ratings of student knowledge and skill at the beginning of the unit. Then he would go back towards the end of the unit to look at student growth on the same tasks over the course of the instruction. He would take more notes, collect photo, video, and sound recording evidence, fill out the Return Visit Observer forms, then be asked to provide with a rating for student growth on the unit observed. Photo, Video, and Sound Recording Evidence, as well as the documentation forms, would be uploaded to a local platform (Google Drive or Canvas) for viewing by a second evaluator from the District Leadership team. That person will review the evidence collected by the Documenting Observer to be sure that the rating is justified and appropriate. By looking at the provided evidence, if there is a discrepancy in the ratings, a third district leader will also review the evidence to decide on a final rating for the teacher. Rating information will be shared with principals for use in the teacher's evaluation. Teachers will also have access to the evidences from the observer's visit.

The benefits of this model include job-embedded professional development for teachers, assistance for teachers in the process of collecting evidence, and local feedback on student progress.

## **Assurances Narrative for K-8 Arts Education**

### **1. Clear Connection to the Content Standards**

- a. *Assessments must be grounded in the appropriate content standards (NC Standard Course of Study, International Baccalaureate Programme, or College Board).*
- b. *Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).*
- c. *Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.*

In our K-8 Arts Education Model, teachers will design their units around the North Carolina Essential Standards for Arts Education. Teachers will be required to show which specific grade level standards their unit will address through a unit/lesson plan provided to the Documenting Observer prior to the first visit. This unit/lesson plan will indicate the standards and objectives that will be the basis for the student growth evaluation. Teachers will address a minimum of two objectives for each class being observed, for a total of four objectives minimum for evaluation (each teacher is observed teaching two different classes and those classes are in different grade spans when possible). Teachers may elect to incorporate more standards into the unit being observed when it is appropriate. Teachers must select grade level standards to ensure appropriate levels of rigor in the arts education classroom.

### **2. Evidence Must Focus on Student Work**

- a. *Evidence collected must focus on student work, not on teacher performance.*
- b. *Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.*

In the district forms for Documenting Observers, the observer will be provided with specific questions pertaining to what students know and are able to do. Videos, photos, and sound recordings will be taken to show evidence of student performance, not teacher instruction. Training for teachers will be provided to help them make accurate assessments about the change in student growth.

### **3. Measuring Growth**

- a. *Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.*

Teachers will determine whether the Documenting Observers will look at the whole classes' performance on the objectives or at growth for individual students. If it is individual students, the Documenting Observer will receive the names from the Instructional Services Department at the district office.

Each teacher's students will be evaluated independently for growth on the objectives specified by the teacher. Each Documenting Observer will be provided with information about the frequency/duration of the class to consider when determining the appropriate amount of growth.

#### **4. Rater Qualifications/Rating Process**

- a. Rater(s) must possess sufficient content/subject area background.**
- b. Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).**

In this process, each documenting observer will be licensed in the teacher's subject area, providing them with sufficient content knowledge. Though the Documenting Observer will be known to the teacher, the following safeguards are in place to help provide an objective rating:

- 1. Teachers will not be a Documenting Observer for the same person that was a Documenting Observer for them.**
- 6. We have two schools with more than one Arts teacher. Teachers who work in the same building will not be asked to be a Documenting Observer for a co-teacher.**
- 7. Teachers who are married to each other or are direct family members will not be a Documenting Observer for their spouse/family member.**
- 8. Each year, a teacher will get a new Documenting Observer.**
- 9. A second evaluator from the District Leadership Team (Instructional Directors and Principals) who is familiar with the content area will review all evidence collections that will include a lesson plan, Documenting Observer forms, and video evidence from the classroom visits.**

#### **5. Results Sharing**

- a. Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.**

, this process, after a final rating has been determined, results will be shared with the principal. We agree to share the growth results with the North Carolina Department of Public Instruction and the State Board of Education.

## Overview of 9-12 Healthful Living

Watauga County Schools' 9-12 Healthful Living Professional Learning Team (PLT) works in a collaborative manner to provide students with opportunities to master the healthful lifestyle concepts and behaviors established by the North Carolina Healthful Living Essential Standards. Students are required to complete one Health Education course and one Physical Education course to satisfy graduation requirements established by Watauga County Schools and the North Carolina State Board of Education. Teachers responsible for Healthful Living courses hold North Carolina teaching license(s) in Health Education and/or Physical Education. Watauga County Schools' 9-12 Healthful Living ASW model is designed to show student growth in the skills and concepts essential for a healthy lifestyle.

### Assurances Narrative for 9-12 Healthful Living

#### 1. *Clear Connection to the Content Standards*

- a. *Assessments must be grounded in the appropriate content standards (NC Standard Course of Study, International Baccalaureate Programme, or College Board).*
- b. *Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).*
- c. *Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.*

The ASW model for Healthful Living will show student growth in the North Carolina Healthful Living Essential Standards. The Healthful Living PLT will collaborate to select three to four objectives for growth measures and will create rigorous assessments appropriate for each level in the Healthful Living course of study (Health Education, Physical Education, Weight Training). For example, Health Education teachers may use pre- tests and post-tests to evaluate student growth in understanding of selected essential standards, while Physical Education teachers may use videotaped artifacts to analyze growth in students' technical improvement in form/technique. Assessments will evaluate skills and concepts that are essential to a healthful lifestyle and will take place over the length of the course (semester and/or year-long).

#### 2. *Evidence Must Focus on Student Work*

- a. *Evidence collected must focus on student work, not on teacher performance.*
- b. *Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.*

Evidence collected will encompass a variety of assessment methods, including pre-tests, post-tests, videos, and/or projects. Evidence will compare initial student knowledge of skills and concepts essential to a healthful lifestyle to student performance on final assessments for each selected objective. Evaluation of growth will be assessed for individual students and/or whole class.

### **3. Measuring Growth**

- a. Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.*

Growth will be assessed through the use of rubrics applied to artifacts selected for each objective. Artifacts may include pre-tests, post-tests, videos, and/or projects. A basic rubric will be used to determine student growth for each objective. Growth will be measured by evaluating the improvement shown from the pre-assessment to the post assessment for each objective.

### **4. Rater Qualifications/Rating Process**

- a. Rater(s) must possess sufficient content/subject area background.*
- b. Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).*

Raters will hold licensure in the subject area they are evaluating. Raters will be blind to the identity of the teacher whose students are being evaluated. One rater will be a member of the Healthful Living PLT, while the other rater will be an instructional leader from the District Leadership Team. Raters will be assigned by the supervising administrator for the Healthful Living PLT.

### **5. Results Sharing**

- a. Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.*

In this process, after a final rating has been determined, results will be shared with the principal. We agree to share the growth results with the North Carolina Department of Public Instruction and the State Board of Education.

## Overview of 9-12 World Languages

Watauga County Schools' 9-12 World Language Professional Learning Team works collaboratively to best meet student needs and to guide them down their personal path to proficiency. Students have the opportunity to gain confidence in the language as they interact in real world situations that prepare them for a more global society. Students can choose from the following courses French I - V/AP, Spanish I - V/AP, and Spanish for Heritage Speakers I-II. We feel that by pursuing this local option, we will be able to receive more targeted feedback for all stakeholders and to implement changes to inform best practices. In this plan, the teachers will work together to provide feedback to one another on student growth. Student artifacts will be collected, the work analyzed by the teacher, and then it will be evaluated by another teacher and district curriculum leader.

## Assurances Narrative for 9-12 World Languages

1. *Clear Connection to the Content Standards*
  - a. *Assessments must be grounded in the appropriate content standards (NC Standard Course of Study, International Baccalaureate Programme, or College Board).*
  - b. *Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).*
  - c. *Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.*

The Watauga County Schools World Language teachers will self-select 3-4 objectives from the North Carolina Essential Standards for World Languages, according to the appropriate level. Standards will be selected across the courses that an educator teaches.

2. *Evidence Must Focus on Student Work*
  - a. *Evidence collected must focus on student work, not on teacher performance.*
  - b. *Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.*

Student growth will be measured by universal rubrics and aligned to units of study. Student growth will be demonstrated via artifacts collected in an online portfolio, over time, during the selected level. Artifacts may include video, audio, pre-tests, post-tests, and/or projects.

3. *Measuring Growth*
  - a. *Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.*



Student growth will be measured by assessing individual students or whole class progress on the selected objectives. Locally developed proficiency scales / rubrics will be used to demonstrate student growth.

**4. *Rater Qualifications/Rating Process***

- a. *Rater(s) must possess sufficient content/subject area background.***
- b. *Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).***

Raters will possess World Language content knowledge, knowledge of instructional practices, and knowledge of student growth and development. Two raters will blindly rate the student samples and will use an appropriate rating scale, based on rubrics that have been developed as a district. One rater will be a World Languages educator, while the second rater may be an instructional leader from the District Leadership team.

**5. *Results Sharing***

- a. *Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.***

In this process, after a final rating has been determined, results will be shared with the principal. We agree to share the growth results with the North Carolina Department of Public Instruction and the State Board of Education.

## Overview of 9-12 Arts Education

The Watauga County Schools 9-12 Arts Education Professional Learning Team works collaboratively to best meet student needs and to guide them down their personal path to proficiency. Students have the opportunity to gain confidence in the arts. They interact in real-world situations that prepare them for a more global society. Students can choose from the following courses:

### STUDIO ARTS:

- Studio Arts Beginning, Intermediate, Proficient and Advanced
- Studio Crafts I & II

### PERFORMING ARTS:

- Freshman Chorus, Advanced Women's Chorus, and Honors Chorus, Piano I, II and III.
- Beginning/Intermediate Orchestra, Honors Orchestra
- Marching band/Symphonic band, Concert band, Jazz band
- Beginning/Intermediate Acting, Proficient/Advanced Acting

In locally developed model, WHS arts teachers will be able to receive more targeted feedback for all stakeholders and to implement changes to inform best practices.

## Assurances Narrative for 9-12 Arts Education

### 1. *Clear Connection to the Content Standards*

- Assessments must be grounded in the appropriate content standards (NC Standard Course of Study, International Baccalaureate Programme, or College Board).*
- Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).*
- Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.*

The Watauga County Schools 9-12 Arts Education teachers will self-select three to four objectives from the North Carolina Essential Standards for Arts, according to the appropriate level. Standards will be selected from across the courses that an educator teaches in a year.

### 2. *Evidence Must Focus on Student Work*

- Evidence collected must focus on student work, not on teacher performance.*
- Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.*

Student growth will be measured by locally constructed assessments aligned with North Carolina Essential Standards. Artifacts may include any of the following: rubrics, audio or visual recordings, portfolio examples, sketchbook reviews, performance examples, exams and quizzes, written performance and portfolio critiques, and artifacts collected in an online portfolio, over time, during the selected level.

### **3. Measuring Growth**

- a. Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.**

Student growth will be measured by assessing individual students or whole class progress. Demonstration of student growth will be analyzed using the self-selected objectives and local learning targets. Arts educators can provide an abstract to communicate the objective and learning targets to the raters.

### **4. Rater Qualifications/Rating Process**

- a. Rater(s) must possess sufficient content/subject area background.**
- b. Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).**

Raters will possess Arts content knowledge and knowledge of instructional practices, student growth, and student development. Raters will rate the student samples and will use an appropriate rating scale based on rubrics constructed by the district. One rater will be an Arts educator while the second rater may be an instructional leader from the District Leadership team.

### **5. Results Sharing**

- a. Districts and charter schools must agree to share teacher-level growth results derived from the cal option with the North Carolina Department of Public Instruction and State Board of Education.**

In this process, after a final rating has been determined, results will be shared with the principal. We agree to share the growth results with the North Carolina Department of Public Instruction and the State Board of Education.

## Overview of 9-12 AP Courses Model

Watauga County Schools' Advanced Placement (AP) courses provide academically prepared students the opportunity to engage with college-level curriculum. Students enrolled in AP courses are expected to grow in their mastery of content knowledge and skills presented throughout the course. The following AP courses offered will require the use of the ASW process to determine student growth: AP Biology, AP United States History, and AP English Language and Composition. The ASW process for AP courses will include teacher collection of artifacts aligned to specific content standards, with analysis of student growth on each selected standard.

### Assurances Narrative for 9-12 AP Courses Model

1. *Clear Connection to the Content Standards*
  - a. *Assessments must be grounded in the appropriate content standards (NC Standard Course of Study, International Baccalaureate Programme, or College Board).*
  - b. *Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).*
  - c. *Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.*

For AP Biology, US History, and Language and Composition, the assessments will be grounded in the AP Biology Science practices and Learning Objectives, the AP U.S. History Historical Thinking Skills and the AP Language and Composition General Learning Objectives, respectively. AP teachers will identify specific content standards within the expectations of their respective course and utilize AP released-test items as pre- and post-tests. AP teachers will align their pre- and post-tests with the specific content standards. For example, AP Language and Composition students will complete a pre- and post-test that evaluates "(a) 'analyzing graphics and visual images both in relation to written texts and alternative forms of text themselves' and (b) 'citing sources using a recognized editorial style' and (c) 'developing research skills and the ability to evaluate, use and cite primary and secondary sources.'"

AP teachers will identify at least three, no more than five, objectives from their course content standards that will be assessed on the pre- and post-tests. For AP Biology, US History, and Language and Composition, the objectives will be culled from the AP Biology Science practices and Learning Objectives, the AP U.S. History Historical Thinking Skills and the AP Language and Composition General Learning Objectives, respectively. Assessments will be pulled from the AP released test banks available to AP Biology, US History, and Language and Composition teachers. These released tests are available through the College Board website and the support documents for each AP course.

2. *Evidence Must Focus on Student Work*
  - a. *Evidence collected must focus on student work, not on teacher performance.*

b. *Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.*

For AP Biology, aggregate classroom data, showing the growth of all students on a pre- and post-assessment, will be collected at the beginning of the course and prior to the AP test (as a review). The AP US History assessment process will use writing samples taken at various points throughout the year. The targeted skills of thesis writing and compare/contrast analysis will be evaluated using College Board rubrics. Individual student work will be evaluated for growth. AP English Language & Composition will use a published College Board, synthesis Free Response Question to measure beginning and end of year writing and research skills. Individual student work will be evaluated for growth.

### 3. *Measuring Growth*

a. *Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.*

For each AP test, growth will be measured by evaluating the improvement shown on the pre- and post assessment for each objective identified in the assessment. As previously noted, growth will be determined for whole class or individual students who will be identified at random by the subject area administrator for that AP course. College Board rubrics will be used as needed.

### *Rater Qualifications/Rating Process*

- a. *Rater(s) must possess sufficient content/subject area background.*
- b. *Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).*

Rater(s) will possess sufficient content/subject area background and will utilize the College Board rubrics to guide their rating. Due to the fact that our school houses one AP teacher in each area: Biology, US History, and Language and Composition, blind rating may not be reasonably possible. Wherever possible, content area specialists, administrators, and fellow teachers with content area background in Biology, American History, and Language and Composition will be used as raters. A second level of evaluation may include district level administrators or an AP teacher from a neighboring district.

### 5. *Results Sharing*

a. *Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.*

In this process, after a final rating has been determined, results will be shared with the Principal. We agree to share the growth results with the North Carolina Department of Public Instruction and the State Board of Education.

**Appendix A-Sample form for a teacher observation visit**

**K-8 PE Student Growth Observation Recording Form**  
**Initial Visit**

Name of Teacher:

Name of Observer:

Date:

Grade Level being Observed:

NCES Objectives being Assessed:

Individual or Whole Class:

Narrative Description of Observation and Practices Observed:

Assessment of Student Achievement on Objectives:

-----Students clearly do not have any mastery of objectives

\_\_\_\_ Students have some ability in relationship to the objectives

\_\_\_\_ Students already are able to show ability on the objectives

\_\_\_\_ Students have already mastered the standards

PE Student Growth Observation Recording Form  
Follow-up Visit

Name of Teacher:

Name of Observer:

Date:

Grade Level being Observed:

Objectives being Assessed:

Individual or Whole Class:

Narrative Description of Observation and Practices Observed:

Description of Student Achievement on the Objectives:

Assessment of Student Achievement on Objectives:

-----Students clearly do not have any mastery of objectives

\_\_\_\_Students have some ability in relationship to the objectives

\_\_\_\_Students already are able to show ability on the objectives

\_\_\_\_Students have already mastered the standards

Assessment of Student Growth:

\_\_\_\_Exceeds Expected Growth

\_\_\_\_Meets Expected Growth

\_\_\_\_Does Not Meet Expected Growth

## Appendix B-Sample Chart for Calculating Growth

This document would be used as part of Professional Development for teachers in this process. Similar guidance documents will be developed for all areas doing a local model in order to increase consistency in how teachers determine growth. This is a sample document for K-8 Physical Education. It will also help teachers work in Professional Learning Teams to have discussions about the differences between growth and proficiency.

### Calculating Growth

To determine a final rating for the teacher, please use the following guide:

#### KEY TO INITIAL RATINGS:

Students clearly do not have any mastery of objectives=DNH

Students have some ability in relationship to the objectives=SA

Students already are able to show ability on the objectives=SHA

Students have already mastered the standards=MS

#### KEY TO FINAL RATINGS

Students clearly do not have any mastery of objectives=DNH

Students have some ability in relationship to the objectives=SA

Students already are able to show ability on the objectives=SHA

Students have mastered the standards=MS

A **RED** Block means this combination should receive a rating of Does Not Meet Expected Growth

A **GREEN** Block means this combination should receive a rating of Meets Expected Growth

A **BLUE** Block means this combination should receive a rating of Exceeds Expected Growth

DNH/DNH	SA/DNH	SHA/DNH	MS/DNH
DNH/SA	SA/SA**	SHA/SA	MS/SA
DNH/SHA**	SA/SHA	SHA/SHA**	MS/SHA
DNH/MS	SA/MS	SHA/MS**	MS/MS**

For boxes marked with \*\*, if a documenting observer rates at a different level than recommended, they will need to include a justification as to why.



## Appendix C-Sample Rubric from 9-12 Healthful Living

### 5 Point Running Form Rubric

#### Focus

- Eyes Straight Ahead
- Chin in line with floor
- Neck in Neutral Spine

#### Upright

- Chest Up
- Shoulders Back

#### High Foot

- Knee Up
- Toe Up

#### Ball of the Foot

- Stay off heel
- No Heel Strike

#### Rotation

- Elbow locked into place
- Hands through hips
- Opposite Arm Opposite Leg

*Student will be given a grade of 1, 2, 3, 4 or 5 based on their ability to properly execute the above criteria during our dynamic warm up and other running activities.*

- 1:      **Student meets 1 out of the 5 above criteria**
- 2:      **Student meets 2 out of the 5 above criteria**
- 3:      **Student meets 3 out of the 5 above criteria**
- 4:      **Student meets 4 out of the 5 above criteria**
- 5:      **Student meets 5 out of the 5 above Criteria**

**Student Name:** \_\_\_\_\_

**Beginning of Semester Grade:** \_\_\_\_\_

**End of Semester Grade:** \_\_\_\_\_

**Growth:** \_\_\_\_\_

## Appendix D-Sample Rubric from AP US History

### Period One/Two Essay Prompt

Due at the beginning of class on September 10

Historical Thinking Skill: Comparison

Compare the ways in which religion shaped the development of colonial society to 1700 in two of the following areas:

New England

Middle Atlantic

The Spanish Southwest

### Long Essay Rubric

#### A. Thesis: 1 Point

\_\_\_\_\_ Thesis directly addresses all parts of the question. The thesis must do more than restate the question

#### B. Argument Development: Using Evidence: 2 Points

Addresses the topic of the question with specific examples of relevant evidence.  1 point	Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument  2 points
---	---

#### C. Application of targeted historical thinking skill: 2 Points

##### For questions assessing COMPARISON

Describes similarities and differences among historical individuals, events, developments, or processes.  1 point	Explains the reasons for similarities and differences among historical individuals, events, developments, or process OR Evaluates the relative significance of historical individuals, events, developments, or processes  2 points
---	---

#### D. Synthesis: 1 point

The essay extends the argument by explaining the connections between the argument and ONE of the following:

A development in a different historical period, situation, era, or geographical era.	A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history.)
--	--

Overall Score: \_\_\_\_\_

## Appendix E -Sample Rubric from Spanish 1

### World Language Interpersonal Speaking Assessment

#### Essential Standard: Interpersonal

NM.CLL.1 : Use the language to engage in interpersonal communication.

Learning target: Student will exchange information about familiar topics using memorized responses in the target language.

	<b>A</b> <b>Exceeds expectations</b>	<b>B</b> <b>Meets expectations</b>	<b>C</b> <b>Progressing toward</b>	<b>D</b> <b>Does not meet</b>
<b>Ideas and Content</b>	You address the topic and appropriately respond to all questions.	You address the topic and appropriately respond to most questions.	You address the topic and appropriately respond to some questions.	You do not address the topic. You respond appropriately to few or no questions.
<b>Word Choice</b>	You use a variety of level appropriate and accurate words. You use idiomatic expressions correctly.	You use level appropriate and accurate words. You use idiomatic expressions correctly.	You use some level appropriate and accurate vocabulary. You use few idiomatic expressions correctly.	You do not use level appropriate or accurate vocabulary. You do not use idiomatic expressions correctly.
<b>Fluency</b>	You had no pauses that affected your message..	You had few pauses that affected your message.	You had many pauses that affected your message.	You had many pauses that affected your message.
<b>Pronunciation</b>	Your pronunciation was accurate.	Your pronunciation was mostly accurate..	You pronunciation was sometimes accurate.	You pronunciation was not accurate.
<b>Conventions</b>	You consistently use correct grammar with occasional or no mistakes (subject/verb agreement, adjective agreement, verb tenses and forms, etc.). There are occasional or no mistakes in syntax.	You consistently use correct grammar with few mistakes (subject/verb agreement, adjective agreement, verb tenses and forms, etc.). There are few mistakes in syntax.	You use grammar with frequent mistakes (subject/verb agreement, adjective agreement, verb tenses and forms, etc.). There are frequent mistakes in syntax.	You have many mistakes in grammar, which interfere with the message (subject/verb agreement, adjective agreement, verb tenses and forms, etc.). And/Or there are many mistakes in syntax, which interfere with the message.  <i>Borrowed from Ranch View Middle School in Colorado</i>

## Appendix F-Sample Rubric from Intermediate Theater

NCES B.C.1: Use movement, voice and writing to communicate ideas and feelings.

NCES B.C.2: Use performance to communicate ideas and feelings.

### Two-Person Scene work

NAME \_\_\_\_\_ Partner \_\_\_\_\_ Scene Name \_\_\_\_\_

	5 Exemplary	4 Accomplished	3 Intermediate	2 Developing	1 Beginning	0 Not Completed
Vocal Expression	Articulated the language as appropriate for the character.	Spoke clearly through most of the performance.	Was often able to be heard. Normally spoke at an appropriate rate..	Projected some of the time. At times, spoke either too quickly or too slowly.	Was rarely able to be heard by the audience. Spoke too quickly or too slowly. Rarely could be understood.	Could not be heard or understood by the audience.
Physical Character	The physicality tied directly to the character being played.	The physicality fit the character but was not always present.	The physicality presented fit the character but was often not present.	The physicality was rarely presented.	The physicality was not appropriate for the character. Little of the blocking was executed.	There was no physicality or blocking presented for this character.
Character Performance	The performance was completely natural. There was a clearly defined character and motivation.	The performance was natural. There was a defined character with motivation	The performance was often natural. There was a character with some motivation created for the performance	The performance was somewhat natural. There was some character created.	There was limited characterization and motivation.	There was no character or motivation created.
Technical Elements of Performance (8 stage pictures)	Contained exceptional uses of all the technical elements required. (8)	Contained most or all uses of the technical elements required, but felt unnatural. (7-8)	Contained most of the technical elements required. (5-6)	Contained half of the technical elements required. (4)	Contained little of the technical elements required. (3)	Contained none of the technical elements required. (1-2)
Introduction	Both actors presented clear, accurate, and complete information for their scene.	Both actors presented information, but did not project or enunciate.	Both actors presented incomplete information for their scene.	Only one actor presented clear, accurate, and complete information for their scene.	Only one actor presented information, and did not project or enunciate.	Only one actor presented, and it was incomplete information.

## Declaration of Surplus Items - May 2016

<u>School</u>	<u>Quantity</u>	<u>Description</u>	<u># that are Usable</u>	<u># that are Unusable</u>
<b>C.Office</b>	1	Dell GX280 Optiplex CPU		1
	1	Asus SDRW-08D2S DVD Writer		1
	1	Fellowes C120C Shredder		1
	3		0	3
<b>Bethel</b>	1	Eureka - The Boss - Vacuum Cleaner		1
	1	Mastercraft Vacuum Cleaner		1
	2		0	2
<b>Green Valley</b>	1	NEC NP400 Projector		1
<b>Mabel</b>	1	NEC NP400 Projector		1
	1	Panasonic DBS Model VB-43060 Telephone System		1
	2		0	2
<b>Parkway</b>	2	NEC NP400 Projectors		2
<b>WHS</b>	1	Epson Powerlite 460 Projector		1



# 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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## MEMORANDUM

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

FROM: Ly Marze, Finance Officer 

DATE: May 9, 2016

RE: 2015-16 Budget Amendment #5

Attached is Budget Amendment #5 that changes totals in Watauga County Schools 2015-16 adopted budget.

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

<u>Fund</u>	<u>Adopted Budget</u>	<u>Amendments</u>	<u>Amended Budget</u>
Local Current Expense	\$ 12,821,299	\$ 0	\$ 12,821,299
State Public School	25,379,029	15,000	25,394,029
Federal Grants	2,123,048	0	2,123,048
Child Nutrition	1,748,500	0	1,748,500
Extended Learning Centers	463,667	0	463,667
Capital Outlay	1,590,248	45,202	1,635,450
Special Revenue	956,531	0	956,531
Total	\$ 45,082,322	\$ 60,202	\$ 45,142,524

**Watauga County Schools**  
**BUDGET AMENDMENT #5**  
**May 9, 2016**

Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2016.

**BA #5-1 Explanation:**

*This amendment is to budget state transfers and additional state allotment dollars as reflected in DPI revisions #28-36.*

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.5110.003.162	Non-Instructional Support	2,575
1.5110.015.311	School Technology Fund	120
1.5110.130.412	State Textbooks	12,305
<b>Total Appropriations</b>		<b>15,000</b>

**Revenues:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.3100	State Allocation	15,000
<b>Total Revenues</b>		<b>15,000</b>

**BA #5-2 Explanation:**

*This amendment is to budget funds for the Blowing Rock VOIP system.*

**Appropriations:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
4.5110.902.529	Blowing Rock VOIP System	45,202
<b>Total Appropriations</b>		<b>45,202</b>

**Revenues:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
4.4910	Capital Outlay Fund Balance	45,202
<b>Total Revenues</b>		<b>45,202</b>

## Article 9B.

### Academically or Intellectually Gifted Students.

#### **§ 115C-150.5. Academically or intellectually gifted students.**

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

#### **§ 115C-150.6. State Board of Education responsibilities.**

In order to implement this Article, the State Board of Education shall:

- (1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a). These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.
- (2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-150.7. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

#### **§ 115C-150.7. Local plans.**

(a) Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.

(b) Each plan shall include the following components:

- (1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.
- (2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.
- (3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.
- (4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.



- (5) A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program. This should include a public information component.
- (6) The name and role description of the person responsible for implementation of the plan.
- (7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.
- (8) Any other information the local board considers necessary or appropriate to implement this Article or to improve the educational performance of academically or intellectually gifted students.

(c) Upon its approval of the plan developed under this section, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.

(d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

#### **§ 115C-150.8. Review of Disagreements.**

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

#### **§ 115C-150.9: Reserved for future codification purposes.**

#### **§ 115C-150.10: Reserved for future codification purposes.**

# North Carolina Academically or Intellectually Gifted Program Standards

State Board of Education Policy GCS-U-000 – October 2015

## Historical Overview of Academically or Intellectually Gifted (AIG) in NC

North Carolina has had legislation governing gifted education since 1961, exemplifying the state's strong commitment to gifted education for over fifty years. In 1974, legislation identified gifted and handicapped children as children with special needs. In 1977, Chapter 927 in the NC Session Laws brought into compliance a system of educational opportunities for all children requiring special education. In 1983, Chapter 247 in the NC Session Laws revised the program title to "Academically Gifted" to emphasize North Carolina's commitment to academic programs and legislated that a student's gifted education program may be described with an Individual Education Plan (IEP) or a Group Education Plan (GEP). In 1993, Chapter 321, Section 134(c) in NC Session Laws, required that the State Board of Education "reexamine the State's laws, rules, and policies concerning the education of academically gifted children." As a result, new legislation for gifted education was passed in 1996, resulting in *Article 9B, Academically or Intellectually Gifted Students* [N.C.G.S. § 115C-150.5-.8 (Article 9B)]. Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment. Article 9B is the current legislation mandating identification and services for gifted education K-12.

## State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

## Rationale for the AIG Program Standards

"The General Assembly believes that public schools should challenge all students to aim for academic excellence" (Article 9B). The State Board of Education's (SBE) mission is that "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century." Therefore, quality and comprehensive AIG programs are essential in supporting these goals and the needs of gifted learners across North Carolina.

In January 2008, the North Carolina AIG program, under the auspices of the Exceptional Children Division of DPI, received a performance audit through the Office of the State Auditor. The audit was initiated in response to parent/family concerns that state allocated AIG budget funds were being used for purposes other than AIG programming, while AIG students were left underserved. One of the recommendations of the audit was to develop state performance standards for local AIG programs in order to provide a statewide vehicle for monitoring program implementation, to support quality and effective local AIG programs, and to safeguard the rights of AIG students.

The structure that holds gifted programs together is nested in the policies, statutes, and guidelines that states have enacted (Brown, Avery, VanTassel-Baska, Worley & Stambaugh, 2006). Local gifted programs, and subsequently the growth of gifted learners, are heavily influenced by the strength of the initiatives emanating from the state level. Moreover, the federal *No Child Left Behind Act of 2001* (PL 107.110) neither excludes nor includes gifted learners, resulting in compromised services for AIG students in order to focus on specific mandates addressed in the federal legislation. Thus, in the absence of federal legislation, state policies and legislation are the cornerstone of gifted programming.

AIG programs in North Carolina are embedded within and responsive to the local context of an LEA and, as a result, give rise to differences among programs across the state. Therefore, the AIG Program Standards are critical in providing a statewide framework for quality programming, while still honoring local flexibility. In an effort to strengthen gifted education in North Carolina, these AIG Program Standards represent the SBE's and DPI's commitment to ensure that the academic, intellectual, social, and emotional needs of AIG students are being met.

Since the SBE approved the AIG Program Standards in 2009, these standards have served the purpose of guiding local AIG plan development. These program standards provide clear direction and support for the comprehensive nature of an effective local AIG plan and program for serving gifted learners in North Carolina's public schools.

## Foundations of the AIG Program Standards

### **The AIG Program Standards are based on the following principles\*:**

Gifted learners form a diverse group of students with a variety of academic, intellectual, social, and emotional needs different than those of other children of their age, experience, and environment; therefore, they require appropriate identification and a range of service options within a comprehensive program.



Gifted learners possess the ability to think with more complexity and abstraction and learn at faster rates; therefore, they require challenging, differentiated curriculum and instruction which are developmentally appropriate and will prepare them for the 21st century.

Gifted learners have different learning needs; therefore, they require time with others who are similar to themselves in order to establish cognitive relationships and to facilitate their academic, intellectual, social, and emotional growth.

Gifted learners have unique social and emotional needs; therefore, they require access to appropriate support systems and counseling to assure their affective well-being.

Gifted learners have needs different than others of their age, experience or environment; therefore, they require teachers and other personnel involved in their education who have the necessary knowledge, skills, and understandings to meet those needs.

Gifted learners, including those children with limited educational opportunities, are shaped by their early education experiences which form future learning habits; therefore, they need access to an appropriately challenging and engaging education early in their schooling to ensure that their potential is developed and optimized.

Gifted learners from under-represented populations are often overlooked in gifted programming; therefore, they require purposeful and intentional support to ensure that their potential is recognized, developed, and served. Gifted learners who are often left underserved include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

When an appropriately differentiated education is not provided, gifted learners do not thrive in school, their potential is diminished, and they may even suffer from cognitive and affective harm; therefore, gifted learners must have their needs addressed in order to become capable, valuable, effective, and successful contributors to our global society.

Providing equity and excellence for all students in North Carolina is a priority; therefore, it is critical to meet the academic, intellectual, social, and emotional needs of gifted learners in an overall educational program.

*\* Adapted with permission of the authors. Coleman, M. R. & Gallagher, J.J. (1995). Appropriate Differentiated Services: Guides for best practices in the education of gifted children. Gifted Child Today, 18(5), 32-33.*

## Purposes of the AIG Program Standards

Programs for the gifted differ in response to local needs and resources, but successful program design takes into account a common set of components. According to Reis (2006), a cohesive, thoughtful, and comprehensive gifted program design serves three major functions. First, it communicates which students' needs will be met and how. Second, it communicates a plan for implementation and coordination among the design components. Third, it provides a framework for decision-making and continuous program improvement.

The North Carolina AIG Program Standards have been developed to serve as a statewide framework and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs. These standards reflect Article 9B and nationally-accepted best practices in gifted education. Furthermore, the AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed.

These AIG Program Standards will:

- convey expectations for quality local AIG programs and services;
- guide the development, revision, and monitoring of local AIG programs;
- articulate best practices for local AIG programs, including those related to student identification, differentiated curriculum and instruction, and comprehensive programming;
- provide a guide for AIG personnel and professional development;
- promote strong partnerships and communication between and among home, school, and community; and
- serve as a vehicle for continuous program improvement and accountability.

## Organization of the AIG Program Standards

Each standard is formatted as follows:

**Standard:** The standard is a defining statement articulating the expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B.

**Practices:** The practices clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs. These practices will be verified to stakeholders through a variety of sources of evidence.



### Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

#### PRACTICES

- a) Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.
- b) States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.
- c) Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
- d) Implements screening, referral, and identification processes consistently within the LEA.
- e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.



## Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### PRACTICES

- a) Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.
- b) Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.
- c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.
- d) Fosters the development of 21st century content and skills an advanced level.
- e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- f) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.
- g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.
- h) Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.
- i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

## Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

### PRACTICES

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.
- d) Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.
- e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.
- f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

## Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

### PRACTICES

- a) Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.
- b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.
- c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.
- d) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
- e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.
- g) Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.
- h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
- i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

## Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

### PRACTICES

- a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:
  - academic and intellectual
  - social and emotional.
- b) Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.
- c) Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.
- d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.
- e) Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

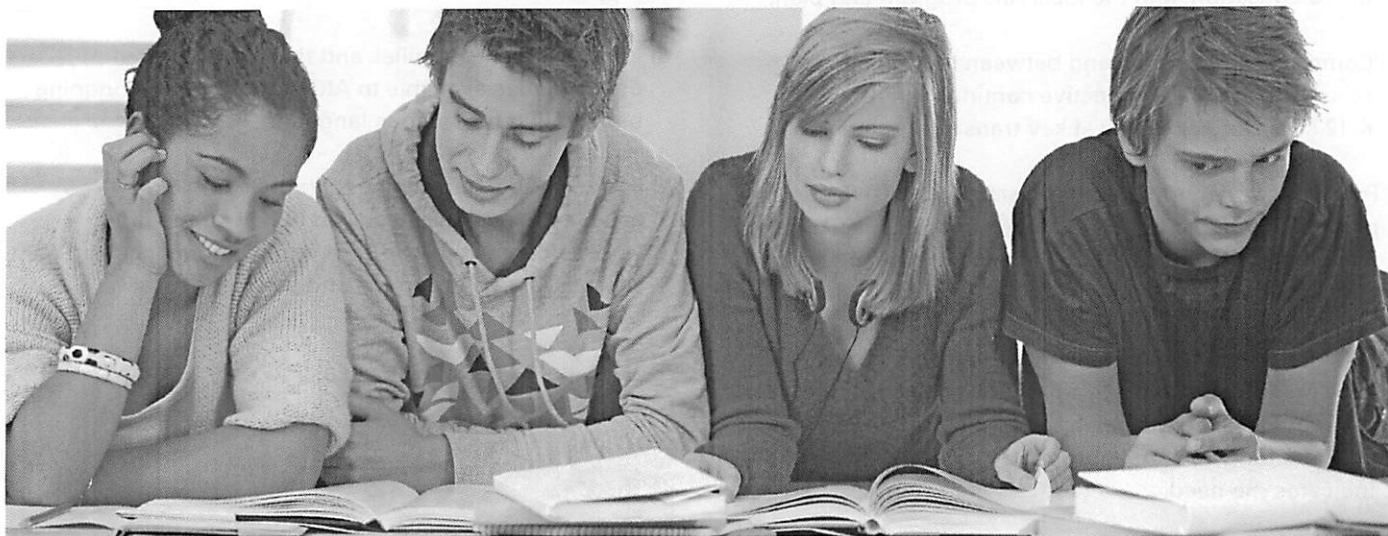


## Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

### PRACTICES

- a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.
- b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
- c) Uses and monitors state funds allotted for the local AIG program according to state policy.
- d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.
- e) Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
- f) Maintains current data regarding the credentials of personnel serving AIG students.
- g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.
- i) Disseminates all data from evaluation of the local AIG program to the public.
- j) Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.



## References

- Brown, E., Avery, L., VanTassel-Baska, J., Worley, B. & Stambaugh, T. (2006). A five-state analysis of gifted education policies, *Roeper Review*, 29(1), 11-23.
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# STATE BOARD OF EDUCATION STRATEGIC PLAN

**VISION:** Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

**MISSION:** The State Board of Education has the constitutional authority to lead and uphold the system of public education in North Carolina.

GOALS	OBJECTIVES
1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship	<ol style="list-style-type: none"> <li>1. Increase the cohort graduation rate</li> <li>2. Graduate students prepared for post-secondary education</li> <li>3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers</li> <li>4. Reduce the percentage of students needing remediation in post-secondary education</li> <li>5. Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)</li> </ol>
2. Every student has a personalized education	<ol style="list-style-type: none"> <li>1. Increase the number of students who graduate from high school with post secondary credit</li> <li>2. Increase the number of teachers and students using digital learning tools</li> <li>3. Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready</li> <li>4. Increase the number of charter schools meeting academic, operational, and financial goals</li> <li>5. Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth</li> </ol>
3. Every student, every day has excellent educators	<ol style="list-style-type: none"> <li>1. Develop and support highly effective teachers</li> <li>2. Develop and support highly effective principals</li> <li>3. Increase the number of teachers graduating from quality traditional and alternative educator preparation programs</li> <li>4. Increase the number of principals graduating from quality traditional and alternative educator preparation programs</li> <li>5. Increase the percentage of effective or highly effective teachers in schools with a performance composite below 60% and not meeting or exceeding academic growth</li> </ol>
4. Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators	<ol style="list-style-type: none"> <li>1. Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives</li> <li>2. Use Home Base as an essential resource for instructional delivery and communications with parents and students</li> <li>3. Use State and federal funding according to State and federal laws and State Board of Education policies</li> </ol>
5. Every student is healthy, safe, and responsible	<ol style="list-style-type: none"> <li>1. Create and maintain a safe and respectful school environment</li> <li>2. Promote healthy, active lifestyles for students</li> <li>3. Decrease the number of students who are chronically absent, dropout, or suspended out of school</li> <li>4. Decrease violence and crime in schools</li> </ol>





**PUBLIC SCHOOLS OF NORTH CAROLINA** State Board of Education | Department of Public Instruction

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# **Watauga County Schools AIG Plan 2016-2019: Executive Summary**

## **For presentation to the Watauga County Board of Education, May 9, 2016**

### **Standard 1: Student Identification**

**The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.**

AIG Specialists lead school-based Excel Teams in a data-driven identification process consisting of three steps: Student Search and Nomination, Excel Team Review, and Student-Services Match. Excel Teams consider any and all available qualitative and quantitative data (e.g. aptitude scores, EOG/EOC/NCFE scores, final course grades, Gifted Behavior Scale ratings, teacher observations, and student work samples) to identify students as academically gifted in Math, Reading, or both subjects, or as intellectually gifted. AIG Specialists develop a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) for each identified student and review these plans annually with parents/guardians.

The AIG Director and Specialists provide annual trainings on screening, referral, and identification to ensure consistent district-wide implementation. The AIG Director also takes an active role with Excel Teams throughout the year to further monitor and support consistent processes. AIG Specialists also provide training on sensitivity toward giftedness in underrepresented populations and accept nominations throughout the school year to account for increased time such populations may take to manifest gifted characteristics.

### **Ideas to Strengthen the Standard**

- AIG Director and Specialists will review and revise all AIG forms and documents
- AIG Director and Specialists, in collaboration with any appropriate support staff, will develop tools for identifying students from underrepresented populations
- AIG Specialists will collaborate with ESL teachers as to AIG services available for all students
- AIG Specialists will provide ESL and all other special areas teachers with screening forms for the AIG Program at every school
- AIG Director and Specialists will monitor the number of ELL students referred to and identified by Excel Teams to ensure equitable representation
- AIG Director and Specialists will research and consider using the more recently developed Gifted Behavior Scale



## Standard 2: Differentiated Curriculum and Instruction

**The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.**

AIG Specialists collaborate with classroom teachers to appropriately enrich, extend, and/or accelerate the NC Standard Course of Study based on student data. AIG Specialists, classroom teachers, and other education professionals use this data to select specific strategies from the Array of Services based on student interests, learning styles, abilities, and needs. These strategies are articulated in DEPs/IDEPs, which also focus on students demonstrating their understanding of 21st century content through the use of 21st century skills: communication, collaboration, critical thinking, and creativity. These plans follow students throughout their school career, being transferred from AIG Specialists to a WHS Assistant Principal as identified students move to the high school.

AIG Specialists and classroom teachers engage in the assessment cycle, using formative and summative assessments to gather additional student data, determine the success of services delivered, and adapt instruction accordingly. In addition to addressing academics, AIG Specialists collaborate with other professionals (e.g. school counselors and social workers) as well as parents to identify and meet AIG students' social-emotional needs. AIG Specialists also provide nurturing services (e.g. flexible groupings, enrichment and extension opportunities) to all K-2 students in order to foster their potential and begin identifying early indicators of giftedness.

The AIG Director and Specialists learn about supplementary resources from a variety of sources, (e.g. state and/or national conferences, professional readings), share these findings in their regular meetings, and collaboratively make purchasing decisions as necessary based on identified student needs. The AIG Director conducts an annual audit of AIG documentation to ensure it is completed with fidelity.

### Ideas to Strengthen the Standard

- AIG Director and Specialists will advocate with administration to develop consistent structures for collaborative planning (e.g. regularly scheduled meetings between AIG Specialist and classroom teachers, set AIG collaboration agenda time during grade level/subject area/PLC meetings)
- AIG Director and Specialists will increase professional development opportunities as funds become available
- AIG Director and WHS Assistant Principal in charge of gifted education will collaborate to expand service options at WHS, especially for social-emotional needs
- AIG Director and Specialists, in collaboration with WHS school counselors, will develop a WHS AIG Four-Year Plan document
- AIG Specialists and K-8 school counselors will complete WHS AIG Four-Year Plans with rising AIG-identified 9th graders to ensure strategic service delivery through course selection
- AIG Director will seek to strengthen partnership with Appalachian State University and better utilize ASU professionals
- AIG Directors, Specialists, and Advisory Council members will collaborate to develop a list of potential community volunteers (e.g. mentors, guest speakers, etc.)



### Standard 3: Personnel and Professional Development

**The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.**

Watauga County Schools employs licensed AIG Specialists who provide professional development related to gifted education, lead the screening and identification process in their schools, collaborate with highly qualified classroom teachers to develop and deliver differentiated curricula, communicate regularly with parents of gifted students, and complete other duties as necessary to best support gifted students in their schools. The AIG Director supports the AIG Specialists by leading the AIG Specialists Team, assisting in student screening and identification, advocating for the AIG Program with various stakeholder groups, and completing other duties as necessary to oversee and facilitate gifted education in Watauga County Schools. Each AIG Specialist provides an annual gifted education awareness session to their school's faculty, and the Specialists and AIG Director provide additional professional development throughout the school year based on school-level needs. AIG Specialists discuss and plan implementation of their own professional learning within their various professional teams (e.g. grade level and subject area teams, the AIG Specialists Team).

#### Ideas to Strengthen the Standard

- AIG Director will pursue certification
- AIG Director, Specialists, Advisory Council, and others will develop local professional development requirements for specific groups involved in gifted education (e.g. classroom teachers, special education teachers, counselors, and school administrators)
- AIG Director and Specialists will create online gifted education professional development modules and/or courses
- AIG Director and Specialists, in collaboration with the Curriculum and Instruction department, will develop a plan for monitoring fidelity of implementation following AIG professional development opportunities
- AIG Director and Specialists will advocate with administration to develop consistent structures for collaborative planning (e.g. regularly scheduled meetings between AIG Specialist and classroom teachers, set AIG collaboration agenda time during grade level/subject area/PLC meetings)
- AIG Director and Specialists will examine the possibility of scheduling an outside presenter on gifted education to lead a workshop in Watauga County
- AIG Director and Specialists will explore the development of new K-8 exploratory classes targeting AIG students and other strong learners (e.g. Robotics)



#### Standard 4: Comprehensive Planning within a Total School Community

**The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.**

The Watauga County Schools AIG Program uses an Array of Services designed to foster giftedness in young students, engage gifted students' academic and intellectual strengths, and address the unique social and emotional needs of the gifted learner. AIG Specialists use all available student data to select services aligned not only to a particular area of giftedness, but to the individual student. These services are delivered through a variety of grouping options (e.g. interest- and/or ability-based; one-on-one, small group, or whole class) and can include a variety of engaging extracurriculars, as well as subject and/or grade acceleration when appropriate.

AIG Specialists play an integral role in the instructional community of their schools, collaborating with a variety of professional teams (e.g. subject and grade level teams, Professional Learning Communities) and serving as a resource for differentiation best practices for all students, not just gifted learners. AIG Specialists work intentionally to include historically underrepresented populations by providing nurturing services to all K-2 students, providing professional development to faculty members, and collaborating with support staff (e.g. school counselors and social workers) in the identification process. All stakeholders are informed about the AIG Program through school and district websites, brochures and other print materials, and presentations from the AIG Specialists and Director.

#### Ideas to Strengthen the Standard

- AIG Director and Specialists will develop specific plans for targeted service delivery to traditionally underrepresented populations
- AIG Director and Specialists will provide, as appropriate, staff development in the social/emotional needs of gifted learners
- AIG Specialists will regularly involve school counselors in the creation and review of DEPs/IDEPs (possibly by making them standing members of Excel Teams)
- AIG Director and Specialists will advocate with school and district administration for time to collaborate and deliver joint services with school counselors, if warranted
- AIG Director and Specialists, in collaboration with school and district administration, will work to establish protocols addressing if and when AIG students will be required to complete classwork missed when receiving AIG pull-out services
- AIG Director and Specialists will develop a digital repository (e.g. Canvas course, website) available to all WCS teachers to house AIG resources and disseminate other AIG-related information
- AIG Director and Specialists will create online gifted education professional development modules and/or courses
- AIG Director and Specialists, in collaboration with WHS school counselors, will develop a WHS AIG Four-Year Plan document
- AIG Specialists and K-8 school counselors will complete WHS AIG Four-Year Plans with rising AIG-identified 9th graders to ensure strategic service delivery through course selection
- AIG Director and Specialists will develop a centralized, digital repository of AIG student files in order to better facilitate student transfers
- AIG Director and Specialists will examine the development of proficiency tasks for use by Excel Teams in cases of potential grade acceleration



## Standard 5: Partnerships

**The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.**

The AIG Director and Specialists foster partnerships that will benefit the AIG Program by engaging in active, open communication with a variety of stakeholder groups, including parents, institutions of higher education, and other community members. One aspect of this stakeholder communication is transparency about the AIG Plan itself, which is posted along with supplementary documents on the Watauga County Schools website. AIG Specialists also use annual parent meetings to ensure these crucial stakeholders have a clear understanding of AIG services, policies, and procedures. The AIG Director and Specialists work with the district translator to ensure resources are provided in parents' and students' native language whenever possible. The AIG Advisory Council, which meets quarterly, offers another avenue to strengthen parent and community partnerships and allow these stakeholders to share their perspectives on the AIG Program.

### Ideas to Strengthen the Standard

- AIG Director will work to expand AIG Advisory Council membership to include community partners (e.g. representatives from local institutions of higher education, business owners, nonprofit organizers) and other WCS stakeholders (e.g. a school principal, a Board of Education member, school counselors and social workers)
- AIG Director will collaborate with the district Spanish Interpreter/Translator to develop Spanish translations of the AIG Plan and supplementary materials (e.g. forms, brochures, newsletters, etc)
- AIG Director will collaborate with the district Data Manager to analyze district demographics in order to identify other languages for translation; AIG Director will then develop plans to translate the AIG Plan and supplementary materials into these languages
- AIG Director and Specialists will advocate for and seek out increased time to collaborate with ESL teachers in an effort to better identify and place ELL students
- AIG Director and Specialists will collaborate with the Curriculum and Instruction Department to establish county-wide curriculum-focused Parent Nights for parents of gifted students (with a translator present, if needed)
- AIG Director and Specialists will develop a social-emotional needs survey for AIG students and parents



## Standard 6: Program Accountability

**The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.**

Watauga County Schools develops and revises its local AIG Plan in accordance with North Carolina state law and guidance from the Department of Public Instruction. The AIG Director collaborates with the AIG Specialists, district administration, principals, and other school-based faculty and staff to ensure the AIG Plan is implemented consistently and with fidelity. To inform program planning, the AIG Director and Specialists analyze quantitative and qualitative data such as the results of annual stakeholder feedback surveys, student growth and achievement data (as reported through EVAAS), and discussions at local, state, and national meetings.

The AIG Director works closely with the Director of Finance to ensure AIG funds are spent appropriately and with the Human Resources department to maintain information about the credentials of AIG Specialists. The AIG Director also ensures accountability to stakeholders by posting AIG materials and evaluation results online, as well as following a predetermined process for resolving disagreements about identification and/or service delivery.

### Ideas to Strengthen the Standard

- AIG Director, Specialists, and classroom teachers will incorporate differentiation for the IG population
- AIG Specialists will be trained on the uses of EVAAS
- AIG Specialists will analyze EVAAS data annually for the students they serve
- AIG Specialists will conference with their principal to review EVAAS results and to help the principal determine AIG goals for the Specialist and for the School-wide Improvement Plan
- AIG Director will discuss EVAAS data with principals at the beginning of each school year
- AIG Director will provide more regular updates to the district-level AIG Program website

**Watauga County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:**

**LEA Superintendent's Name:** Dr. Scott Elliott

**LEA AIG Contact Name:** Ike Smith

**Submitted to NC Department of Public Instruction on:**

**Revision Submitted to NC Department of Public Instruction on:**

Watauga County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Watauga County Schools local AIG plan is as follows:***

**Watauga County Schools Vision for local AIG program:** The vision of the Academically/Intellectually Gifted Department of Watauga County Schools is to provide equitable referral, screening and identification procedures for all students, regardless of ethnic, geographic, and/or socio-economic diversity. Through rigor, relevance, and relationships, an array of service options will be offered to maximize student potential and provide real world learning opportunities for AIG students.

Watauga County Schools is committed to providing equity and excellence for all students and has established gifted education as a priority through Board of Education support. Our goal is to prepare all gifted learners to be productive, responsible citizens who are globally competitive in the 21st century. Services for gifted students must be a part of an overall educational program that supports success for all students and the belief that all students can learn. The Academically/Intellectually Gifted program believes that gifted learners require a challenging, differentiated curriculum that is developmentally appropriate. Differentiation must include enrichment, extension and acceleration opportunities in Kindergarten through twelfth grade and is best accomplished through a range of service options that promote dignity and respect for all gifted students. Instruction should be planned and delivered by certified personnel with expertise in gifted education and additional support must be provided to address the unique social and emotional needs of our gifted learners.



The Watauga County Schools are committed to providing an array of gifted services designed to meet the varying academic, intellectual, social, and emotional needs of our gifted students. Nurturing options must be designed to maximize opportunities to develop and exhibit giftedness with under-represented populations targeted. On-going communication between home, school, and community is critical in establishing a student-centered, supportive learning environment. Continuous staff development rooted in research-based best practices in gifted education is a necessity for all staff working with gifted students. Collaborative planning between AIG Specialists and classroom teachers is required for the development of meaningful differentiated curriculum.

Curriculum enrichment, extension, and acceleration must require our gifted students to use critical thinking, problem solving strategies, and creativity to become effective members of society. Our goal/vision is to offer real world learning opportunities that will transcend local, regional, and global contexts and provide our gifted students with the needed leadership skills that will allow them to become successful life-long learners.

**Sources of funding for local AIG program (as of 2016)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$0.00</b>	<b>\$223719.00</b>	<b>\$0.00</b>	<b>\$198638.00</b>

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## Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

### **Practice A**

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

### **District Response:**

The AIG identification process in Watauga County Schools (WCS) consists of three steps:

1. Student Search and Nomination
2. Excel Team Review
3. Student-Services Match

These steps are described in detail below and are also outlined in the AIG Identification Flowchart (see Appendix C).

#### Step 1: Student Search and Nomination

At the beginning of each school year, the AIG Specialists will conduct a formal search for potential AIG students. Regardless of socioeconomic status, cultural or ethnic background, physical or linguistic ability, or other demographic factors, all WCS students are included in the AIG search. (See Standard 1, Practice C for more detailed information on how WCS ensures equity in its AIG Program.) Relevant search data may include (but is not limited to):

- Observations from teachers, support staff, and/or other WCS professionals;
- Academic performance as recorded in cumulative records;
- Formative, benchmark, and summative assessment data (e.g. EOGs, EOCs, NCFEs, other end-of-year data, etc.);
- Cognitive Abilities Aptitude Test (CogAT) scores (or, when appropriate, scores from alternative assessments such as the Naglieri Nonverbal Abilities Test or the Comprehensive Test of Nonverbal Intelligence).

Prior to accepting student nominations, each school's AIG Specialist will conduct a beginning-of-year AIG awareness training that address the following topics:

- The definition of giftedness;
- Characteristics and needs of gifted students;
- The service delivery plan for meeting the needs of gifted students;
- Best Search Practices (see Appendix C);
- AIG nomination and identification procedures.

Following each AIG Specialist's initial student search and awareness training, classroom teachers or administration may bring student nominations to their AIG Specialist by completing the Gifted Behavior Scale. 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.

(Completed Gifted Behavior Scales are confidential and will be reviewed only by Excel Team members.) These nominations may also address the Multiple Indicators of Giftedness (see Appendix C) by including the same types of data considered by the AIG Specialists in their initial student search (see step 1), as well as other relevant information such as student work samples and information about the student's interests and motivation to learn.

#### Step 2: Excel Team Review

As student nominations are submitted throughout the school year, the school's AIG Specialist will bring them to the school Excel Team and coordinate the collection of any additional data necessary for informed evaluation. In addition to the school's AIG Specialist, the Excel Team consists of the principal (or his/her designee) and classroom teachers representing the school's grade spans (e.g. K-2, 3-5, 6-8) and/or subject areas. The Excel Team may also invite other appropriate personnel (e.g. the nominating teacher, school psychologist, school counselor, AIG Director, etc.) to its meetings as its members see fit.

Under the AIG Specialist's leadership, each school's Excel Team examines qualitative and quantitative student data to identify AIG students, consider their unique abilities and needs, and match them with appropriate differentiated services. All Excel Team decisions are guided by the Criteria to Access Services (see Standard 1, Practice B and Appendix D), as well as two central tenets:

- No single piece of information can in and of itself eliminate a student from consideration for services (e.g. a student who has outstanding mathematics grades and high math test scores should not be excluded from placement in advanced math based solely on a low aptitude score).
- A single overwhelming piece of information (e.g. a 99th percentile quantitative reasoning aptitude score) can, in and of itself, indicate differentiated services are warranted.

Following careful deliberation, the Excel Team may choose one of the following three routes regarding a student's nomination:

1. Continue regular education services because available data does not indicate a need for differentiation.
2. Place the student on a wait and watch list in order to gather additional data (e.g. teacher observations, work samples, assessment data, etc) for informed decision-making.
3. Identify the student as academically and/or intellectually gifted and determine appropriate services.

The school's AIG Specialist maintains a roster of all nominations and Excel Team decisions and also notifies parent(s) of any Excel Team decision for their student(s). Documentation of parent involvement is required for placement in any service delivery options. (See Standard 1, Practice E for more information on documentation.) The Excel Team will obtain parental permission if additional testing is required. Parents have the right to appeal Excel Team decisions as outlined in Standard 6, Practice J.

Students entering Watauga County Schools who have been previously identified as gifted must meet the criteria as presented in the Watauga County AIG Plan for formal placement. A decision about formal placement will occur when all required documentation has been received and reviewed but no later than 45 school days from the date of transfer.

### **Step 3: Student-Services Match**

Once the Excel Team identifies a nominated student, the AIG Specialist meets with the parents and classroom teacher(s) to select appropriate differentiated service option(s) and identify their goals and objectives.

Decisions on service options are based on available data, the Criteria to Access Services (Appendix D), and the Array of Services (Appendix B). At the AIG Specialist's request, the AIG Director will attend any meeting for a placement decision requiring radical differentiation as documented in an Individualized Differentiated Education Plan (IDEP). All differentiated services are documented in a Differentiated Education Plan (DEP) or, if appropriate, an IDEP as outlined in Standard 1, Practice E.

The Excel Team meets as needed based on AIG Specialist determination to ensure AIG-identified students have been appropriately matched to services. AIG Specialists conduct annual reviews of students as described in Standard 1, Practice E.

### **Practice B**

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

### **District Response:**

Watauga County Schools identifies AIG students using a broad portfolio of criteria, including aptitude test scores, assessment scores, course grades, observation data, and recommendations. While Appendix D lists the Criteria to Access Services in detail, they can be summarized as follows:

- Composite and/or subsection score of at least 90% on an aptitude test (e.g. Cognitive Abilities Test, Wechsler Intelligence Scale for Children)
- Score(s) of at least 90% or Level IV on the relevant North Carolina End-of-Grade or End-of-Course exams, respectively
- Final grade(s) of at least 90% in the relevant course(s)
- Score of at least 130 on the Gifted Behavior Scale
- Observations, recommendations, and/or work samples indicating high student interest, ability, and/or motivation to learn

After an Excel Team reviews student data in the context of the Criteria to Access Services, students may be identified as gifted under one of four designations:

- Academically Gifted in Math (AM);
- Academically Gifted in Reading (AR);
- Academically Gifted in both Math and Reading (AG);
- Intellectually Gifted (IG).

Identification as gifted in Math, Reading, or both is based on compelling evidence of ability in these subject areas. Excel Teams carefully examine subject-based evidence such as assessment

proficiency and growth, course grades, teacher observations, and work samples in order to determine giftedness in a particular subject area.

By contrast, intellectual giftedness is not contingent on performance in a specific subject. The Watauga County Schools AIG Program defines intellectual giftedness as exceptional aptitude (as demonstrated by scores above the 98th percentile on both the Cognitive Abilities Test (CogAT) and an individual IQ test) in the absence of compelling achievement in a specific academic subject area. These students exhibit a disparity between their significant potential to achieve and actual achievement. As a result, services for these students should focus not only on engaging their aptitude through rigorous pursuit of personal interests, but also meeting whatever social, emotional, or other needs cause this disparity so they can perform academically at a level consistent with their aptitude.

The Criteria to Access Services are not an exclusive list, but rather a suggested starting point. The AIG Director empowers Excel Teams to gather whatever information they feel is necessary and relevant in order to develop the most complete picture of a student and reach the most informed decision. When considering any data, Excel Teams bear in mind that (as stated in Standard 1, Practice A) no single criteria can in and of itself eliminate a student from consideration; however, a single overwhelming piece of information may indicate differentiated services are warranted.

### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

### **District Response:**

Watauga County Schools' goal is to provide a quality, equitable education to all students. Recent WCS student demographics show an increase in English Language Learners and students requesting free/reduced price lunches, but AIG headcount data does not reflect increased identification within these groups. In response to this data and in the general pursuit of educational equity, the WCS AIG Program has developed staff development, nomination, and identification practices intentionally focused on underrepresented populations.

While the majority of our AIG students are nominated and identified at the beginning of each school year, AIG Specialists work throughout the year to monitor students in underrepresented populations who show potential for giftedness. Specialists also train teachers on the characteristics of gifted students from diverse cultural, ethnic, and socioeconomic backgrounds and regularly seek teacher nominations, which may be submitted using the Referrals for AIG Pool of Candidates form (see Appendix E). This rolling nomination process, which happens at least at the end of the second and third nine-week periods, minimizes the possibility of overlooking gifted students by providing underrepresented populations additional time they may need to adjust and display characteristics of giftedness.

In considering these nominations, Excel Teams give special consideration to demographic factors such as (but not limited to) socioeconomic status, cultural or ethnic background, and physical or linguistic ability. As described in Standard 1, Practice A, the AIG Specialist will also invite support personnel (e.g. EC teacher, ESL teacher, school counselor, school social worker, etc.) to serve on the Excel Team as needed. These professionals help promote equity by providing additional insights into students' potential to achieve, assisting in interpreting student data, and advocating for student referral and placement. AIG Specialists have also been trained in the use and interpretation of non-traditional assessments, which Excel Teams can request in order to gain potentially more informative student data.

Students who score below the 90th percentile on the North Carolina End-of-Grade Tests but are working well above the class average may be offered differentiation without formal identification in Language Arts and Mathematics as well as enrichment opportunities when recommended by the school's Excel Team under both of the following conditions:

- Less than 10% of the school's enrollment is identified as gifted, and
- 50% or more of the school population qualifies to receive free and reduced lunch.

AIG Specialists also give particular attention to students identified for both gifted and exceptional children's services. These twice-exceptional students, along with those identified as highly gifted, may require more intense differentiated services (see Appendix B, Array of Services), which may warrant documentation on an Individualized Differentiated Education Plan. AIG Specialists will meet periodically with their schools' exceptional children's teachers to be sure appropriate modifications are being met for twice-exceptional students.

The AIG Director, in collaboration with appropriate professionals such as the Exceptional Children's Director and the English Language Learners (ELL) Coordinator, assesses progress toward equity in AIG services.

#### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

#### **District Response:**

Procedures for student screening, referral, and identification are detailed in the AIG Plan and approved by the Watauga County Board of Education and the North Carolina Department of Public Instruction. In Watauga County's K-8 schools, students are formally identified as gifted by a site-based Excel Team; at Watauga High School, the school counselors are responsible for ensuring the needs of the AIG students on their caseload are met. To promote consistency, the AIG Director trains Excel Team members annually on the following topics:

- the intent of the AIG Plan;
- the purpose of the Excel Team;
- identification procedures (as detailed in Standard 1, Practice A) and the AIG Identification Flowchart (see Appendix C);
- the Array of Services (Appendix B);

- confidentiality of student information; and
- advocacy for students and the AIG Program.

To promote consistent practices within each school from year to year, each AIG Specialist provides their school's staff with an annual awareness session that includes:

- an overview of the system's service delivery plan for meeting the needs of gifted students;
- the definition of giftedness;
- the characteristics and needs of gifted students (see Appendix C: Indicators of Giftedness), including those from traditionally underrepresented populations (see Standard 1, Practice C);
- a review of Best Search Practices (see Appendix C); and
- a review of the procedural steps for nomination and placement of the gifted student.

After the awareness session, the instructional personnel may submit nominations to the AIG Specialist that in turn are presented to the Excel Team. (See Standard 1, Practice A for a detailed explanation of the identification process.)

The AIG Director takes an active role with Excel Teams throughout the year to ensure consistent identification practices. The AIG Director will assist any AIG Specialist new to Watauga County Schools in preparing for the first Excel Team meeting by helping collect student information, co-planning the agenda, attending the meeting itself, modeling correct student identification procedures, and helping complete any follow-up paperwork. The AIG Director may randomly attend Excel Team meetings to monitor consistency of practices.

### **Practice E**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

### **District Response:**

The AIG Specialist, in collaboration with classroom teachers, support staff, and other Watauga County Schools professionals, creates a Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) for each AIG-identified student. This plan is based on student need and the array of services available. The AIG Specialist meets with the parent(s) or guardian(s) for an initial placement conference to review and sign the student's DEP/IDEP; subsequently, the AIG Specialist conferences annually with the parent(s) or guardian(s) to review, revise, and/or rewrite the student's current DEP/IDEP. The AIG Specialist is responsible for maintaining and securing all student records and updating them as needed.

At the end of each school year, each AIG Specialist conducts the Yearly Performance Review for all AIG-identified students with a DEP/IDEP. Review evidence may include (but is not limited to):

- Teacher and support staff feedback
- Progress reports and/or report cards
- Parent conferences
- Summative assessment data (e.g. EOGs, EOCs, NCFEs, other end-of-year data, etc.)



- Student work samples

If the student is progressing satisfactorily in his/her service option(s), the parents will be notified via the Yearly Performance Review form.

For students currently on a DEP who are not progressing satisfactorily in his/her service option(s):

- The AIG Specialist writes an IDEP with input from all stakeholders (i.e. principal, classroom teacher(s), school counselor)
- The AIG Specialist conferences with parent(s) or guardian(s) for input on and approval of the IDEP.

For students currently on an IDEP who are not progressing satisfactorily in their service option(s):

- The parent and student are invited to a conference to determine if there is a continued need for services.
- Another DEP or IDEP may be considered, and/or referral to the school-wide assistance team involving school/community agencies may be warranted.
- The Excel Team may decide that differentiated services are no longer appropriate for the student, thus requiring the student to exit the program.

To exit the program the following shall take place:

- Yearly Performance Review completed by the AIG Specialist
- Excel Team Review (decision documented)
- Parent/teacher/student conference (documented)
- Change of Setting form completed by the AIG Specialist and sent to the AIG Director at the Central Office

**Ideas to Strengthen the Standard:** - AIG Director and Specialists will review and revise all AIG forms and documents

- AIG Director and Specialists, in collaboration with any appropriate support staff, will develop tools for identifying students from underrepresented populations
- AIG Specialists will collaborate with ESL teachers as to AIG services available for all students
- AIG Specialists will provide ESL and all other special areas teachers with screening forms for the AIG Program at every school
- AIG Director and Specialists will monitor the number of ELL students referred to and identified by Excel Teams to ensure equitable representation
- AIG Director and Specialists will research and consider using the more recently developed Gifted Behavior Scale

**Sources of Evidence:** - Agendas, materials, and sign-in sheets from AIG Specialists' faculty presentations and staff development opportunities

- Agendas, materials, and sign-in sheets from Excel Team trainings led by AIG Director
- AIG Headcount and student rosters
- Complete, up-to-date DEPs and/or IDEPs with all signatures
- Documentation (e.g. sign-in sheets, email correspondence, parent contact logs, meeting agendas and/or minutes) of meetings with parents, classroom teachers, and support staff (e.g. ESL teachers,

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Exceptional Children's teachers, School Counselors)

- Documentation of service for twice-exceptional students (e.g. agendas/minutes/email correspondence for meetings with Exceptional Children's staff, DEPs/IDEPs), including any necessary testing accommodations
- Excel Team documentation (e.g. agendas; minutes including list of referrals, consideration of underrepresented populations, and actions taken)
- Mass stakeholder communication (e.g. AIG brochures, newsletters, and school websites)
- Screening/referral tool for classroom teachers (see Appendix E: "Pool of Candidates")
- Student AIG portfolios
- Student data (e.g. aptitude scores, exam proficiency and growth, course grades, work samples)
- Watauga County Schools' AIG Plan (English and Spanish versions available digitally and in print)
- Watauga County Schools testing calendar
- Yearly Performance Reviews for each AIG student

## **Standard 2: Differentiated Curriculum and Instruction**

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

### **District Response:**

Watauga County Schools (WCS) bases all instruction on the North Carolina Standard Course of Study (SCOS) and differentiates instruction appropriately according to student ability, interest, and need. For the AIG Program, the core of this differentiation lies with our AIG Specialists and classroom teachers. Within their own classrooms and in collaboration with the teachers they serve, AIG Specialists design and facilitate instruction that enriches, extends, and/or accelerates the North Carolina SCOS. Differentiation is accomplished through tiered assignments, student contracts, and other research-based strategies informed by student interest and choice. Effective differentiation strategies are shared through Professional Learning Communities and specific strategies may be modeled for classroom teachers by the site-based AIG Specialist.

AIG Specialists and classroom teachers use a variety of data (e.g. formative, benchmark, and summative assessments, formal and informal surveys) to determine if any discrepancy exists between presently offered enrichment/acceleration options and student performance/need and adjust services as necessary. The AIG Specialists and Director evaluate program goals and objectives are annually based on program performance in relation to student performance.

To facilitate effective differentiation, WCS provides AIG Specialists, classroom teachers, and administrators with relevant professional development and subsequent support. Training offerings are based on teacher requests, observed needs, and general best practices in education. This knowledge allows site-based teams to purchase materials and offer programming best suited to their students. The AIG Director, in consultation with the AIG Specialists, may also select and purchase supplementary resources.

### **Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**District Response:**

AIG Specialists use each student's collected data (see Standard 1, Practice A) as the basis for an appropriate match to differentiated services. The Array of Services document (Appendix B) provides a diverse (but not exhaustive) variety of course content modifications, learning environment configurations, and enrichment activities that meet student need, interest, and ability. These opportunities, which may be subject-specific or incorporate multiple subjects, include:

- Intentional student grouping (e.g. flexible, heterogeneous)
- Advanced coursework (e.g. Honors, AP, and dual enrollment courses)
- Extracurricular activities (e.g. writing contests, Math and Science fairs/competitions, Model UN, Robotics Club, Battle of the Books, Odyssey of the Mind, Mock Trial)
- Alternative schooling (e.g. Governor's School and other summer programs, NC School of the Arts, NC School of Science and Math)

Any AIG service delivery option is a collaborative effort between the AIG Specialist and other school personnel (e.g. School Library Media Coordinators, Instructional Technology Facilitators, Exceptional Children's teachers). To further support implementation of services, the AIG Specialists and/or Director may purchase supplementary materials (see Standard 2, Practice C).

Watauga County Schools' AIG Specialists and Director keep abreast of best differentiation practices through various means, including attending conferences, reading professional journals, and partnering with Appalachian State University. Throughout the year, the AIG Specialists and Director offer professional development to all content areas and grade levels on a variety of topics related to differentiation (e.g. multiple intelligences, differentiation techniques, brain friendly strategies, student data analysis to inform instruction).

**Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

**District Response:**

The AIG Director and/or Specialists augment and differentiate the North Carolina Standard Course of Study through supplementary resources (e.g. Junior Great Books, Partners for Mathematics Learning, units from the William and Mary Center for Gifted Education). The AIG Director and Specialists meet regularly to share best practices and materials (e.g. as found at state and national conferences or highlighted in gifted publications), as well as to provide and/or receive professional development on their use. Resources are selected based on student interests and needs, supporting research, and the quality of the material itself. These materials may be housed at each school or the Central Office, and each AIG Specialist maintains a physical and/or digital inventory of materials purchased for their parent resource center.

### **Practice D**

Fosters the development of 21st century content and skills an advanced level.

#### **District Response:**

The Watauga County Schools AIG Program provides numerous opportunities for students to access 21st century content and develop 21st century skills. The district technology landscape, including classroom and 1:1 devices, the learning management system, Google Apps for Education, and other digital resources (e.g. Discovery Education), allows teachers to incorporate rich, diverse multimedia content into lessons, differentiate or even personalize learning, and provide students with an authentic, global audience for the products of their learning. Instructional Technology Facilitators (ITFs), School Library Media Coordinators (SLMCs), and other support staff also lend their expertise in bringing a wealth of current, thought-provoking content into classrooms.

AIG Specialists create DEPs and IDEPs with a focus on students demonstrating their understanding of 21st century content through the use of 21st century skills. AIG Specialists, classroom teachers, and support staff (e.g. ITFs and SLMCs) collaboratively design rigorous, relevant, authentic instruction that requires students to communicate, collaborate, think critically, and develop creative products. Examples of such experiences include problem- and project-based learning, research-based writing, mentorships, apprenticeships, service learning, and leadership opportunities.

The integration of 21st century content and skills supports Watauga County Schools' goal to educate all students, including the academically and/or intellectually gifted, for healthy, productive citizenship and lifelong learning.

### **Practice E**

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

#### **District Response:**

Watauga County Schools uses a variety of assessments (e.g. state- or teacher-created pre- and post-tests, student work products, exit tickets, checklists, teacher observations, etc) to gather student performance data and inform differentiated instruction. The district trains teachers not only in how to assess students, but how to analyze and act on assessment data to enable all students to reach their potential. Based on formative, benchmark, and/or summative assessment data, AIG Specialists may implement service options such as flexible groupings (see Standard 4, Practice J), compacted curriculum, advanced coursework, or independent studies (see Standard 4, Practice G). Appendix B more fully outlines the Array of Services AIG Specialists and classroom teachers may choose from based on assessment data.

### **Practice F**

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

### **District Response:**

The AIG Specialists at each school work with all educational personnel to provide social and emotional support for gifted learners in addition to their academic pursuits. The AIG Department provides staff development as needed in the social and emotional needs of gifted students. Target audiences for this training include classroom teachers, school counselors, and school administrators.

Each school's AIG Specialist maintains and publicizes a parent resource center in the school's media center, in the AIG classroom, and/or on the school's website. As funds become available, additional materials for each of these centers will be purchased by the AIG Director and/or AIG Specialists. Parents may check out any of these materials as needed so they may best support their AIG student's unique social-emotional needs.

With assistance from the county-wide AIG Advisory Board and local school support committees, the AIG Director and the AIG Specialists will work to establish additional partnerships and mentorships throughout the county. A list of possible mentors/partners with their expertise will be compiled and shared with all of the AIG Specialists.

The district's rich technology landscape allows gifted students across the district to virtually meet and collaborate with like-minded peers. In addition to being academically engaging, this type of learning provides further social-emotional support for gifted students from peers not just in their school building, but across the county.

### **Practice G**

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

### **District Response:**

AIG Specialists provide nurturing services (e.g. flexible groupings, enrichment and extension opportunities) to all K-2 students in order to foster their potential and begin identifying early indicators of giftedness. In addition, AIG Specialists refer, identify, and provide individualized services (as documented in an IDEP) to highly gifted K-2 students. The AIG Director reviews school rosters and AIG Specialists' schedules to ensure time is available for K-2 highly gifted and nurturing services.

AIG Specialists meet on a monthly basis to receive updates and discuss curricular matters, including best practices and instructional strategies for the K-2 setting. Staff development will also be provided

as appropriate to all K-2 teachers and AIG Specialists addressing the specific needs of and effective differentiation strategies for this population. The AIG Director and Specialists also purchase and use supplemental materials developed for nurturing giftedness in K-2 students and serving those already identified.

### **Practice H**

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

### **District Response:**

At each of Watauga County Schools' K-8 schools, AIG Specialists collaboratively plan differentiated curriculum and instruction with classroom teachers and other school support personnel on an ongoing basis, whether in person (e.g. via Professional Learning Communities or grade level/subject area meetings) or virtually (e.g. via Canvas or Google Drive). AIG Specialists may further collaborate with classroom teachers by modeling appropriate gifted strategies, co-teaching lessons, and/or providing curriculum coaching. Besides their primary focus on collaborative instruction, AIG Specialists may also collaborate with other educators in the following ways:

- Annually providing orientation to the Watauga County Schools AIG Plan for personnel at their assigned school. (See Standard 1, Practice A for more detailed information on the content of this orientation.)
- Actively participating in transition meetings at appropriate points in AIG students' academic careers (Pre-K to Kindergarten, second to third grade, and eighth grade to high school) to assist in adjustment to new learning environments. (See Standard 4, Practice E for more information on how AIG students are supported at key transition points.)
- Providing consultative nurturing services for all K-2 students (see Standard 2, Practice G) and underrepresented populations in grades 3-8 (see Standard 4, Practice H).
- Publicizing extracurricular enrichment opportunities through newsletters, school web pages, parent meetings, and informational flyers.

The AIG Director and Specialists attend regional roundtable meetings, the state gifted conference, and other gifted information meetings provided by the Department of Public Instruction. The AIG Director meets monthly with AIG Specialists to provide updates on gifted education, review best practices and instructional strategies for gifted learners, and clarify any questions about the plan and/or service delivery options. The AIG Director and Specialists also meet regularly with the AIG Advisory Council to review the program's implementation and offer suggestions.

### **Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction

services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:**

The AIG Department for Watauga County Schools uses a uniform Differentiated Education Plan (DEP) and Individualized Differentiated Education Plan (IDEP) to document services for gifted students. These documents are created collaboratively on an annual basis based on available data and stakeholder input to ensure a smooth transition from grade to grade and proper selection of service delivery options. AIG Specialists invite parents to conference about and sign the DEP/IDEP at the beginning of each school year.

The AIG Director completes a selective audit of folders annually to ensure the DEP process is being followed. AIG Specialists to complete a Yearly Performance Review (as outlined in Standard 1, Practice E) for each student that they serve.

AIG documentation for students transitioning to high school is sent to and reviewed by a designated high school administrator, who then provides a list of AIG students to the appropriate counselors to ensure awareness of identified AIG students and their needs. For AIG students at Watauga High School, course selections become the DEP. Course selection is accomplished with input from the student, parents, and counselor. Students are encouraged to take the most rigorous coursework available to meet their individual needs. Counselors provide information to parents regarding the unique social, emotional, and behavioral needs of AIG students, and they provide counseling sessions to support AIG students in these areas.

**Ideas to Strengthen the Standard:**

- AIG Director and Specialists will advocate with administration to develop consistent structures for collaborative planning (e.g. regularly scheduled meetings between AIG Specialist and classroom teachers, set AIG collaboration agenda time during grade level/subject area/PLC meetings)
- AIG Director and Specialists will increase professional development opportunities as funds become available
- AIG Director and WHS Assistant Principal in charge of gifted education will collaborate to expand service options at WHS, especially for social-emotional needs
- AIG Director and Specialists, in collaboration with WHS school counselors, will develop a WHS AIG Four-Year Plan document
- AIG Specialists and K-8 school counselors will complete WHS AIG Four-Year Plans with rising AIG-identified 9th graders to ensure strategic service delivery through course selection
- AIG Director will seek to strengthen partnership with Appalachian State University and better utilize ASU professionals
- AIG Directors, Specialists, and Advisory Council members will collaborate to develop a list of potential community volunteers (e.g. mentors, guest speakers, etc.)



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**Sources of Evidence:**

- Administrator observations of classroom teachers and/or AIG Specialists
- AIG Director's and Specialists' schedules
- AIG lesson and/or unit plans, especially those addressing 21st century skills and/or socio-emotional needs
- AIG Specialists' credentials
- AIG Specialist Team meeting agendas and minutes
- AIG student learning profiles and interest inventories
- AIG student participation in interest clubs and off-campus opportunities (e.g. Duke TIP)
- AIG student work samples, (e.g. project-based learning products, evidence of 21st century skills)
- Announcements of social opportunities for AIG students
- Criteria to Access Services (see Appendix D) and Array of Services (Appendix B)
- DEPs/IDEPs
- Documentation (e.g. agendas, minutes, sign-in sheets) of gifted education staff development, both in academic and socio-emotional issues
- Documentation of AIG parent nights (e.g. print and/or digital flyers, sign-in sheets)
- Documentation of AIG records audits
- Documentation of AIG student counseling sessions
- Documentation of mentorships and/or apprenticeships
- Mass stakeholder communication (e.g. AIG brochures, newsletters, and school websites)
- High school transition documents
- Number of students taking advanced and/or dual enrollment courses (including those offered online)
- Number of students attending special schools (e.g. Governor's School, NC School of the Arts, NC School of Science and Math)
- Supplementary instructional materials and parent resources (e.g. units of study from the Center for Gifted Education at the College of William and Mary) housed at schools and Central Office professional library
- Transfer of Records instructions
- Watauga County Schools' AIG Plan

## **Standard 3: Personnel and Professional Development**

**The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.**

### **Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

### **District Response:**

As of 2016, Watauga County Schools' AIG Director does not hold AIG licensure. However, the current AIG Director plans to earn this licensure no later the end of the current AIG Plan cycle (i.e. 2019).

The following duties of the AIG Director ensure the quality implementation of the Watauga County Schools AIG Plan:

- Keep current with events and trends in gifted education, including matters of law, best instructional practices, new resources and materials, and other issues
- Oversee the AIG budget, advocate for additional program funding as necessary, and use funds to foster the success and continuous improvement of the AIG program (e.g. by purchasing quality supplemental materials and providing for conference attendance)
- Coordinate AIG-related staff development opportunities
- Review AIG Specialists' schedules and make recommendations if needed
- Consult regularly with AIG Specialists to ensure that assigned duties and courses align with their gifted learners' needs
- Coordinate countywide assessments of students for identification
- Periodically observe school Excel Team meetings and serve as an ad hoc member as needed
- Work with the district Data Manager to maintain an accurate student headcount and review all information prior to submission
- Make site visits to observe AIG Specialists and provide instructional feedback
- Meet regularly with the AIG Specialists to provide updates and share best practices
- With the AIG Specialists, communicate about the AIG program to all stakeholders
- Facilitate the district AIG Advisory Council and meet with this group quarterly to provide updates, answer questions concerning programming and policy, and review the goals of the current AIG plan
- Communicate and collaborate with other AIG Directors (e.g. by attending regional AIG Directors' meetings and the NCAGT conference)
- Audit AIG student files each summer for properly completed documentation
- Coordinate the evaluation of the AIG program
- Lead the AIG Plan revision process and evaluate its effectiveness
- Present information about the Watauga County Schools AIG Program to the Watauga County Board of Education upon its request

Additional information can be found in the Roles and Responsibilities Section of the Appendix.

### **Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

### **District Response:**

Each of Watauga County Schools' AIG Specialists is either fully certified in Gifted Education or in the process of receiving that certification. Additionally, Watauga County Schools places value on having AIG Specialists that are National Board Certified teachers. This specialized training and overall pedagogical expertise promotes best gifted education practices throughout the district. AIG Specialists maintain their licensure by completing required professional development in gifted education strategies on a five-year cycle after initial or renewed licensure.

To effectively address AIG students' academic, intellectual, social, and emotional needs, AIG Specialists are tasked with the following duties:

- Annually provide AIG Plan orientation, including screening, identification, and placement procedures, for faculties, administrators, and parents
- Serve as chairperson of the site-based Excel Team, maintaining accurate minutes including a record of students nominated and placed in the AIG program
- Maintain a file for each identified gifted student that includes placement qualifications, updated testing information, report cards, and annually completed Differentiated Education Plans (DEPs) or Individual Differentiated Education Plan (IDEPs) and Yearly Performance Reviews (YPRs)
- Periodically update and reevaluate the qualifications of students whom the Excel Team placed on a "wait and watch" status
- Provide gifted education professional development for classroom teachers (e.g. differentiation strategies, socio-emotional needs)
- Create units of study for primary classrooms to nurture gifted potential in young students
- Collaborate with classroom teachers to plan and deliver differentiated instruction for gifted students.
- Provide and facilitate differentiated instruction through a variety of service delivery options for gifted students based on student and teacher needs (e.g. inclusion, pull-out, exploratory blocks, interest groups).
- Collaborate with support staff (e.g. Exceptional Children's and ESL teachers, social workers, school counselors) to address the needs of students from special populations
- Sponsor various competitions (e.g. Battle of the Books, Mock Trial, Model UN) and extra-curricular enrichment events (e.g. Space Camp, Chess Club, Robotics Club)
- Inform stakeholders of AIG events through a variety of media (e.g. AIG brochures, newsletters, and Parent Nights, and school websites)
- Communicate annually with parents regarding their child's academic progress through the DEP/IDEP and YPR
- Maintain an accurate headcount of identified gifted students
- Attend regularly scheduled AIG Specialist Team meetings with the AIG Director to receive updates and share best practices

Additional information can be found in the Roles and Responsibilities Section of the Appendix.

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

### **District Response:**

Watauga County Schools recognizes comprehensive, sustained professional development is central to successfully implementing its AIG Plan and thus providing each gifted student with the best possible educational experience. While specific professional development offerings vary in their topics, their overall goals are the same:

- Promote awareness of and positive attitudes toward gifted students' unique characteristics and needs;
- Develop teachers' understanding of differentiated instruction and ability to implement it for gifted students (e.g. based on multiple intelligences and learning styles);
- Generate enthusiasm for programs providing differentiated learning opportunities for a wide range of student abilities;
- Contribute to an overall purpose of renewal, revitalization, and excellence throughout the total school program.

The AIG Director and Specialists offer professional development throughout each school year to all professionals involved in gifted education (e.g. classroom teachers, special education teachers, counselors, and school administrators). The focus and frequency of these offerings are determined through formal and informal needs assessments (e.g. stakeholder surveys, student data analysis, and conversations with administrators, classroom teachers, and AIG Specialists). Example topics may include (but are not limited to):

- Tiered assignments
- Models of instruction and differentiation techniques
- Multiple intelligences and learning styles
- Strategies for underachieving gifted students
- Specific instructional resources (e.g. units from the William and Mary Center for Gifted Education)

Professional development for AIG Specialists is guided by the North Carolina requirements for teacher certification and renewal. The AIG Department requires Specialists remain current in their practice by obtaining a minimum of 10 hours (1 Continuing Education Unit) of gifted education professional development within each five-year renewal cycle.

### **Practice D**



Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

**District Response:**

Watauga County Schools places priority on hiring teachers deemed highly qualified in their subject area by the North Carolina Department of Public Instruction. While these teachers are not formally licensed in gifted education, their highly qualified status signifies sound pedagogical understanding upon which the AIG Director and Specialists build knowledge of gifted education strategies through ongoing professional development (see Standard 3, Practice C). Collaborative planning between highly qualified classroom teachers and licensed AIG Specialists ensures quality service delivery for identified gifted students through inclusion, pull-out, and various grouping options.

Since AIG licensure is not a position that can be designated as highly qualified, the Director of Human Resources and the AIG Director review potential candidate files when an AIG Specialist position becomes available. An interview list is created based on candidate qualifications including teacher certifications and experience. The AIG Director, the Director of Human Resources (or designee), and the site-based administrator conduct interviews. Any teacher without AIG licensure hired for an AIG Specialist position is issued a provisional license and given two years to attain full licensure through an accredited college or university. Any teacher hired with existing AIG licensure is responsible for maintaining their license in accordance with DPI guidelines and the Watauga County Schools' AIG Plan.

**Practice E**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:**

In Watauga County Schools (WCS), training on gifted education is aligned with and embedded within district-wide professional development goals. The Watauga County Schools Curriculum and Instruction Team, which is comprised of the Chief Academic Officer, K-12 Curriculum Director(s), Director of Instructional Support Services, and the Exceptional Children's Director, prioritizes, plans, and delivers professional development based on a variety of information:

- Student proficiency and growth data
- Faculty, staff, and student survey results (e.g. the Teacher Working Conditions Survey)
- School, district, and state initiatives (e.g. the WCS Strategic Plan, the WCS AIG Plan, individual School Improvement Plans)
- Up-to-date pedagogical best practices and trends (e.g. as gathered from professional reading, attendance at regional meetings and state/national conferences, etc)
- Professional standards
- The North Carolina teacher evaluation instrument

- Other formal and informal needs assessments

Based on this information (as well as any other relevant data), the Instructional Services Team establishes district-wide staff development goals and designs an implementation timeline. Professional development offerings are delivered during days scheduled annually for this purpose, as well as throughout the school year in both in-person and virtual settings. Example topics include formative assessment, differentiation strategies, and the purposeful integration of instructional technology. The Curriculum and Instruction Team's regular meetings provide an avenue for discussion, assessment, and continuous improvement of professional development.

AIG Specialists are invited to attend all regular education staff developments, and regular education and support personnel are invited to attend AIG staff development offerings. Each individual school may also plan additional professional development based on its specific instructional needs.

#### **Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

#### **District Response:**

Watauga County Schools supports daily opportunities to plan, implement, and refine teaching practice for our AIG Specialists. The AIG Program places special attention on collaborative planning and funding out-of-county professional development opportunities for AIG Specialists.

AIG Specialists plan implementation of their professional learning through means such as:

- Meeting monthly with the AIG Director to clarify issues regarding service delivery options and receive updates concerning gifted education initiatives
- Sharing ideas, resources, and best practices via instructional technology (e.g. Google Drive, the Canvas learning management system)
- Participating in formal and informal Professional Learning Communities with regular education teachers and other professionals
- Attending grade level and/or subject area meetings to stay abreast of current goals and units of study
- Collaboratively planning lessons or units with regular education teachers
- Meeting with other school personnel who provide and/or consult on services to gifted students
- Participating in staff development offered by and to regular education teachers so they are knowledgeable about new strategies, programs, and initiatives and can be of support to the classroom teacher

AIG Specialists subsequently apply their professional learning through various means:

- Providing direct service to gifted students as outlined in the Array of Services (Appendix B)
- Modeling best gifted education practices for other teachers
- Co-teaching with general classroom teachers
- Assisting general classroom teachers in designing differentiated activities

- Providing general classroom teachers with appropriate differentiation resources

The AIG Director will meet with each site-based administrator during the summer to define areas of responsibility for each AIG Specialist. The AIG Director will also review the daily/weekly schedule of each Specialist to ensure there is adequate time allowed for individual and collaborative planning. As available, additional funding will be requested to support the attendance of AIG Specialists at professional development opportunities and state meetings/conferences in the area of gifted education.

**Ideas to Strengthen the Standard:** - AIG Director will pursue certification

- AIG Director, Specialists, Advisory Council, and others will develop local professional development requirements for specific groups involved in gifted education (e.g. classroom teachers, special education teachers, counselors, and school administrators)
- AIG Director and Specialists will create online gifted education professional development modules and/or courses
- AIG Director and Specialists, in collaboration with the Curriculum and Instruction department, will develop a plan for monitoring fidelity of implementation following AIG professional development opportunities
- AIG Director and Specialists will advocate with administration to develop consistent structures for collaborative planning (e.g. regularly scheduled meetings between AIG Specialist and classroom teachers, set AIG collaboration agenda time during grade level/subject area/PLC meetings)
- AIG Director and Specialists will examine the possibility of scheduling an outside presenter on gifted education to lead a workshop in Watauga County
- AIG Director and Specialists will explore the development of new K-8 exploratory classes targeting AIG students and other strong learners (e.g. Robotics)

**Sources of Evidence:** - Agendas and minutes from relevant group meetings (e.g. school faculties, AIG Specialist Team, AIG Advisory Council, Instructional Services Team, Curriculum Alignment, and Board of Education)

- AIG headcount
- AIG Specialists' lesson and unit plans
- AIG Specialists' schedules, including individual and collaborative planning times
- AIG student files, including completed, up-to-date DEPs/IDEPs
- AIG students' class schedules
- Calendar of AIG-sponsored events
- Credentials of the AIG Director, AIG Specialists, and highly qualified general education teachers
- Documentation (e.g. agendas, minutes, sign-in sheets, CEU certificates) of local, regional, state, and national gifted education staff development
- Documentation of AIG student counseling sessions
- Excel Team documentation (e.g. agendas, minutes including list of referrals, consideration of underrepresented populations, and actions taken)
- Locally approved Board of Education curriculum alignment documents
- Mass stakeholder communication (e.g. AIG brochures, newsletters, and school websites)
- Number of Nationally Board Certified Teachers (including AIG Specialists)

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- Participation of AIG Specialists in digital collaborative spaces (e.g. Canvas courses, Google Docs)
- School Improvement Plans
- Stakeholder survey results (e.g. Teacher Working Conditions survey, needs assessments)
- Use of the Teacher Evaluation Instrument and EVAAS
- Watauga County Schools' AIG Plan
- Watauga County Schools' Title IIA Plan



## **Standard 4: Comprehensive Programming within a Total School Community**

**The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.**

### **Practice A**

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

### **District Response:**

Watauga County Schools delivers services to gifted students based on a philosophy that defines gifted education as a design of many options and alternatives that vary in kind, degree, and duration for many different students (Treffinger, 1989). (See Standard 2, Practice B for more information on service delivery options.) This Array of Services (Appendix B) ranges from developing gifted potential to addressing the needs of students who demonstrate advanced skills and abilities. The Array of Services also includes the nurturing of potential student placements and the collaboration of school support personnel to meet the social and emotional needs of gifted learners.

AIG Specialists, classroom teachers, and appropriate support staff (e.g. school counselors and social workers, Exceptional Children's and English as a Second Language teachers) collaborate to deliver comprehensive services for gifted students through appropriate learning environments, content differentiation, and special programs. Appropriate learning environments include the regular classroom, another classroom, a resource room, another school within the system, virtual settings, or an inclusion setting. In some cases, the settings may even go beyond the school walls. These different learning environments permit AIG Specialists and classroom teachers to deliver services through flexible clustering and pacing options. AIG Specialists and classroom teachers also work together to differentiate content for for gifted students (e.g. by enrichment, extension, and/or compacting of the regular curriculum). AIG Specialists, classroom teachers, and community volunteers also develop and implement special programs for students of all ages who show unique interests and talents. These programs are offered through regular education, co-curricular opportunities, and resources outside the school community.

### **Practice B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

### **District Response:**

Watauga County Schools (WCS) is committed to providing an array of services designed to meet the unique and varying needs of gifted students in English/Language Arts and Math while educating these students, like all students in WCS, for productive citizenship and lifelong learning in the 21st century. Since gifted students flourish in a climate of ongoing communication within and between school, community, and administration, continuous professional development and collaboration is encouraged to appropriately meet the needs of advanced and gifted students.

AIG Specialists meet with teachers, other professionals, and parents to explain and implement services that meet the needs of gifted learners. At the beginning of each school year, AIG specialists develop a DEP/IDEP for each student in the AIG program with strategy options tailored to the need of each gifted learner based on available qualitative and quantitative data. This plan is reviewed at the end of each school year to examine growth and identify further needs. To ensure the quality implementation of these plans, AIG Specialists meet regularly to share materials, professional development, and best practices in gifted education. The AIG Director also participates in these meetings and provides professional development from experts in the field of gifted education. The K-2 nurturing component allows early interaction with potentially gifted students. The school system and each school promote a variety of enrichment opportunities that serve the diverse interests of gifted students. Community members also support the AIG program by contributing knowledge in their areas of expertise through mentorships, field trips, and volunteering opportunities.

### **Practice C**

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

### **District Response:**

Watauga County Schools (WCS) believes that services for gifted students must be part of an overall educational program that believes that all students can learn, grow, and excel. In each K-8 school, WCS employs AIG Specialists who work to connect AIG education to the district's total instructional program. WCS also provides regular classroom teachers with staff development in gifted education, which focuses on best practices in gifted education and provides an avenue for collaboration with AIG Specialists. AIG Specialists attend and contribute to Professional Learning Communities established for regular education teachers and also attend grade level and team level meetings at their assigned schools to ensure open lines of communication toward the goal of total school programming.

At the district level, the AIG Director participates actively in the District Leadership Team to ensure the AIG Program is considered in any relevant decision-making. Specifically, the AIG Director collaborates formally and informally on a regular basis with the Chief Academic Officer, Director of Middle Grades Education, Director of Technology, and other district administrators to understand the AIG Program's contribution to the total instructional program and seek the continuous improvement of both.

### **Practice D**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

### **District Response:**

Every effort is made by the AIG Department of Watauga County Schools to keep all stakeholders informed about differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG Program and Plan. All stakeholders can access the approved local AIG Plan, its supplemental documents, and contact information for the AIG Director and Specialists via the Watauga County Schools website. Each AIG Specialist's website and/or newsletters are also available for any stakeholder. Parents/guardians of gifted students conference annually with the AIG Specialist to review their child's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).

The AIG Specialists and Director collaborate to disseminate information about the AIG Program to Watauga County Schools employees in a variety of ways. These methods include (but are not limited to):

- Annual training from the AIG Specialists for teachers, school administrators, and support staff on AIG regulations and procedures (e.g. relevant state law, the use of multiple criteria to recognize AIG students, and the nomination process);
- Annual training from the AIG Director for Excel Teams on state AIG law and standards, the local AIG Plan, and procedures for identifying AIG students;
- Review of identification procedures by the AIG Specialist at each Excel Team meeting;
- Updates from AIG Specialists at grade level, subject area, and/or PLC meetings;
- Regular updates from the AIG Director at meetings of the AIG Specialist Team, Central Services Team, District Leadership Team;
- Updates from the AIG Director at Board of Education meetings upon the Board's request.

### **Practice E**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

### **District Response:**

Open communication among all stakeholders is essential in ensuring the continuation of appropriate AIG services. The AIG Director and Specialists facilitate ongoing communication among teachers, schools, and other stakeholders concerning delivery options as AIG students transition between grade spans and/or schools. Classroom teachers are required to collaborate with the AIG Specialist to develop student DEPs/IDEPs, and the service delivery options specified in these plans are

accomplished through collaborative curriculum planning. AIG Specialists meet formally and informally with classroom teachers to discuss AIG student needs, particularly at key transition points.

AIG student files, which are maintained by the AIG Specialists, are sent to the receiving school if an identified student moves between schools within Watauga County. If a student moves out of the school system, a copy of their AIG portfolio is included with other transfer information and the original student portfolio is then stored as an inactive file.

Several supports are offered to AIG students entering Watauga High School (WHS). A transitional meeting for each K-8 school is held at WHS for rising ninth graders and their parents. Students and their families are able to tour the facility, learn about high school expectations, and hear information about possible academic, social, and athletic opportunities that are available. High school counselors are also present to answer any class registration questions. At the end of the school year, each AIG Specialist compiles a list of rising ninth graders indicating the areas and levels of services they have received at their K-8 schools. This information, along with AIG student files for rising ninth graders, is sent to the WHS Assistant Principal in charge of AIG services; this Assistant Principal works with the WHS School Counselors to ensure they help AIG students select rigorous and challenging coursework that will continue to meet their needs. A copy of the rising ninth grade AIG student list is also sent to the AIG Director.

#### **Practice F**

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

#### **District Response:**

AIG Specialists facilitate collaboration among a variety of groups in order to develop the most complete and nuanced picture of each AIG student and best serve their social and emotional needs. In their annual presentations to school faculty and staff, AIG Specialists build awareness by highlighting the unique social and emotional needs of AIG students. AIG Specialists also provide specific training on social-emotional needs as necessary throughout the school year and conduct formal and informal check-ins with classroom teachers (e.g. during grade level or area meetings, in one-on-one conversations) to ensure these needs are being met.

AIG Specialists also collaborate with school counselors, school social workers, and other members of the Student Services Department to provide additional supports in meeting AIG students' social and emotional needs. School counselors provide individual and small group counseling sessions for students that have been referred by classroom teachers, AIG Specialists, and/or the school's assistance team. The counselors also meet with each rising ninth grader to offer course suggestions, facilitate the high school registration process, and generally assist with this crucial transition. (See Standard 4, Practice E for more information about support for AIG students at key transition points.) As needed and appropriate, AIG Specialists also attend professional development opportunities with school counselors and classroom teachers in order to build common understanding and language

surrounding the social and emotional needs of gifted students.

Meetings to develop formal student plans are another opportunity for collaboration around social-emotional needs. In their annual review of DEPs/IDEPs (see Standard 1, Practice E), AIG Specialists consider not only academics, but also social and emotional needs, and relevant support staff (e.g. EC and/or ESL teachers, school counselors, psychologists, and/or social workers) are included as needed to assist in these considerations. AIG Specialists also meet with parents annually to discuss the learning environment, differentiated instruction delivery, and success in meeting social and emotional needs, and, if necessary, review and revise DEPs/IDEPs. AIG Specialists also take part as appropriate in 504 and/or Individualized Education Plan meetings for twice-exceptional AIG students in order to help assemble the most detailed picture of these students' needs.

At the district level, the AIG Department also collaborates with other groups to best meet gifted students' needs. The AIG Director and Director of Student Services meet formally and informally to discuss and plan the collaborative efforts of their teams. The AIG Department also works with the county-wide AIG Parent Advisory Council, which serves as a venue for sharing with parents information about the social and emotional needs of gifted learners.

### **Practice G**

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

### **District Response:**

A well-planned array of service delivery options (Appendix B) provides most gifted students with avenues for enrichment and extension. However, highly gifted students may further require radical differentiation strategies and/or placements. The Watauga County Schools AIG Plan, in conjunction with the Watauga County Board of Education Policy Manual, defines how students are able to access accelerative instruction, if warranted. These options include early entrance to Kindergarten, subject or grade acceleration, Credit by Demonstrated Mastery, dual enrollment, attendance at residential schools, early college or university admission, or other independent study.

#### **Early Entrance to Kindergarten**

Parents seeking early entrance to Kindergarten for their student(s) are provided information about the process by the AIG Director and/or school principal. These children must meet the following criteria as explained in Watauga County Board of Education Policy 4100, Age Requirements for Initial Entry (as well as the cross-referenced components of North Carolina General Statutes and North Carolina State Board of Education policy):

- The child has reached his/her fourth birthday by April 16;
- He/she is presented for enrollment no later than the end of the first month of the school year;
- He/she demonstrates an extraordinary level of academic ability and maturity as evidenced by the following documentation to be furnished by the parents:
  - An individual aptitude test given by a certified psychologist at parent/guardian expense;

- An achievement level;
- Student performance information;
- Student work samples;
- Letters of recommendation with specific documentation of physical and social maturity.

A complete listing of guidelines and criteria for early entrance to Kindergarten approved by the North Carolina State Board of Education can be found in North Carolina General Statutes 115C-364, Policy ID Number GCS-J-001.

In determining eligibility for early entrance to Kindergarten, the principal shall convene the Excel Team to assist him/her in making decisions about each case. In addition, the principal and AIG Director will conduct an informal interview with the child to determine his/her level of curiosity and interest in learning, as well as a more structured interview with the parents to explain school expectations. AIG Specialists will review the files of students admitted to school according to these guidelines after the first ninety calendar days of the child being enrolled in school, if the principal deems it appropriate for the child to continue in kindergarten. If the records indicate a possible placement, then a case study is conducted to make a formal AIG placement decision.

#### Subject Acceleration

Subject acceleration options are available should AIG Specialists and Excel Teams deem this an appropriate service for identified students. In consultation with the classroom teacher, AIG Specialists may compact a given curriculum in order to complete it more quickly and allow time for further extension and/or enrichment. Whole-subject acceleration may also be undertaken when it best serves an identified student's needs. AIG-identified middle school students may be eligible to take Pre-Math I in the seventh grade and Math I in the eighth grade if it is deemed an appropriate placement by the AIG Specialist, Excel Team, school principal, and middle school instructors. Additional advanced coursework in math may be provided when necessary and appropriate. The student's grades, EOG scores, interest, level of motivation, and score on the Iowa Algebra Aptitude Test are all considered. These math services are delivered at the elementary school by highly certified teachers.

#### Credit by Demonstrated Mastery

Another pathway for whole-subject acceleration is Credit by Demonstrated Mastery (CDM). This process, authorized and outlined under North Carolina State Board of Education policy GCS-M-001, is a means "by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time." The CDM process is open to all students in grades 9-12 as well as students in grades 6-8 taking high school courses; however, the following courses are not eligible for CDM:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship);
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals;
- CTE Advanced Studies courses;
- CTE courses in pilot and/or field test status;
- English Language Learner (ELL) courses;
- Healthful Living required courses;
- AP and IB courses; and
- Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.

Students can undertake the CDM process during Fall, Spring, and Summer testing windows set by

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the Department of Public Instruction (DPI). Specific dates for these windows, along with information about the entire CDM process, are posted on the Watauga County Schools website. To earn credit via CDM, students must complete a two-phase process:

- Phase One: A course examination (i.e. an end-of-course test, North Carolina Final Exam, or locally-developed assessment). The student must meet a score threshold set by DPI to move on to Phase Two. These thresholds vary by eligible course and are posted on the district website.
- Phase Two: An artifact demonstrating the student's ability to apply knowledge and skills of the course. In the event a student progresses to Phase Two, a school or district CDM Student Review Panel will be convened to review and evaluate the artifact. As stated in the DPI Implementation Guide for Credit by Demonstrated Mastery, the CDM Student Review Panel shall consist of at least two content-area experts, the school principal (or designee), and an AIG or Curriculum and Instruction Specialist. This team will issue a decision regarding whether credit will be awarded.

### Grade Acceleration

Parents seeking grade acceleration for their child should review the criteria as described in the Watauga County Board of Education Policy 4.03.35, Shared Accountability Standards, and discuss this option with their child's AIG Specialist and current classroom teachers. If a student is identified by the site-based Excel Team as academically/intellectually gifted, exhibits outstanding work, and if the classroom teacher indicates that double promotion will be beneficial, a recommendation is discussed with the Excel Team and forwarded to the principal. These professionals consider whether grade acceleration is appropriate given the individual student's unique social and emotional needs. If double promotion is recommended by the Excel Team, principal, and classroom teacher, a conference including the teacher, principal, school counselor, school psychologist, and the student's parents/guardians shall be conducted. During this conference, parents will be informed of the social-emotional considerations associated with grade acceleration. The superintendent or designee shall review the recommendation before a double promotion occurs. The school principal has the ultimate responsibility for placement and grading of students in accordance with federal, state, and local regulations.

### Dual Enrollment

Dual enrollment allows middle and high school students to be enrolled in two levels of schooling at the same time. Students may remain at an appropriate level for the majority of their study and attend an advanced level for a specific course or periods of time. This option may be appropriate for high school students who may be enrolled in post-secondary courses or middle school and high school students who may enroll in advanced courses via distance learning options (e.g. the North Carolina Virtual Public School). Students seeking these placement options must comply with North Carolina Statutes and meet the criteria as described in the Watauga County Board of Education Policy 3101, Dual Enrollment.

### Residential Schools

For some AIG students, full enrollment in institutions outside of Watauga County Schools may be appropriate. The North Carolina General Assembly funds two residential schools, the North Carolina School of Science and Math (NCSSM) and the North Carolina School of the Arts (UNCSA), that address the unique needs of highly gifted students with significant interest in these subject areas. Some AIG students may choose to apply to colleges or universities that offer early admission; if accepted, these students may transfer from high school into such programs. The early admission student who completes graduation requirements must adhere to the guidelines presented in Watauga County Board of Education Policy 4.04.40, Early Admission to College/University - High School

Graduation. AIG Specialists and school counselors work to identify potential applicants for NCSSM, UNCSEA, and early college/university admissions, and these students must meet selection criteria to attend.

#### **Independent Study**

Highly gifted students also have the opportunity to pursue independent studies on higher level tasks or areas of interest. Appropriate supervising personnel (e.g. AIG Specialists, classroom teachers) will direct these activities, which may result in mentorships or job shadowing opportunities.

#### **Practice H**

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

#### **District Response:**

The AIG Plan for Watauga County Schools provides service delivery options for traditionally underrepresented AIG populations. Each elementary school has a nurturing component established for students in kindergarten through second grade (as outlined in Standard 2, Practice G) that seeks to foster giftedness in all students, particularly those from underrepresented populations. Every effort is made for the referral and identification of students who represent their school population. In their annual faculty presentations, AIG Specialists emphasize to classroom teachers the importance of paying special attention to traditionally underrepresented populations for referrals. Excel Teams give special consideration to referred students from underrepresented populations and have the flexibility to adapt identification criteria for these groups (as outlined in Standard 1, Practice C). Through the collaboration of various professionals, the Watauga County Schools AIG Program provides comprehensive services for traditionally underrepresented populations.

The AIG Specialists partner with any school support personnel (e.g. school counselors, school social workers, EC and ESL teachers) who can assist in meeting the needs of traditionally underrepresented populations. English Language Learners are administered the WIDA assessment upon school entry, with ESL services provided, if warranted. The ESL teacher will collect student work samples and serve as an adjunct member of the school's Excel (placement) Team when ESL students are referred for gifted placement. Non-traditional assessments may be used for additional information. Collaborative services for students identified as twice-exceptional are provided by the AIG Specialist and the Exceptional Children's teachers. Service delivery options may include a one-on-one worker and subject and/or grade acceleration.

#### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and



interests of AIG students.

**District Response:**

Providing services for advanced learners is a collaborative school effort and is the responsibility of all school personnel. Differentiation must include extended opportunities for talented, advanced, and gifted students in grades K-12 across all disciplines. In addition to facilitating differentiation for identified gifted students, AIG Specialists serve classroom teachers as a coach and resource in differentiation for all learners.

The school community partners with parents to ensure that students meet high academic standards. In addition to these academic pursuits, AIG Specialists and classroom teachers offer extracurricular opportunities for further enrichment and engagement of student interests. These opportunities may include mentoring programs, job shadowing, cooperative education, internships, apprenticeships, clubs, competitions, and camps. Examples of specific activities include (but are not limited to) Appalachian State University Scholar Weekends, Battle of the Books, Chess Club, Duke TIP, geography and spelling bees, Jr. Beta Club, MathCounts, Mock Trial, Model UN, Odyssey of the Mind, Robotics Club, science competitions, summer enrichment camps, and Yearbook. Specific offerings may vary between schools and school years based on availability. Additional support may be provided by school technology specialists, media specialists, and cultural arts teachers.

Providing extracurricular programs and events is the responsibility of the total school community. The AIG Director collaborates with the Central Services Team, District Leadership Team, and AIG Advisory Council to maintain awareness of various extracurricular opportunities, and AIG Specialists collaborate with parents and other community members to enhance the offerings available to their gifted students.

**Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

**District Response:**

Watauga County Schools recognizes the importance of flexible grouping as a best practice not only for AIG students, but all learners. AIG Specialists collaborate with classroom teachers to employ a variety of grouping methods in support of the best possible instruction.

AIG Specialists may serve identified students in a variety of group configurations (e.g. one-on-one, small groups, whole class) based on a variety of criteria (e.g. student interest, ability, and learning styles). They plan these flexible groupings based on available data for each student (e.g. formative and summative assessment data, work samples, classroom teacher observations) as well as the instructional goals of a particular lesson or unit. Groupings are consistently designed to maximize student engagement and growth.

In addition to their own use of flexible grouping, AIG Specialists provide professional development or other assistance to their faculties on this practice as needed throughout the school year. Following these trainings, AIG Specialists are prepared to model, co-plan, co-teach, and otherwise coach their colleagues in the data-driven creation and implementation of flexible groups.

**Ideas to Strengthen the Standard:**

- AIG Director and Specialists will develop specific plans for targeted service delivery to traditionally underrepresented populations
- AIG Director and Specialists will provide, as appropriate, staff development in the social/emotional needs of gifted learners
- AIG Specialists will regularly involve school counselors in the creation and review of DEPs/IDEPs (possibly by making them standing members of Excel Teams)
- AIG Director and Specialists will advocate with school and district administration for time to collaborate and deliver joint services with school counselors, if warranted
- AIG Director and Specialists, in collaboration with school and district administration, will work to establish protocols addressing if and when AIG students will be required to complete classwork missed when receiving AIG pull-out services
- AIG Director and Specialists will develop a digital repository (e.g. Canvas course, website) available to all WCS teachers to house AIG resources and disseminate other AIG-related information
- AIG Director and Specialists will create online gifted education professional development modules and/or courses
- AIG Director and Specialists, in collaboration with WHS school counselors, will develop a WHS AIG Four-Year Plan document
- AIG Specialists and K-8 school counselors will complete WHS AIG Four-Year Plans with rising AIG-identified 9th graders to ensure strategic service delivery through course selection
- AIG Director and Specialists will develop a centralized, digital repository of AIG student files in order to better facilitate student transfers
- AIG Director and Specialists will examine the development of proficiency tasks for use by Excel Teams in cases of potential grade acceleration
- AIG Director and Specialists will develop materials and procedures to assist in determining social-emotional readiness for grade acceleration

**Sources of Evidence:**

- Agendas, minutes, and/or other materials from relevant group meetings (e.g. school faculties, Professional Learning Communities, subject and grade level teams, Excel Teams, AIG Specialist Team, Board of Education)
- AIG Specialists' lesson and unit plans, developed collaboratively with classroom teachers and appropriate support staff (e.g. EC and ESL teachers)
- AIG student files, including completed, up-to-date DEPs/IDEPs
- Assessments (e.g. nontraditional assessments, WIDA) for students from traditionally underrepresented populations
- Class rosters
- Credentials of the AIG Director, AIG Specialists, and highly qualified general education teachers
- Documentation (e.g. agendas, minutes, sign-in sheets, CEU certificates) of local, regional, state,

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and national gifted education staff development

- Documentation of AIG-related field trips
- Documentation of community member involvement (e.g. guest speakers, mentors, etc)
- Documentation of high school visits by rising ninth graders
- Interest groups
- Lesson plans
- Mass stakeholder communication (e.g. AIG brochures, newsletters, school websites, and press releases)
- North Carolina Standard Course of Study (Common Core and Essential Standards)
- Number of students completing distance education and/or dual enrollment coursework
- Number of students attending NCSSM, UNCSCA, or Governor's School, or entering college or university early
- Roster of middle school gifted students placed in Math I
- Roster of students entering Kindergarten early
- Student data (e.g. aptitude scores, exam proficiency and growth, course grades, work samples)
- Subject specific competitions (e.g.i.e., Math Fair, Math Club, CyberKids, Chess Club, Battle of the Books, Model UN, Odyssey of the Mind)
- Watauga County Schools' AIG Plan, including Array of Services (e.g. grade/subject acceleration, leveled/honors/AP classes) and Delivery Options (e.g. flexible grouping, pull-out, inclusion, online courses)

## Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

### Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

### District Response:

The AIG Specialists in each school are the first line of contact for building and maintaining partnerships with parents of gifted students. AIG Specialists use methods such as the following to communicate and partner with parents:

- Meeting with parents annually to evaluate services as outlined in the DEP/IDEP and make any necessary changes to achieve the optimal student/service match;
- Collaborating with classroom teachers to share student progress information through teacher conferences, phone calls, emails, progress reports, report cards, newsletters, and student-led conferences
- Presenting AIG information at Open House and PTO meetings;
- Posting program updates and upcoming events on a school AIG website;
- Providing an AIG brochure to parents of AIG students;
- Periodically sharing with parents information about special AIG events (e.g. Scholars Weekend, Duke TIP, summer camps, etc.; see Standard 4, Practice I for more information).

Some services available to identified AIG students are based on community partnerships. Such services include:

- Apprenticeships/mentorships
- Community outreach and service projects
- Band, choral, music, and performing arts opportunities
- Guest speakers and career fairs
- Student presentations to authentic, public audiences
- Various competitions (Science Fair, Spelling Bee, Math Fair, etc.)

The AIG Director works to facilitate and strengthen community partnerships at the district level through activities such as:

- Showcasing AIG initiatives via print and digital media outlets (e.g. press releases, social media);
- Maintaining the district AIG website, where the AIG Plan and supplementary documents are stored;
- Encouraging schools to include the AIG program as part of their School Improvement Plans;
- Leading regular meetings of the AIG Advisory Council (described in detail in Standard 5, Practice C);

- Generally advocating for gifted education with members of the Watauga County community.

### **Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

### **District Response:**

The AIG Department makes a concentrated effort to operate with transparency and inform all stakeholders, especially parents of gifted students, of the local AIG Program and Plan. School and district AIG websites, along with AIG brochures, provide information about the AIG program, possible service delivery options, and contact information for each school. The local AIG Plan is posted on the district website, and hard copies are available upon request. The AIG Director and Specialists communicate to stakeholders any changes to the AIG Plan or related policies (e.g. North Carolina AIG Standards or law) through various means (e.g. district and school websites, newsletters, Parent Nights, conferences, etc). The AIG Director meets each month with the AIG Specialists to share plan and policy updates and provides the same information to administrators through monthly AIG updates. Presentations for the Board of Education occur as needed per Board request. The county-wide AIG Advisory Council (as described in Standard 5, Practice C) is instrumental in sharing information concerning the gifted program.

Annual DEP/IDEP review meetings with parents of AIG students offer the AIG Specialists a time to update information, listen to concerns, and answer questions concerning the AIG program and plan. Updates for school personnel occur annually with a review of AIG procedures by the AIG Specialist and monthly in area and team meetings which the AIG Specialist attends. As necessary, the AIG Specialist will present AIG information at scheduled teachers' meetings. The AIG Specialists and Director maintain an open door policy, welcoming parents, faculty, or any other stakeholders to meet with them as needed to discuss questions about the AIG Program or Plan.

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

### **District Response:**

The AIG Advisory Council plays a vital role in the development, implementation, and monitoring of the AIG Program. Its purpose is to promote gifted education in Watauga County, disseminate information about gifted education, create enrichment opportunities for students, and provide families with

scholarships and tuition assistance for enrichment programs. The AIG Advisory Council is also a key avenue for fostering community partnerships (as outlined in Standard 5, Practice A). The Council is led by the AIG Director, meets at least three times annually, and consists of 2-3 parent representatives from each school, the AIG Specialists, and the WHS Assistant Principal in charge of gifted education. Principals and Board of Education members also have standing invitations to attend any AIG Advisory Council meeting. Recommendations from the AIG Advisory Council are reviewed by the AIG Director and the Chief Academic Officer and acted on if appropriate.

The Watauga County Schools AIG Department also seeks input on its programming from a range of stakeholders. Annually, the AIG Director and Specialists deploy surveys aligned with the NC AIG standards to AIG students, their parents, their classroom teachers, and each school principal. AIG Specialists also complete a standards-aligned self-assessment annually. The AIG Director and Specialists review and analyze the response data to guide program planning and goal setting, with changes made as personnel and finances permit. In an effort toward continuous program improvement and excellence, this information is shared with the Watauga County Schools administration and AIG Advisory Council. The AIG Director and local administrators assist with monitoring the plan through teacher observation and conferences.

#### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

#### **District Response:**

The Watauga County Schools AIG Program disseminates information about opportunities for AIG students through its school and district websites, as well as AIG brochures and newsletters. These materials are provided primarily in English; however, Watauga County Schools employs a Spanish translator who can translate AIG documents when necessary.

To further ensure equitable opportunities for AIG students who are English language learners (ELLs), AIG Specialists are encouraged to meet periodically with ESL teachers for possible student referrals. Collaborative lessons may be planned by the AIG Specialist and the ESL teacher, if needed. The ESL teacher may also assist when necessary in the interpretation of student work samples for the AIG Specialist and the Excel Team. The AIG Department offers staff development and provides reference materials on the characteristics of gifted students from disadvantaged or culturally diverse backgrounds.

#### **Practice E**

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**District Response:**

Watauga County Schools strives to develop sustained community partnerships that enhance and contribute to the Array of Services offered by the AIG Department. The AIG Director actively seeks to foster such partnerships, but the total school community -- Board of Education members, the Superintendent, principals, AIG Specialists, classroom teachers, and even students -- is involved in doing so. Current AIG Program partners include Appalachian State University (ASU), Caldwell Community College and Technical Institute (CCC&TI) and local businesses.

These partnerships enhance the AIG Program by providing AIG students with a broader range of authentic, rigorous, engaging learning experiences. In some cases these opportunities extend beyond the school walls by providing mentoring, job shadowing, internships, distance learning, dual enrollment, and apprenticeship experiences. Partner programs include (but are not limited to):

- Apprenticeships, job shadowing, and mentoring
- ASU Public School Partnership
- Community Grants (Bright Ideas and Watauga Education Foundation)
- CTE (Advanced Studies)
- Dream scholarships
- Dual enrollment
- Duke TIP
- Early college admission
- Field trips (IHE/College Day)
- Governor's School, NC School of the Arts, NC School of Math and Science
- Mountain Alliance Partnership
- Online and/or distance learning courses
- Summer Ventures in Math

**Ideas to Strengthen the Standard:**

- AIG Director will work to expand AIG Advisory Council membership to include community partners (e.g. representatives from local institutions of higher education, business owners, nonprofit organizers) and other WCS stakeholders (e.g. a school principal, a Board of Education member, school counselors and social workers)
- AIG Director will collaborate with the district Spanish Interpreter/Translator to develop Spanish translations of the AIG Plan and supplementary materials (e.g. forms, brochures, newsletters, etc)
- AIG Director will collaborate with the district Data Manager to analyze district demographics in order to identify other languages for translation; AIG Director will then develop plans to translate the AIG Plan and supplementary materials into these languages
- AIG Director and Specialists will advocate for and seek out increased time to collaborate with ESL teachers in an effort to better identify and place ELL students
- AIG Director and Specialists will collaborate with the Curriculum and Instruction Department to establish county-wide curriculum-focused Parent Nights for parents of gifted students (with a translator present, if needed)
- AIG Director and Specialists will develop a social-emotional needs survey for AIG students and parents

**Sources of Evidence:** - Agendas, minutes, and/or other materials from relevant group meetings (e.g. school faculties, Professional Learning Communities, subject and grade level teams, Excel Teams, Parent Nights, AIG Specialist Team, AIG Advisory Council, Board of Education)

- AIG feedback surveys and response data
- AIG headcount
- AIG Specialists' lesson and unit plans, developed collaboratively with classroom teachers and appropriate support staff (e.g. EC and ESL teachers)
- AIG student files, including completed, up-to-date DEPs/IDEPs
- Documentation of community member involvement (e.g. guest speakers, mentors, etc)
- Documentation (e.g. agendas, minutes, sign-in sheets, CEU certificates) of local, regional, state, and national gifted education staff development
- Mass stakeholder communication (e.g. AIG brochures, newsletters, school websites, and press releases)
- Number and amount of grants and scholarships awarded to AIG-related initiatives
- Student data (e.g. aptitude scores, exam proficiency and growth, course grades, progress reports, report cards, work samples)
- Watauga County Schools' AIG Plan and supplementary materials available online and in print



## **Standard 6: Program Accountability**

**The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.**

### **Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

### **District Response:**

The Watauga County Schools AIG Program operates under a locally-developed AIG Plan approved by the Board of Education. The plan is written in accordance with state legislation, meets the recommended criteria of the State Board of Education and the Department of Public Instruction (DPI), and encompasses the six North Carolina AIG Program Standards and accompanying practices.

The AIG Plan is revised and resubmitted every three years per DPI requirements. As part of this revision cycle, Watauga County Schools seeks input annually from all stakeholders in this process (as described in Standard 5, Practice C). This input is gathered through self-assessment by the AIG Specialists, surveys completed by AIG students, parents, classroom teachers, and principals, and discussion among the AIG Specialist Team and AIG Advisory Council. Based on this data, the AIG Plan is revised, submitted to the Watauga County Schools Board of Education for approval, and then sent to the Department of Public Instruction (DPI) and State Board of Education for review and comment.

The AIG Director stays abreast of any changes in state gifted education policy through contact with DPI and communicates this information to relevant stakeholders (e.g. AIG Specialists, district and school administration, Advisory Council members). The AIG Director also provides stakeholders with periodic updates on the AIG Plan development and implementation process, including reports to the local Board of Education upon request.

### **Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

### **District Response:**

The AIG plan for Watauga County Schools adheres to North Carolina's AIG legislation, Article 9B,

and the six North Carolina AIG Program Standards (which were adopted by the State Board of Education in July 2009 and last revised in October 2015). The successful, faithful implementation of the plan is monitored by an AIG Director in collaboration with district and school administration.

The AIG Director works with multiple stakeholder groups to ensure awareness and faithful implementation of the AIG Plan. In monitoring the local AIG Program, the AIG Director may take steps such as:

- Collaborating with AIG Specialists to develop and deliver AIG Plan awareness sessions;
- Ensuring AIG Specialists develop equitable schedules that administration and classroom teachers adhere to;
- Conducting school visits with AIG Specialists and their administrators;
- Discussing as necessary administrator observations of AIG Specialists;
- Facilitating regular meetings of the AIG Specialist Team and AIG Advisory Council;
- Discussing and seeking input on issues related to gifted education with district and school administration at Central Services and District Leadership Team meetings;
- Facilitating the development, deployment, and analysis of AIG feedback surveys (as described in Standard 5, Practice C);
- Conducting an annual review of internal AIG records.

### **Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

### **District Response:**

The Watauga County Board of Education authorizes the greatest possible degree of flexibility in use of AIG Program funding in order to maximize program resources and best serve AIG students. The AIG Director receives a finance report each month for review, and the AIG Department, in conjunction with the Finance Department, ensures that state funds are used correctly.

By working in conjunction with individual School Improvement Plans and North Carolina State Board of Education guidelines, Watauga County allocates funds in the most beneficial manner for students. State funds, allocated under Program Report Code (PRC) 34, can be converted to PRC 10 in order to receive more benefits from all funding sources. The conversion of these funds allows Watauga County Schools to employ additional AIG Specialists to provide direct services in each K-8 school, with scheduling determined by caseload numbers. (An Assistant Principal at Watauga High School supports and supervises the gifted program as an assigned responsibility.) Other uses of state and local funds, such as the purchase of supplementary resources and registration for state and national conferences, are driven by purposeful gifted instruction design, which is informed by available student data and aligned with the North Carolina AIG Program Standards. The AIG Director and Specialists consider effective use of available funds in their annual self-assessment.

#### **Practice D**

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

#### **District Response:**

Careful analysis of achievement, growth, and dropout data for identified gifted students is a key component of the Watauga County Schools AIG Program's commitment to data-driven practice. AIG Specialists disaggregate student performance data for all identified gifted students and submit these reports to the AIG Director. Dropout data for gifted students is analyzed at the school and district level.

The AIG Specialists and Director analyze performance data for identified gifted students on an annual basis. This analysis includes achievement on end-of-grade (EOG), end-of-course (EOC), and North Carolina Final Exams (NCFEs), as well as student growth data reported by the Education Value-Added Assessment System (EVAAS). This data is disaggregated by school, grade, teacher, and student. Based on this analysis, the AIG Specialists and Director are able to adjust individual student services, improve collaborative differentiation strategies with classroom teachers, and adapt district-wide AIG programming and planning. In collaboration with the Director of Accountability and School Improvement, the AIG Director shares student growth and accountability information with the Board of Education on a yearly basis.

A Watauga High School (WHS) Assistant Principal and the Director of Student Services maintain and analyze dropout information. The AIG Director annually cross-references dropout data with the high school AIG headcount, is present at exit interviews for AIG-identified dropout students, and collaborates with the Director of Student Services and the WHS Assistant Principal tasked with gifted education to prevent future AIG student dropouts whenever possible.

#### **Practice E**

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

#### **District Response:**

Ensuring equitable school experiences provides all students with the opportunity to reach their full potential as learners. As needed, Watauga County Schools offers system-wide trainings to provide teachers with a broader perspective of students' background of experiences and deeper understanding of how best to meet these students' needs. AIG Specialists develop and deliver such trainings as they pertain to giftedness in underrepresented populations, and they collaborate with classroom teachers to monitor these populations for students who show potential for giftedness. AIG Specialists also periodically review the decisions of their Excel Teams, revisit the list of "Wait and

Watch" students, and provide nurturing experiences when appropriate. Classroom teachers and other school personnel may make referrals at any time during the school year, which creates open placement opportunities for students who make take longer to manifest gifted characteristics.

AIG Specialists closely review student data and provide additional documentation to determine the need for Highly Gifted placements. AIG Specialists provide these identified students with a differentiated curriculum and additional service delivery options.

Collaboration with the Exceptional Children's teacher provides insight and instructional strategies for working with students that are identified as twice exceptional. The AIG Specialist analyzes the academic performance of these students to provide for a more inclusive program.

Through the annual review process, AIG Specialists monitor the performance of all AIG students to ensure they are working up to their potential and their needs are met. The AIG Director provides additional support in monitoring AIG subgroups through discussions in AIG Specialist Team meetings as well as headcount disaggregation and analysis in the context of each school's demographics.

#### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

#### **District Response:**

The Watauga County Schools Personnel Department maintains up-to-date licensure information through the Human Resource Management System (HRMS). The AIG Department also keeps current licensure information concerning the AIG Specialists hired for Watauga County. Each teacher hired as an AIG Specialist must either possess current AIG licensure as mandated by the state of North Carolina or be in the process of receiving add-on certification through an accredited college or university. In addition to the state's requirement for AIG licensure, the Watauga County AIG plan requires an AIG Specialist to stay current in gifted education by taking at least 10 hours (1 Continuing Education Unit) of gifted coursework within five (5) years of receiving gifted licensure or during the renewal period of their gifted licensure.

#### **Practice G**

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

#### **District Response:**

The Watauga County Schools (WCS) AIG Department annually gathers feedback on its programming through surveys administered to AIG students, their parents, their teachers, and their principals, as

well as through an AIG Specialist self-assessment. Each of these surveys are aligned with the North Carolina AIG standards. AIG Specialists also complete an annual AIG Performance Review, which is submitted (along with any supporting documentation) to the AIG Director at the Central Office by July 1 of each year. Once survey results are received, the AIG Director and Specialists analyze the data, discuss its implications on practice, and share this information with appropriate stakeholders (e.g. school and district administration, the AIG Advisory Council, and the WCS Board of Education).

In addition to annual surveys, the AIG Department uses a variety of other means to continuously gather feedback. During annual conferences, parents of AIG students can provide written feedback via their student's DEP/IDEP. AIG Specialists also maintain open parent communication (e.g. in person, via phone and/or email) throughout the school year and meet regularly with classroom teachers to seek their feedback and design instruction accordingly. Regularly scheduled meetings of the AIG Advisory Board offer another venue for feedback. The AIG Specialists and Director maintain an open door communication policy, allowing concerns and suggestions to be handled efficiently and effectively.

#### **Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

#### **District Response:**

Watauga County Schools' AIG Department seeks to continuously improve its AIG Program through decision making driven by qualitative and quantitative data. from various stakeholder groups. These sources of data may include (but are not limited to):

- Student performance data (e.g. formative assessment data, course grades, End-of-Grade, End-of-Course, and North Carolina Final Exam results, Educator Value-Added Assessment System reports)
- Differentiated Education Plans and Individualized Differentiated Education Plans
- Annual AIG feedback survey data, AIG Specialist self-assessments, and AIG Annual Performance Reviews (as described in Standard 6, Practice G)
- AIG professional development feedback and requests from classroom teachers
- Discussions during stakeholder meetings (e.g. school faculties, District Leadership Team, AIG Specialists, AIG Advisory Council)
- Updates received during regional, state, and/or national meetings (e.g. regional and statewide AIG Directors' meetings, North Carolina Association for the Gifted and Talented annual conference)

The AIG Director and Specialists review all pertinent information and discuss possible changes to the AIG Plan, which the AIG Director relays to the Chief Academic Officer and the AIG Advisory Council. The AIG Directory presents any recommended changes in the AIG Plan to the local Board of Education for approval and informs all stakeholders about any AIG Plan revisions.

### **Practice I**

Disseminates all data from evaluation of the local AIG program to the public.

### **District Response:**

The AIG Director and Specialists seek to ensure the operation of the Watauga County Schools AIG Program is transparent to the public. A primary means of this transparency is the AIG Program website, which houses the following information (all of which is available in print upon request):

- The AIG Plan and its appendices;
- Contact information for the AIG Director and Specialists;
- The AIG Advisory Council roster;
- Other resources to support and assist parents of gifted students.

The AIG Director presents AIG Program evaluation data (as outlined in Standard 6, Practice H) to the AIG Specialists, school and district administrators, the AIG Advisory Council, and the local Board of Education. AIG Specialists also present this evaluation data to their schools' stakeholders, including faculty members and parents. Testing and Accountability information is posted on the district website, published in the local newspaper, and made available to other media sources.

### **Practice J**

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

### **District Response:**

The Watauga County Schools AIG Program recognizes its duty to safeguard the rights of its students and their families. To this end, the AIG Director and Specialists follow policies and procedures to protect student privacy, resolve disagreements, ensure the provision of appropriate educational services, and appropriately destroy confidential records. These policies and procedures are developed in accordance with all applicable local, state, and federal laws, including the Family Educational Rights and Privacy Act (FERPA) and North Carolina General Statutes Chapter 115C, Article 9B, 115C-150.8 (Review of Disagreements). Parents are informed of these policies and procedures through the public posting of the AIG Plan on the district website, as well as communication with their school's AIG Specialist.

### **Procedures to Resolve Disagreements**

To resolve concerns and questions regarding the identification and service options for AIG students, the following school personnel in the chain of inquiry should be contacted to establish a meeting to discuss issues of referral, identification, or services.

- Regular classroom teacher

- AIG Program Specialist
- Principal

The procedure for resolving disagreements consists of four potential levels:

- Level I: School Site Review -- If parent(s)/guardian(s) have a disagreement concerning search and nomination, identification, or services, they may request in writing a meeting with the principal, AIG Specialist, and Excel Team. Other personnel may be requested to attend this meeting as deemed appropriate. This meeting should occur within ten (10) days of receipt of the written request.
- Level II: Administrative Review -- If the disagreement is not resolved at the site level, the parent(s)/guardian(s) may appeal in writing to the AIG Director within ten (10) days of the school site decision. The AIG Director and the Superintendent or his/her designee will review the case and respond to the parent(s)/guardian(s) and the principal in writing within ten (10) days of receipt of the appeal.
- Level III: School Board Review -- If agreement cannot be reached administratively, the parent(s)/guardian(s) may appeal in writing to the Watauga County Board of Education within ten (10) days of the administrative review. The school board will offer a written decision to the parent(s) within thirty (30) days.
- Level IV: Administrative Law Hearing -- As stated in North Carolina General Statutes Chapter 115C, Article 9B, 115C-150.8 (Review of Disagreements), if mediation fails to resolve the disagreement satisfactorily, the parent(s)/guardian(s) may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. The scope of the hearing will be limited to consideration of:
  - Whether the local school administrative unit improperly failed to identify the child as an academically/intellectually gifted student, or
  - Whether the local plan of services for the student has been implemented appropriately.Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parents.

#### **Destruction of Records**

The Watauga County Board of Education recognizes that the confidentiality of records of AIG students should be maintained and that the non-current records of AIG students should be destroyed. The confidential records of identified AIG students may be destroyed no earlier than five (5) years after an identified AIG student has graduated. Watauga County Board of Education Policy 4.05.10, "Destruction of Non-Current Records of Exceptional Children," outlines the process for the destruction of Exceptional Children's records; the AIG Program follows these guidelines for destruction of AIG student records.

#### **Ideas to Strengthen the Standard:**

- AIG Director, Specialists, and classroom teachers will incorporate differentiation for the IG population
- AIG Specialists will be trained on the uses of EVAAS
- AIG Specialists will analyze EVAAS data annually for the students they serve
- AIG Specialists will conference with their principal to review EVAAS results and to help the principal



determine AIG goals for the Specialist and for the School-wide Improvement Plan

- AIG Director will discuss EVAAS data with principals at the beginning of each school year
- AIG Director will provide more regular updates to the district-level AIG Program website

**Sources of Evidence:**


- Agendas, minutes, and/or other materials from relevant group meetings (e.g. school faculties, Professional Learning Communities, subject and grade level teams, Excel Teams, Parent Nights, AIG Specialist Team, AIG Advisory Council, Board of Education, regional and statewide AIG Directors' meetings)
- AIG Annual Performance Reviews completed by AIG Specialists
- AIG Director's and Specialists' schedules
- AIG feedback surveys and response data
- AIG headcount (reviewed for accuracy by the AIG Director and Specialists), including rosters of students who are Highly Gifted, twice-exceptional, and/or from historically underrepresented populations
- AIG Specialists' credentials
- AIG Specialists' lesson and unit plans, developed collaboratively with classroom teachers and appropriate support staff (e.g. EC and ESL teachers)
- AIG student files, including completed, up-to-date DEPs/IDEPs with any written parent comments
- Documentation of administrator observations of AIG Specialists
- Documentation of AIG student dropout exit interviews
- Documentation of annual internal AIG records review conducted by the AIG Director
- Documentation (e.g. agendas, minutes, sign-in sheets, feedback surveys) of gifted education staff development
- Documentation of implementing AIG Plan feedback from DPI
- Documentation of parent communication (e.g. contact logs, emails)
- Educator Value-Added Assessment system (EVAAS) reports
- Formative, benchmark, and summative assessment data (e.g. EOGs, EOCs, NCFEs, other end-of-year data, etc.)
- Mass stakeholder communication (e.g. AIG brochures, newsletters, school websites, and press releases)
- Monthly AIG budget statements and transaction reports
- Roster of AIG-identified student dropouts
- Roster of AIG students enrolled in advanced coursework
- School Improvement Plans that address gifted education
- Student data (e.g. aptitude scores, exam proficiency and growth, course grades, progress reports, report cards, work samples)
- Watauga County Schools' AIG Plan and supplementary materials (e.g. signed System Commitment document, procedures for resolving disagreements) posted online and available in print



**Glossary (optional):**

**Appendix (optional):**

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# **Appendix A-**

## **Roles and**

### **Responsibilities**

# Personnel Roles and Responsibilities

Personnel	Level of Responsibility	Responsibilities	Certification or Additional Expertise
AIG Program Director	Director of AIG Curriculum K-12	<ul style="list-style-type: none"> <li>Supervises/Coordinates <i>Watauga County's Academically/Intellectually Gifted Education Program</i></li> <li>Facilitates implementation with the <i>Watauga County Academically/Intellectually Gifted Education Plan</i></li> <li>Keeps current with legal issues</li> <li>Coordinates countywide assessment of students for identification</li> <li>Coordinates staff development opportunities</li> <li>Coordinates evaluation of the program</li> <li>Coordinates communication among appropriate audiences</li> <li>Facilitates the Academically/Intellectually Gifted Program Advisory Board</li> <li>Oversees the budget</li> <li>Seeks additional funding to support the program</li> <li>Communicates with the Watauga County Board of Education on a regular basis and upon request</li> </ul>	<ul style="list-style-type: none"> <li>Overall knowledge of the giftedness including AIG curriculum &amp; characteristics of AIG population</li> <li>Masters degree or higher in education</li> <li><u>AIG Certification</u></li> <li>Remain current regarding trends in AIG curriculum/staff development</li> </ul>
AIG Program Specialist	K through 8	<ul style="list-style-type: none"> <li>Orients faculties, administration, and parents to the <i>Watauga County Academically/Intellectually Gifted Plan</i> on a yearly basis</li> <li>Trains faculties and <i>Excel Teams</i> in nomination and placement procedures on a yearly basis</li> <li>Serves as Chair of the <i>Excel Review and Placement Team</i></li> <li>Maintains a record of students nominated and placed in the program</li> <li>Maintains minutes of the proceedings of <i>Excel Team</i> action</li> <li>Assists regular classroom teachers in the planning and delivery of differentiated instruction according to the plan</li> <li>Delivers differentiated instruction to the identified populations according to the plan</li> <li>Communicates with parents annually regarding their child's academic progress through the <i>Differentiated Education Plan (DEP)/Yearly Performance Review (YPR), and Individual Differentiated Education Plan (IDEP)</i></li> <li>Maintains a student file documenting placement qualifications: updates testing information; annual <i>DEPs/YPRs and IDEPs</i></li> <li>Maintains an accurate headcount of identified students</li> </ul>	<ul style="list-style-type: none"> <li>Licensure in Gifted Education upon employment or in the process of earning licensure within the timeline established by the State Board of Education</li> <li>Remain current in gifted education by taking at least 1 CEU (10 hours) within 5 years of receiving gifted licensure or renewing</li> </ul>

# Personnel Roles and Responsibilities

Personnel	Level of Responsibility	Responsibilities	Certification or Additional Expertise
Regular Classroom Teachers	K through 8	<ul style="list-style-type: none"> <li>• Serve as members of the <i>AIG Identification and Placement Team (Excel Team)</i> as needed</li> <li>• Utilize the service of and collaboratively plan with the AIG Program Specialist</li> <li>• Provide appropriate qualitative differentiation for academically/intellectually gifted students</li> </ul>	<ul style="list-style-type: none"> <li>• Licensure in assigned instructional area/level</li> <li>• May be licensed in gifted education</li> </ul>
Honors/Advanced Placement Teachers	Grades 9 through 12	<ul style="list-style-type: none"> <li>• Provide rigorous academic instruction appropriate to the needs of advanced learners</li> </ul>	<ul style="list-style-type: none"> <li>• AP training when required</li> <li>• Licensure in assigned instructional area/level</li> <li>• May be licensed in gifted education</li> <li>• May pursue gifted education licensure by taking approved university level classes (12 hours)</li> </ul>
School Counselors	K through 8	<ul style="list-style-type: none"> <li>• Serve as an adjunct member of the Excel Team</li> <li>• Support social and emotional needs of gifted students</li> <li>• Counsel underachieving gifted students</li> <li>• Assist rising ninth grade AIG students in planning an appropriate high school course of study</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling licensure</li> <li>• Staff development in the characteristics of the gifted and the social and emotional needs of the gifted are encouraged</li> </ul>
School Counselors	Grades 9 through 12	<ul style="list-style-type: none"> <li>• Support social and emotional needs of AIG students</li> <li>• Monitor AIG student academic progress</li> <li>• Provide information on enrichment opportunities, scholarships, and career possibilities to gifted students</li> <li>• Counsel underachieving gifted students</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling licensure</li> <li>• Staff development in the characteristics of the gifted and the social and emotional needs of the gifted are encouraged</li> </ul>
Assistant Principal	Grades 9 through 12	<ul style="list-style-type: none"> <li>• Supervises/ oversees the high schools AIG program</li> <li>• Maintains an accurate and current headcount</li> <li>• Serves as the chairperson for the high school Excel Team</li> <li>• Monitors dropout statistics for identified gifted students</li> </ul>	<ul style="list-style-type: none"> <li>• Licensed in secondary field and/or administration</li> <li>• Knowledge of curriculum</li> <li>• Knowledge of the <i>Watauga County Academically / Intellectually Gifted Education Plan</i></li> </ul>

# Personnel Roles and Responsibilities

Personnel	Level of Responsibility	Responsibilities	Certification or Additional Expertise
School Psychologists	K through 12	<ul style="list-style-type: none"> <li>Administer individual tests for identification as needed to address special concerns</li> <li>Participate on the <i>Excel Team</i> upon request</li> </ul>	<ul style="list-style-type: none"> <li>Licensure School Psychologist</li> <li>Knowledge of the <i>Watauga County Academically/Intellectually Gifted Education Plan</i></li> </ul>
K-12 Special Area Teachers	Media Specialists, Instructional Technology Specialists, Arts Education, Physical Education, Second Language, & CTE	<ul style="list-style-type: none"> <li>Support for students and teachers at the levels they teach</li> <li>Collaborate with regular classroom teachers and AIG Program Specialists</li> <li>Provide differentiation for students who demonstrate exceptional talents or abilities</li> <li>Participate on the <i>Excel Team</i> upon request</li> </ul>	<ul style="list-style-type: none"> <li>Licensure in assigned instructional area/level</li> <li>May participate in gifted education staff development</li> </ul>
School level <i>Excel Review and Placement Team</i>	AIG Program Specialist Trained regular classroom teachers Principal/designee (ex-officio) Support personnel when appropriate	<ul style="list-style-type: none"> <li>Reviews student information to consider appropriate service delivery option(s)</li> <li>Reviews eligibility and makes recommendation for placement of students</li> <li>Maintains a log/record of search pool student referrals and placement decisions</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Licensure in assigned fields</li> </ul>
Assistance Teams (A-Team)	Trained regular classroom teachers Principal/designee Counselors Additional support personnel	<ul style="list-style-type: none"> <li>Review the progress of underachieving AIG students</li> <li>Makes recommendations for assistance when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Licensure in assigned fields</li> </ul>

# Personnel Roles and Responsibilities

Personnel	Level of Responsibility	Responsibilities	Certification or Additional Expertise
AIG Advisory Board	Parent representatives from each county school	<ul style="list-style-type: none"> <li>Serves in an advisory capacity to the Superintendent/designee and the Watauga County Board of Education</li> <li>Reviews the Watauga County Academically/Intellectually Gifted Education Plan</li> <li>Provides input to the AIG Program Director, Superintendent, and the Watauga County Board of Education on the success of the program</li> <li>Makes recommendations for program improvement</li> <li>Establishes a program of work in the support of the system wide program</li> <li>Facilitates a county-wide PAGE chapter</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Watauga County's Academically/Intellectually Gifted Education Plan</li> <li>Knowledge of State Legislation governing AIG programs</li> <li>Knowledge of the Guidelines established by the State Board of Education</li> </ul>

**Appendix B-**

**Array of**

**Services**



## Watauga County Gifted Services Array for Grades K-2

<b>Learning Environment</b>	<b>Content Modification Differentiated Instruction through use of:</b>	<b>Enrichment Programs/Events for Developing Interests and Talents</b>
<ul style="list-style-type: none"> <li>• Heterogeneous grouping</li> <li>• Flexible grouping</li> <li>• Subject Acceleration</li> <li>• Grade Acceleration (IDEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Course Delivery Options</li> <li>• Apprenticeships/Internships</li> <li>• Contracts</li> <li>• Curriculum Compacting</li> <li>• Enrichment Events</li> <li>• Individual/Small Group Investigations</li> <li>• Learning Centers</li> <li>• Mentorships</li> <li>• Problem/Project Based Learning</li> <li>• Seminars</li> <li>• Thematic/Interdisciplinary Units</li> <li>• Tiered Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Odyssey of the Mind</li> <li>• Science Fair</li> <li>• Contests/Competitions</li> <li>• Classroom Interest Centers</li> <li>• Math Super Stars</li> <li>• Math Fair</li> <li>• Plays/Musicals/Art</li> <li>• Cultural Arts Presentation</li> <li>• Guest Speakers</li> <li>• Community Resource Program</li> <li>• Summer Programs/Camps</li> <li>• Interest clubs</li> <li>• Field Trips</li> <li>• Technology-Enhanced Project Based Learning</li> </ul>

## Watauga County Gifted Services Array for Grades 3-8

Learning Environment	Content Modification	Enrichment Programs/Events for Developing Interest and Talents	
<ul style="list-style-type: none"> <li>• Heterogeneous Grouping</li> <li>• Flexible Grouping</li> <li>• Subject Acceleration</li> <li>• Grade Acceleration (IDEP)</li> <li>• On-line Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Course Delivery Options</li> <li>• Apprenticeships/Internships</li> <li>• Contracts</li> <li>• Curriculum Compacting</li> <li>• Enrichment Events</li> <li>• Individual/Small Group Investigations</li> <li>• Learning Centers</li> <li>• Mentorships</li> <li>• Problem/Project Based Learning</li> <li>• Seminars</li> <li>• Thematic/Interdisciplinary Units</li> <li>• Tiered Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Art Contests</li> <li>• Geography Bee</li> <li>• Junior Great Books</li> <li>• Duke Tip</li> <li>• Odyssey of the mind</li> <li>• Poetry Writing Contests</li> <li>• Writing Contests</li> <li>• Science Fair</li> <li>• Math Fair</li> <li>• Soil and Water Conservation Contest</li> <li>• Spelling Bee</li> <li>• Student Council</li> <li>• School and Community Summer Camps and Programs</li> <li>• Interest Clubs</li> <li>• Junior Beta Club</li> </ul>	<ul style="list-style-type: none"> <li>• Math Superstars</li> <li>• Battle of the Books</li> <li>• Field Trips: Space Camp, Sound to Sea</li> <li>• Cultural Arts Presentations and Programs</li> <li>• Community Resource Programs</li> <li>• Regular Enrichment Courses (Spanish, Art, Band, Etc.)</li> <li>• Guest Speakers</li> <li>• All County Band/Orchestra</li> <li>• Model UN</li> <li>• School Newspaper</li> <li>• School Yearbook</li> <li>• State Band Contest</li> <li>• State Choral Contest</li> <li>• Cyberkids</li> <li>• Mentorships</li> <li>• Peer Mentoring</li> <li>• Technology Enhanced Projects/Based Learning</li> </ul>

## Watauga County Gifted Services Array for Grades 9-12

Learning Environment	Content Modification Differentiated Instruction through use of:	Enrichment Programs/Events for Developing Interests/Talents
<ul style="list-style-type: none"> <li>• Core Curriculum Classes</li> <li>• Electives</li> <li>• Dual Enrollment</li> <li>• Honors Classes</li> <li>• Advanced Placement- AP</li> <li>• On-line Courses</li> <li>• Early Admission to college</li> <li>• Governor's School</li> <li>• NC School of Science and Math*</li> <li>• NC School of the Arts *</li>   <li>• Offered outside of school at student expense</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Course Delivery Options</li> <li>• Apprenticeships/Internships</li> <li>• Contracts</li> <li>• Curriculum Compacting</li> <li>• Enrichment Events</li> <li>• Individual/Small Group Investigations</li> <li>• Learning Centers</li> <li>• Mentorships</li> <li>• Problem/Project Based Learning</li> <li>• Seminars</li> <li>• Thematic/Interdisciplinary Units</li> <li>• Tiered Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Special Interest Clubs</li> <li>• Electives</li> <li>• Independent Studies/Graduation Project</li> <li>• Contests</li> <li>• Competitions (Academic, Career Technical Education and Performance Based)</li> <li>• Community Service Projects</li> <li>• Apprenticeships</li> <li>• Internships</li> <li>• Mentorships</li> <li>• Job Shadowing</li> <li>• Online Courses</li> <li>• Summer Enrichment Camps</li> </ul>

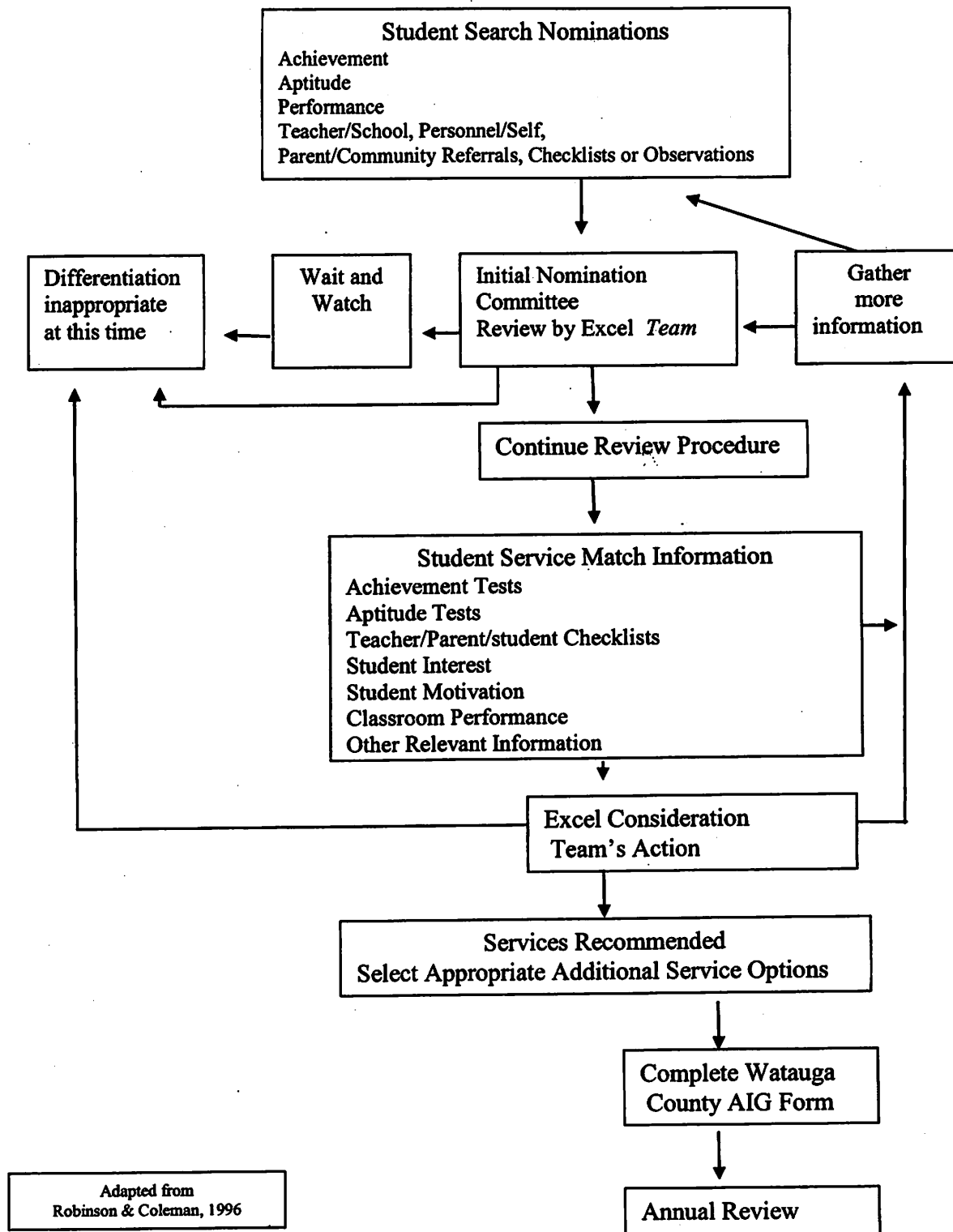
# Appendix C-

# Flow Chart and

# Gifted

# Indicators

**Excel Team**  
**Flowchart of Decision Making**



## **BEST SEARCH PRACTICES<sup>1</sup>**

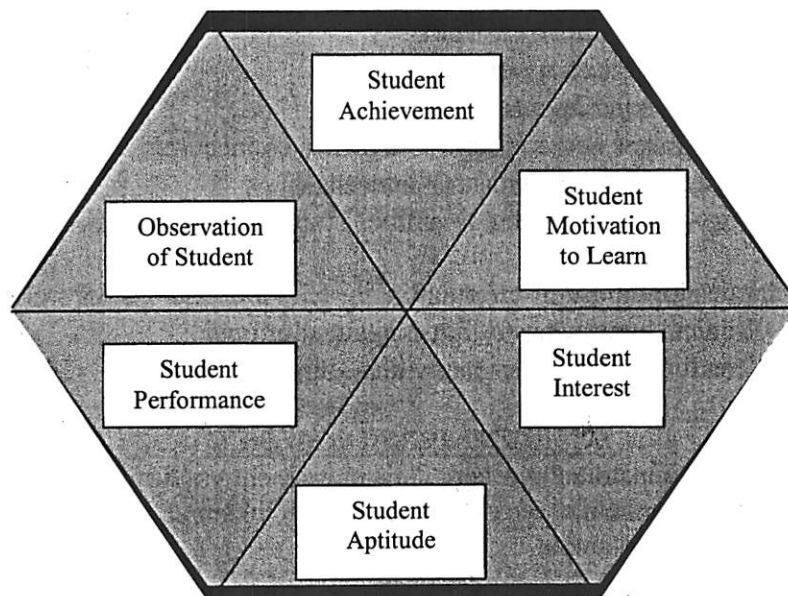
1. The focus should be on the diversity within gifted populations. The gifted are not a homogeneous group, nor do they express their talents in the same way.
2. The goal should be inclusion rather than exclusion of students.
3. Data should be gathered from multiple sources; a single criterion of giftedness should be avoided.
4. Both objective and subjective data should be collected.
5. Educators and non-educators who represent various areas of expertise and who are knowledgeable about behavioral indicators of giftedness should be involved.
6. Screening for giftedness should occur as early as possible, should consist of a series of steps, and should be continuous.
7. Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.
8. Decision-making should be delayed until all data on a student have been reviewed.
9. Data collected during the identification process should be used to help determine the curriculum.

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<sup>1</sup> Frasier, M.M., 1987

# MULTIPLE INDICATORS OF GIFTEDNESS

Coleman, Gallagher, Harrison, and Robinson



Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. Watauga County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Watauga County seeks to address the needs of under-represented gifted populations (i.e. twice exceptional, low socio-economic, culturally/linguistically diverse).

- However, within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
- Information from any, and all, indicators may be used in matching students with appropriate service options.
- Information used from each indicator should be directly related to the service option considered.
- Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance: advanced math).



## **INDICATORS OF GIFTEDNESS**

### **OBSERVATION OF STUDENT**

Indicator of a student's need for differentiation, based on his/her observable behavior: This may be shown through the student's abilities in the following areas:

- Communication – Highly expressive and effective use of words, numbers, and symbols
- Motivation – Evidence of desire to learn
- Humor – Conveys and picks up on humor
- Inquiry – Questions, experiments, explores
- Insight – Quickly grasps new concepts and makes connections, senses deeper meanings
- Interests – Intense (sometimes unusual) interests
- Problem Solving – Effective, often inventive, strategies for recognizing and solving problems
- Memory – Large storehouse of information on school or non-school topics
- Reasoning – Logical approaches to figuring out solutions
- Imagination/Creativity – Produces many ideas, highly original (Frasier, 1995)

### **STUDENT PERFORMANCE**

Indicator of a student's demonstrated mastery. This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

### **STUDENT ACHIEVEMENT**

Indicator of a student's knowledge. This may be shown through a standardized test score or an End-of-Grade/End-of-Course test score (93<sup>rd</sup> percentile or above). Achievement may also be reflected on criterion – referenced tests designed by teachers.

### **STUDENT APTITUDE**

Indicator of a student's capacity for learning. This involves reasoning, problem solving, memory, etc. Aptitude may be shown through an IQ score of demonstrated abilities.

### **STUDENT INTEREST**

Indicator of a student's focus areas and/or curiosity. This may be shown through a formal interest inventory/survey, and informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extra-curricular activities.

### **STUDENT MOTIVATION TO LEARN**

Indicator of a student's commitment to pursue learning experiences. This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environmental or experiential circumstances. For these students, who have often been called "underachievers," an individual case study may be important to reflect the student's specific areas of need.

# **Appendix D-**

# **Criteria To**

# **Access Services**

## **K-2 Nurturing Services (Consultative Services)**

**No formal identification and placement is required for this option and is consultative in nature.**

**The AIG Specialist will provide consultative services for K-2 regular educational teachers of students who exhibit the need for further differentiation. This need may manifest itself through the following:**

- **Exhibiting high quality performance on daily assignments;**
- **Exceeding grade level average on local assessment inventories for the appropriate assessment time of year;**
- **Demonstrating interest in the subject; and**
- **Documentation of student performance via teacher observation and anecdotal records.**

**Each school - based AIG Specialist will collaborate with K-2 regular education teachers throughout the year to target this group of potential AIG students and to differentiate instruction accordingly. Differentiation strategies may include, but are not limited to:**

- **In-class flexible clustering;**
- **Flexible clustering for advancement in English Language Arts and/or Math within the classroom, across teacher teams, or across grade levels; and**
- **Flexible enrichment clusters for the extension of thematic/instructional units.**

## **CRITERIA TO ACCESS SERVICES**

### **GRADES K – 2**

**Formal identification and placement are required for these options.**

Placement should be based upon consideration of the criteria listed below. The school's AIG Excel Team could recommend further evaluation at the school or county level for students who do not achieve the recommended criteria. AIG teams should be aware of the underachieving gifted and underserved population and the need to give full consideration to individual strengths and needs. The use of a scale, such as the Iowa Acceleration Scale, should be considered by the team for placement (a student's score of "Strong Candidate" on the student profile is suggested).

<b>SERVICE</b>	<b>CRITERIA</b>
<b>Individualized Services</b> <b>Subject Acceleration</b> <b>Grade Acceleration</b> <b>Early Entrance</b>	<ul style="list-style-type: none"><li>• Strong student's interest in the subject</li><li>• Teacher recommendation</li><li>• AIG teacher recommendation</li><li>• Principal recommendation</li><li>• Gifted Program Director recommendation</li><li>• Anecdotal information regarding social and academic levels</li><li>• Portfolio of work samples indicating high ability/level of performance</li><li>• Score at least three years above grade level expectations on a standardized individual achievement test in all areas for grade acceleration, or two years above grade level in the subject to be accelerated</li><li>• Aptitude score (WISC-IV, Naglieri, or other appropriate aptitude test) at the upper level (98<sup>th</sup> percentile recommended)</li><li>• Parental approval/permission</li></ul>

**\*When using Grades 1-2 Assessments for documentation, the following recommendations are suggested:**

English Language Arts – three years or above on the county reading assessment.

Math – a summative accuracy score of 93% on the Watauga County Year-End Mathematics Assessment

## CRITERIA TO ACCESS SERVICES GRADES 3-8

Placement should be based upon consideration of the criteria listed below. The school AIG Excel Team could recommend further evaluation at the school or county office level for students who do not achieve the recommended criteria. AIG teams should be aware of underachieving gifted and the need to give full consideration to individual strengths and needs.

<u>INDICATORS</u>	<u>Grade 3-8 Future Referrals</u>	<u>Grade 3 GIFTED LEARNERS</u>	<u>Grade 4-8 GIFTED LEARNERS</u>	<u>Grades 4-8 HIGHLY GIFTED LEARNERS</u>
ACHIEVEMENT/ PERFORMANCE	90th percentile on Math and/or Reading "B" average in specific subject area(s) Work Samples	K-2 Assessments Results (any or all components) NC3rd Grade BOG Scores (93 rd percentile on Math and /or Reading) Portfolio of work samples indicating high ability and/or strong student interest in area	93rd percentile on Math and /or Reading "B+" average in specific subject area(s) Work samples	98th percentile on Math and/ or Reading "A" average in specific subject area( s) Case study portfolio of high quality work
APTITUDE	N/A	90th percentile on Verbal, Math, and/or composite score from an acceptable group or individual aptitude test	90th percentile on Verbal, quantitative, and/or Composite score on the Cognitive Abilities or other group aptitude test	98th percentile on an individual aptitude test (Verbal Comprehension, Perceptual Reasoning or Full Scale IQ)
RECOMMENDATIONS	114 points or higher on GBS and <i>Excel Team</i> Recommendation  Teacher Recommendation AIG Specialist Recommendation	130 points or higher on GBS <i>Excel Team</i> Recommendation  Teacher Recommendation AIG Specialist Recommendation	130 points or higher on GBS <i>Excel Team</i> Recommendation  Teacher Recommendation AIG Specialist Recommendation	146 points or higher on the GBS and <i>Excel Team</i> Recommendation  Teacher Recommendation AIG Specialist and Director Recommendation

**CRITERIA TO ACCESS SERVICES  
GRADES 9-12**

<u>CRITERIA</u>	<u>STRONG LEARNERS</u>	<u>GIFTED LEARNERS</u>	<u>HIGHLY GIFTED LEARNERS</u>
<b>APTITUDE</b>			Aptitude Score at the 98 <sup>th</sup> Percentile
<b>ACHIEVEMENT</b>	Strong past performance in subject area	Previous identification as highly capable student or AIG Placement Summer Ventures	Acceptance in Special Schools: NC School of the Arts NC School of Science & Math Summer Ventures
<b>PERFORMANCE</b>	A or high B average	Superior Academic Performance in Subject (A or high B Average)  At or above county average and/or proficiency level of 4 or above on available tests  (PLAN;ACT;SAT; EOC;EOG)	Advanced at least 3 years beyond grade level Superior Academic Performance  Consistently High Performance  Student Interview  Portfolio of high quality work samples
<b>RECOMMENDATIONS</b>	Strong teacher recommendation	Strong Teacher Recommendation	Case by Case Review  Principal Recommendation  Strong Teacher Recommendation  Parent Permission
<b>SERVICE DELIVERY</b>	Honors Classes  Mentorship  Apprenticeship	Advanced Placement Courses (Grades 10-12 Only)  Dual Enrollment* Distance Learning* Apprenticeship	Individualized Services  Distance Learning* Special Schools+ Dual Enrollment* Early Graduation Early Admission to College/University* Apprenticeship+

+State Selection Criteria

\*Watauga County Board of Education Policy and/or Admissions Requirements

The Watauga County Board of Education may make school facilities available for non-school use when such use does not interfere with the instructional program of the schools. All use of school buildings and facilities, other than by the school or school affiliated groups, requires an approved contract for use of school facilities.

The superintendent is authorized to develop a list of school facilities available for community use. Among the types of facilities that may be available for community use are auditoriums, athletic fields, dining areas, kitchens, designated classrooms, gymnasiums, media centers and playgrounds.

**A. GENERAL PRINCIPLES**

The use of school facilities by community groups should be consistent with the educational program and the goals and objectives of the board and school system. Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate violence;
4. may damage school buildings, grounds or equipment; or
5. conflict with school activities.

**B. PRIORITY IN USE**

The priority for use of school facilities will be based on the following categories.

1. Use by the school, including the after school program, provided that, subject to any applicable federal and state legal requirements, special consideration may be given to government and non-profit use in case of emergencies due to flooding, fire, or other disaster situations
2. In accordance with G.S. 163-129, use as a polling place on election days
3. School affiliated groups such as PTA/PTO organizations, booster clubs, the Watauga Education Foundation, and student clubs, including organizations permitted to meet under the Equal Access Act
4. In accordance with G.S. 115C-527, use by political parties for the express purpose of annual or biennial precinct meetings and county or district conventions

5. Use for youth athletics or youth development activities, including but not limited to summer camps, in which no admission fees are charged, provided that such use is exclusively or primarily for youth residing in Watauga County, and education related use by local Chambers of Commerce
6. Non-commercial use by local government, non-profit agencies, religious or political groups (including political parties when meeting for purposes other than precinct meetings or county or district conventions), and Watauga County residents and organizations
7. Use for commercial purposes, provided that school facilities may not be used to promote or sell any products or services except those with a major emphasis on education

**C. FEES FOR USE**

No rental fees will apply for category 1-5 uses as described above. However, fees for custodial, kitchen, and security personnel, may be charged to category 1-5 users at the discretion of the principal, subject to the fee schedule approved by the board. Fees for technical personnel or other specialized assistance may be charged at the discretion of the principal subject to the approval of the superintendent or superintendent designee.

Rental and other fees will apply for category 6 and 7 uses according to the fee schedule approved by the board per regulation 5030-R for K-8 schools and the separate fee schedule approved by the board for Watauga High School.

All groups within the same user category will be charged for facility use according to the uniform fee structure.

All rental and personnel fees shall be paid by check made out to the Watauga County Schools and collected by the principal/designee. Neither the school nor any user of school facilities shall make any direct payment to school personnel; all such payments are the exclusive responsibility of the Finance Department.

**D. REQUESTS FOR USE OF FACILITIES**

An eligible individual or group that wishes to apply for permission to use a school facility must submit a written application to the principal of the school in which the facility is located. Application forms will be available in the school administrative office.

**E. ADDITIONAL RULES GOVERNING USE OF SCHOOL FACILITIES**

**1. Regulations for Use of Facilities**

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process and provisions regarding fees, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of the regulations will be provided to all applicants with the facilities use application form.



**2. Compliance with Laws and Policies**

In addition to the regulations established by the superintendent, users of school facilities must comply with all federal, state and local laws and all rules established by the board, the superintendent or designee, and the principal.

**3. Concession Rights Reserved to Schools**

For any athletic tournament or other public event, the principal may require that the school or a school affiliated group be granted exclusive right to concession sales, or that the user pay the school up to 15% of gross revenues from concession sales at the event in addition to any other fees. Payments for concessions may be made directly to the school, or to the PTO/PTA or other school-affiliated group operating on behalf of the school. These revenues may be used for any school related purpose approved by the principal.

**4. Non-Discrimination Notice**

Discrimination on the basis of race, color, national origin, sex, disability or age is prohibited in the use of school facilities as in all school system activities and programs.

**5. Opening and Closing of Buildings**

Buildings may be opened and closed only by assigned employees of the school system or specific persons approved in advance by the principal.

A user's violation of the provisions of this policy or any applicable regulation is grounds for suspending the user's privilege to use school facilities for a period of time deemed appropriate by the principal, subject to the review of the superintendent and the board of education.

**F. DAMAGES AND LIABILITY INSURANCE**

Users of school facilities are responsible for all damage to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who caused the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All user groups except school-affiliated groups must furnish a certificate of insurance for general liability coverage with a total coverage of \$1,000,000 for each claim made. Alternatively, the superintendent or principal may require the user group to execute a waiver of liability that states that no liability will be attached to the board of education or the Watauga County Schools, individually or collectively, for personal injury or personal property damage by reason of use of the school property.

**G. TERM AND ACCEPTANCE OF LEASE**

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent shall inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may

be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board. Long-term exclusive leases are subject to the provisions of policy 9400, Sale, Disposal and Lease of Board-Owned Real Property.

#### **H. LIMITATION OF ROUTINE USE**

To ensure equitable access to school facilities by the community, the use of a major school facility such as a gym, auditorium, cafeteria, or media center by the same group (other than a school affiliated group) will be limited to ~~one instance~~ **three occasions** per week for no more than four consecutive weeks, provided that this limitation shall not prohibit the use of school facilities for summer camps approved by the principal. Use for up to eight additional weeks may be approved at the discretion of the superintendent, after which any continued regular use requires the approval of the board.

Principals will inform the superintendent of any requests for facility use that cannot be approved because of conflicting long term use approved by the superintendent or the board.

#### **I. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC**

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

#### **J. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES**

Any person or organization may request a review of any decision made by a school employee pursuant to this policy in accordance with policy 4010, Student and Parent Grievance Procedure.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 U.S.C. 20101 *et seq.*; Community Schools Act, G.S. 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 4021/7230), Student and Parent Grievance Procedure (policy 4010), Prohibition of Alcoholic

Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Sale, Disposal and Lease of Board-Owned Real Property (policy 9400)

Adopted: February 8, 2016

**Revised:**

Replaces: Policy 2.05.20, Community Use of School Facilities and policy 2.05.25, Community Use of Watauga High School Facilities

**A. PRINCIPLES**

The Watauga County Board of Education (the "board") strives to provide safe, orderly, and inviting schools for students and staff. The board also strives to provide other facilities needed to support the educational program. Long-range planning by the board and superintendent is essential for providing an educational environment that offers students the opportunity to receive a sound basic education and that supports student success.

**B. LONG-RANGE PLAN**

The board will adopt a long-range plan that identifies the facility needs of the school system and sets forth a plan for how to meet these needs. The plan will address the issue of whether to renovate existing facilities or build new facilities. The plan also will incorporate, where appropriate, creative options for meeting the needs of the educational program, such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, opportunities for capital lease financing of facilities through public/private partnerships, and sharing facilities with other school systems.'

**C. PROCESS**

The following sources of information will be considered in developing and adopting a long-range plan:

1. data that reflect the possibility of enrollment declines or increases as well as other demographic changes in the population of students that is or may be served;
2. a facilities inventory that includes the size of sites, building capacities, age of buildings, energy consumption, ability to utilize technology, the suitability of the space for its current or future purpose, and accessibility by the community; and
3. the availability or anticipated availability of innovations in construction or design that would allow existing buildings to be renovated or new facilities to be constructed at a lower cost, in a more energy-efficient manner, or in a way that would better meet the needs of the educational program.
4. School personnel, students, and parents should be involved in considering the needs for new and renovated facilities.

**~~D. FACILITIES COMMITTEE ROLE OF THE BOARD AND SUPERINTENDENT~~**

~~The board authorizes the superintendent to form a Facilities Committee to review the facility needs of the school system at least annually during budget preparation and as~~

~~otherwise needed. The Facilities Committee will make recommendations to the board regarding facilities and policies related to facilities. The members of the committee will be the superintendent or designee, the Director of Physical Operations Maintenance, a member of the board, and the principal of any school facility involved.~~

**The superintendent will provide regular updates to the Board of Education regarding the long range facility plan and any facility needs.**

The superintendent may utilize the services of consultants to obtain information necessary for the long-range planning process. All professional contracts must be approved by the board.

The board will work with the board of county commissioners when possible in developing a ~~five-year~~ capital outlay plan. The board and superintendent will endeavor to communicate with other governmental bodies and the public in a positive and persuasive manner about the need for school construction and, consequently, the need for necessary funding.

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-128.1C(1), -129; 153A-164; *Leandro v. State*, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010)

Adopted:

Replaces: Board policy 2.05.00, Facilities Committee Policy

**A. STANDING COMMITTEES**

The Watauga Board of Education (the "board") will organize standing committees for the purpose of conducting thorough deliberations and investigations of issues and informing and recommending action to the board as appropriate.

Standing committees of the board are: Calendar Committee, Elementary Curriculum, Facilities, Finance, High School Curriculum, Personnel Advisory, Policy Committee, and Student Services.

The board representative on each standing committee will be named by the chairperson of the board on an annual basis at the December or January meeting. Members of standing committees shall be approved by the board annually. The number of members of each committee shall be determined by the operational procedure of the committee. The assignment of individual board members to these committees will be published each year.

Standing committees shall have a procedure of operation approved by the board. The committee chairperson will preside at all committee meetings and be responsible for reporting to the board on the activities of the committee. The committee chairperson will call meetings and establish an agenda for each committee meeting that includes any item suggested by the superintendent, committee member or board member. An adequate record of committee meetings shall be provided to the board.

The board chairperson and the superintendent will be an ex-officio member of each committee. The standing committee chairs are responsible for submitting agenda items for regular meetings to the superintendent. The superintendent or designee shall assist the chairperson of each standing committee in the preparation of the agenda and in ensuring that information is available to the committee during its deliberation of issues.

A standing committee may only make recommendations to the board and has no authority to act on behalf of the board unless specifically authorized by law, board policy or the board. Committee reports shall be submitted to the board. They shall be in writing and shall be included in the materials for board action.

**B. AD HOC COMMITTEES**

As time and situations demand, ad hoc committees may be appointed by the chairperson with the approval of the board for special assignments. Ad hoc committees have no final authority and are subordinate and advisory to the board. They shall terminate upon completion of the assignment, or at any time by a vote of the board. The board chairperson or designee shall serve as an ex-officio member of ad hoc committees.

**C. OPEN MEETINGS LAW**

All committees of the board are public bodies within the meaning of the North Carolina Open Meetings Law and are subject to all requirements of that law pertaining to notice, closed sessions, minutes, voting and penalties (see policy 1420, Compliance with the Open Meetings Law). The chairperson of each committee shall notify the superintendent or designee of the time and date of all committee meetings within sufficient time to notify the public of the meetings as required by law.

Legal References: G.S. 115C-36; 143-318.9 *et seq.*

Cross References: Compliance with the Open Meetings Law (policy 1420), Closed Sessions (policy 1421)

Adopted: October 12, 2015

Replaces: Policy 1.06, Board Committees

Revised:

<b>Policy</b>  <b>BOARD OF EDUCATION-OWNED VEHICLES</b>	<i>Watauga County Schools</i>	
	<i>Number</i>	<b>2.05.10</b>
	<i>Adopted</i>	<b>7/1/77</b>
	<i>Revised</i>	<b>10/28/91</b>

### PURCHASES

The Watauga County Board of Education may purchase automobiles with capital outlay funds or enter into a lease contract.

Purchases shall be made through the North Carolina Division of Purchases and Contracts. All lease contracts shall be made with the approval of the superintendent and the board of education. All vehicles owned by the board of education shall be exempt from taxation, but all such vehicles shall be duly registered with the Department of Vehicles as provided in G.S. 20-84.

### ASSIGNMENT

The assignment of vehicles for trip use, daily use, and/or to take home shall be the responsibility of the superintendent or his designee. A list of persons authorized to take cars and trucks home shall be kept up to date and available for inspection.

Legal Ref:   GS 115C-47  
                   115C-520

Revised:    October 28, 1991



## **DESTRUCTION OF NON-CURRENT RECORDS OF ~~EXCEPTIONAL CHILDREN~~ STUDENTS WITH DISABILITIES**

Policy Code:

3580

The Watauga County Board of Education recognizes that the confidentiality of records of ~~exceptional children~~ students with disabilities should be maintained and that the non-current records of ~~exceptional children~~ students with disabilities should be destroyed in an appropriate and timely manner as required by this policy.

All confidential records of an ~~exceptional child~~ a student with a disability may be destroyed no earlier than five (5) years after an identified ~~exceptional child~~ student with a disability has graduated, completed a course of study, or has exited from the program because the child has attained the age of 22.

For the purposes of this policy, non-current records refers to the records of ~~exceptional children~~ students with disabilities who have exited the school system by graduation, certification or maximum age, and who have probably attained their 26<sup>th</sup> 27<sup>th</sup> birthday.

### **A. Due Process Information**

1. Parents, guardians, or eligible students (age 18 or older) shall be informed of their rights to secure copies of records prior to their destruction in accordance with the provisions of the ~~Parents Rights Handbook~~ Handbook of Parent's Rights and this policy.
2. Parents, guardians, or eligible students (age 18 or older) have the right to request the Watauga County Board of Education to destroy confidential information that has been collected, maintained, or used to provide special education to ~~exceptional children~~ a student with a disability when the child is 18 years of age or older and is no longer in need of special education. The records shall be destroyed as soon as possible after the request.
3. Parents, guardians, or eligible students (age 18 or older) may request a copy of such records prior to their destruction. Such information may be useful in order for a ~~handicapped child~~ student with a disability to receive certain benefits, including supplemental social security income, social security, or other financial benefits, legal defense or other purposes.
4. The Watauga County Board of Education, in addition to an annual notice, shall provide information on rights and confidential information ~~each time that written prior notice is given~~ at the following times: initial placement, re-evaluation, change in placement, and exit from a special education program, (including prior to graduation or exit from school due to turning age 22), upon request for an evaluation, upon receipt of a state complaint or due process petition, upon revision of the procedural safeguards notice, or upon request.
5. The prior notice shall include a statement indicating that information such as the child's name, address, phone number, grades, attendance record, and classes attended, grade level completed, and year completed will be maintained without time limitations.

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**B. Public Notice Concerning Records**

- ~~1. A notice shall be sent to the parents/guardians of eligible student's (age 18 or older) last known address, giving information on non-current records to be destroyed, how copies may be obtained, and possible benefits to the former student of such information.~~
2. Prior to the general destruction of non-current records, a public notice specifying that non-current records will be destroyed ninety (90) days hence shall be published in the local newspaper, forwarded to advocacy groups, and disseminated by other methods to ensure that the public understands the destruction of records policy.

**C. Schedule for Destruction of Records**

1. The Watauga County Board of Education will annually destroy all non-current confidential records of all ~~exceptional children~~ **students with disabilities** who have graduated, completed a course of study, or exited the program because he or she has attained the age of ~~twenty one (21)~~ **twenty two (22)** more than five years prior to date on which the records are to be destroyed.
2. The public notification shall occur annually.

Adopted: January 28, 1991 as policy 4.05.10

Revised: May 14, 2007

**Revised and renumbered as policy 3580:**

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

Name of Applicant/Organization: \_\_\_\_\_

Physical address \_\_\_\_\_ E-mail address \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_ (cell) \_\_\_\_\_

School (s) covered by this request: \_\_\_\_\_

Specify the space and facilities for use:

Date(s) of Use: \_\_\_\_\_ Starting Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

Estimated attendance: \_\_\_\_\_ Event is: ☐ private ☐ public

Type/purpose of event: \_\_\_\_\_

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

**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
Personnel Required	Hourly Rate	Estimated Hours	Estimated Personnel Costs
Cafeteria personnel	\$35/hour		
Custodial	\$35/hour		
Security/supervisory	\$45/hour		
Other Costs, if applicable: (describe)			Estimated Other Costs
<b>TOTAL ESTIMATED COST</b> (sum of use fees, personnel costs, and other costs)			

*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 \_\_\_\_\_ Date: \_\_\_\_\_

Approval of principal/designee \_\_\_\_\_ Date: \_\_\_\_\_

*Additional approval for fee related and commercial events:*

Superintendent/designee \_\_\_\_\_ Date: \_\_\_\_\_

## **FUND-RAISING ACTIVITIES**

*Policy Code:*

**5225**

System-wide fund-raising for school purposes may be permitted only with the approval of the superintendent and the Board of Education and only for the exclusive benefit of the Watauga County Schools and school system students and personnel. This provision shall not limit the participation of schools in fund-raising on behalf of the Watauga Education Foundation.

No student or school employee shall be required to participate in any fund-raising activity.

### **A. FUND RAISING ACTIVITIES FOR SCHOOLS**

Any fund-raising activities for a school, including those sponsored by school clubs, specific classes or grade levels, or by school organizations such as a PTA/PTO, shall be subject to the approval of the principal.

Students in grades Pre-K-8 are prohibited from participation in door-to-door fund-raising activities sponsored by the school or by the school-related organizations. This includes the sale of merchandise and the solicitation of contributions, pledges, or orders by students through any door-to-door activity.

Fund-raising activities for Watauga High School shall be limited to organizations that present a written proposal to the principal thirty (30) days prior to the activity. A written response shall be returned within five (5) school days.

### **B. FUND RAISING FOR NON-SCHOOL CHARITABLE PURPOSES**

Fund-raising activities for non-school charitable purposes may be approved by the principal subject to the following guidelines.

1. The number and type of events shall not detract from the instructional program of the school.
2. Charitable fund raising shall not interrupt the school day through assemblies and the school schedule will not be altered to accommodate charitable activities.
3. The request for school participation in charitable fund-raising shall be submitted to the principal in writing at least ten school days before the fund-raising activities would begin.
4. Charitable fund-raising shall not involve the sale of products or commercial services.
5. In choosing which charitable fund-raising activities to approve, principals are encouraged to give priority to charitable organizations with local personnel providing direct services in Watauga County.

The approval of payroll deductions for any charitable purpose is permitted only with the prior approval of the Board of Education.

**Legal References:** GS 115C-47 (6)

**Cross References:** Distribution and Display of Non-School Materials (policy 5210), Collections and Solicitations (policy 5220)

**Adopted:** August 4, 1977 as policy 5.04.10

**Revised:** July 4, 1983

September 10, 1990

May 11, 2009

\_\_\_\_\_ as policy 5225

## **USE OF AUTOMATED MESSAGING**

*Policy Code:*

**5245**

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

### **A. SYSTEM-WIDE USE**

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

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

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

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

### **B. SCHOOL-BASED USE**

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

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

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

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

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

Adopted: September 9, 2013 as policy 2.04.80

**Revised as Policy 5245:**



Adopted: September 9, 2013 as policy 2.04.80

**Revised as Policy 5245:**

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

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

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

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price.

**A. OPERATIONAL STANDARDS**

The school nutrition services program will be operated in a manner consistent with Watauga County Board of Education (the "board") goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. No child will be discriminated against because of race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1.
8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.
9. The price for meals will be determined in accordance with federal law.

10. Non-program foods will be priced to generate sufficient revenues to cover the cost of those items. A non-program food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until 30 minutes after the end of the school day.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All other funds from food and beverage sales will be deposited into a school account approved by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. To the extent feasible consistent with legal, regulatory, and budgetary limits, the purchase of locally sourced foods and beverages is encouraged in the Child Nutrition Program.

#### **B. MEAL CHARGES**

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. The board therefore directs the superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year.

The superintendent or designee shall establish other procedures as appropriate to help ensure compliance with board policy and legal requirements.

**Legal References:** Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. pt. 210; 2 C.F.R. pt. 225, App. B; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 147, art. 6E; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000

**Cross References:** Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400)

Adopted: March 9, 2015

Revised:

**Replaces: Policy 5.07.90, Charging of School Meals**

## **SCHOOL BUS REGULATIONS**

*Policy Code:*

**6350**

In accordance with the General Statutes of North Carolina, the Watauga County Schools provides transportation to all eligible students. It is the position of Watauga County Schools that such transportation will be provided safely and efficiently. In order to prevent disciplinary action or suspension of school bus privileges it will take a combined effort on the part of students, parents, and school administrators.

A school bus driver has complete authority over and responsibility for maintaining order and good conduct on the bus. A driver does not have the authority to punish or suspend a student's riding privilege. The driver, upon observing an infraction of the code, makes a written report to the principal. Principals or their representatives are authorized to take the needed disciplinary actions.

A suspension of school bus privileges does not imply suspension from school and attending classes unless deemed necessary by the principal. Therefore, any students suspended from the bus who do not attend school during those days are subjected to the provisions of the North Carolina Compulsory School Attendance Law.

Complaints against a driver or the operation of a bus should be directed to the principal or the Transportation Supervisor. Any unauthorized person who boards a school bus to settle a problem is trespassing.

The following offenses and consequences are designed to accomplish the objectives of the code. These offenses and consequences are minimal and are not intended to be all-inclusive. They are, however, absolute in that strict adherence is required to retain the privilege of riding school buses in the Watauga County Schools system.

All school buses have video capability. Video of an incident, if available, will be reviewed by the principal or his/her designee. Video coverage of a reported incident is not a requirement for the principal to take disciplinary action.

Following are the consequences for infractions of the rules by a student rider:

1st infraction - driver warning or administrative conference

2nd infraction - referral to principal, parent contact

3rd infraction - suspension from riding the bus for 3 to 5 days (principal's discretion)

4th infraction - suspension from riding the bus for 5 to 10 days (principal's discretion)

5th infraction - suspension from riding the bus for 10-15 days (principal's discretion)

6th infraction - suspension from riding the bus for the rest of the current school year

Bus discipline is divided into Category I for general misconduct and Category II for severe misconduct. Consequences for students who are guilty of Category II misconduct will be administered beginning with the fourth infraction listed above or such additional consequences as the principal may determine.

**Category I Offenses (failure to follow these rules):**

1. Bus assignment: Only students assigned to the bus are to ride the bus, and they are to get off at their assigned stop only. Any changes must be with a note from a parent and signed by a school official. The note should be signed by the principal/designee and a copy given to the driver.
2. Bus stop behavior: Be on time at the designated bus stop only. Stand a safe distance from the roadway and wait for the bus to come to a complete stop before attempting to board.
3. Boarding and unloading: Students are to board the bus in an orderly manner with no pushing, shoving, or breaking in front of another student.
4. Driver instruction: Instructions from the driver are to be obeyed the first time they are given.
5. Language: Use polite language, speak softly, and maintain respectable conduct while riding the bus.
6. Hands and feet: Keep hands and feet inside the bus at all times.
7. Seat: Stay in your seat facing forward with feet on the floor while the bus is in motion.
8. Personal items: Items not authorized to be transported will be taken by the driver and given to the principal or designee.
9. Food/tobacco: Do not eat, drink, smoke or use tobacco products on or around the bus or bus parking lot.

**Category II Offenses:**

1. Weapons: Prohibited in accord with policy 5027/7275, Weapons and Explosives Prohibited
2. Controlled substances: No student rider shall possess, use or be under the influence of any illicit drugs on a bus or bus parking area.
3. Fighting: No student rider shall provoke or engage in a fight or cause personal injury or discomfort to another.
4. Physical intimacy: No student will engage in any type of intimate contact with another.
5. Gross disrespect: No student shall show disrespect to another student or driver by use of vulgar and profane language, indecent exposure, etc.
6. Safety equipment: No student shall tamper with emergency exits, bus equipment, or deface a bus in any manner.
7. Willful disobedience: No student shall willfully fail to comply with any request by school personnel or the driver regarding safety on the bus and the protection of other persons or property.
8. Bus privileges: No student shall ride his/her assigned bus or any other school bus within the system after the principal has suspended riding privileges.

Legal Ref.: 115C-244

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 4021/7230), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Drugs and Alcohol (policy 4325), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275)

Revised: March 25, 1991  
August 12, 1991  
June 14, 2004

## **ORGANIZATION OF THE PURCHASING FUNCTION**

*Policy Code:*

**6410**

The superintendent shall organize the purchasing function in a manner intended to meet the purchasing goals of the Watauga County Board of Education (the "board"). The purchasing function includes the following responsibilities:

1. making purchases for all departments in accordance with applicable laws and regulations, including the requirements of the State Division of Purchase and Contract when applicable, board policy, the superintendent's directives, good purchasing practices, and ethical principles;
2. establishing and enforcing a system for approving and accounting for purchases;
3. maintaining appropriate records on price quotations of supplies most frequently purchased;
4. maintaining other supplemental data to assist in making purchases at the most economical prices possible;
5. maintaining NC E-Procurement compliance and making purchases through the E-Procurement Service to the extent appropriate to maximize savings and efficiency in the purchasing function;
6. establishing a practical degree of standardization of equipment, supplies, and materials with sufficient flexibility to meet unique needs of schools and departments;
7. supervising the receiving of all materials, including establishing procedures to ensure received goods are properly inspected, counted, and documented;
8. maintaining lists of potential bidders for various types of materials, equipment, and supplies;
9. providing information regarding bidding opportunities to vendors;
10. providing information and service to schools and departments that wish to make purchases; and
11. maintaining current information on all applicable laws, regulations, board policies, and administrative procedures.

Legal References: G.S. 143-49, -52, -52.3; 115C-522; 147, art. 6E; N.C. Session Law 2003-147; N.C. Procurement Manual, Department of Administration, Division of Purchase and Contract, available at <http://www.pandc.nc.gov/Default.aspx>

Adopted: February 8, 2016



**Revised:**

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 otherwise prohibited by statute or regulation, the superintendent or designee is authorized to enter into contracts or approve change orders involving amounts up to \$90,000.

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.

**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.

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), Budget Resolution (policy 8110)

**Adopted:** February 8, 2016

**Revised:**

## **STATE PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS, AND SUPPLIES**

*Policy Code:*

**6430**

All purchases of apparatus, supplies, materials, and equipment will be made in accordance with all applicable laws and regulations, including Chapter 143, Article 8, of the North Carolina General Statutes, Watauga County Board of Education (the "board") policy, and school system purchasing procedures. Purchasing contracts subject to the E-Verify requirement will contain a provision stating that the contractor and contractor's subcontractors must comply with the requirements of G.S. Chapter 64, Article 2. **For purchases and 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.** All employees involved in purchasing must be familiar with applicable requirements.

The purchasing officer shall ensure that written specifications for desired products are descriptive and clear and incorporate the quality requirements and service needs of the school system. There is no minimum number of bids, proposals, or quotes required for the purchase of apparatus, supplies, materials, and equipment (whether formally or informally bid); however, the board encourages the purchasing officer to obtain at least two bids, proposals, or quotes when feasible.

Except as otherwise required by law or specified by the board, the board delegates to the superintendent the authority to award contracts for the purchase of apparatus, supplies, materials, and equipment involving amounts up to \$90,000. Any purchases or contracts involving expenditures greater than this amount must be approved by the board. The purchasing officer and any additional staff deemed appropriate by the superintendent shall review submissions of bids, proposals, or quotes to determine if they are responsive to the system's specifications and make recommendations to the superintendent. The superintendent may award the contract based upon such recommendations or make a recommendation to the board for award of the contract by the board.

Apparatus, supplies, materials, and equipment must be purchased in accordance with the following requirements.

### **A. FORMAL BIDS (EQUAL TO OR MORE THAN \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures equal to or more than \$90,000 must be secured through the competitive bid process governed by G.S. 143-129. The superintendent, in consultation with the purchasing officer, is authorized to determine the best method for formally bidding a product or, as appropriate, utilizing one of the exceptions to formal bidding as provided below in Section E. The purchasing officer shall oversee the use of any purchasing method and ensure that all state requirements are met, including advertisement, sealed bids, maintaining records, and public opening of bids. 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.

Awards will be made to the lowest responsible bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract. To be eligible for an award of a contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. All contracts awarded must be in writing.

The board permits the use of the following processes for contracts that require formal bidding.

1. **Competitive Sealed Bids**

A competitive sealed bid (or invitation to bid) may be used to request the cost of particular goods by providing detailed specifications in advance.

2. **Reverse Auction**

Pursuant to G.S. 143-129.9(a)(1), the school system may use reverse auctions as an alternative to sealed bid procedures. For purposes of this policy, "reverse auction" means a real-time purchasing process in which bidders compete to provide goods at the lowest selling price in an open and interactive environment. The superintendent, in consultation with the purchasing officer, shall determine whether reverse auctions are appropriate for a specific purchase or category of purchases. To conduct a reverse auction, the purchase officer may use a third party, may use the state's electronic procurement system, or, if appropriate equipment is available, may conduct the auction using school system equipment.

3. **Exceptions to Formal Bids**

Any of the processes outlined below in Section E may be used in lieu of formal bidding, so long as all requirements of state law are met.

**B. INFORMAL BIDS (\$10,000 TO \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures of at least \$10,000 but less than \$90,000 must be secured through the informal bidding process governed by G.S. 143-131. The superintendent, in consultation with the purchasing officer, is authorized to determine the best method for securing informal bids on a product. The purchasing officer shall oversee the use of any purchasing method and ensure that all state requirements are met, including maintaining records of all bids submitted. Awards will be made to the lowest responsible, responsive bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the

performance of the contract.

**1. Competitive Sealed Bids**

Informal bid requirements may be met by the use of sealed bids. The purchasing officer may utilize the methods for formal competitive bids provided in Section A or may determine other appropriate methods for soliciting sealed bids. The bid specifications must include the time, date, and place for opening bids. No advertisement for bids is necessary (unless the formal bid process is used); however, the purchasing officer may advertise for bids as he or she deems appropriate.

**2. Quotations**

Informal bid requirements may be met by the solicitation of quotes from prospective vendors. Quotations may be solicited and submitted via telephone, fax, e-mail, or the North Carolina E-Procurement system. Telephone quotes must be placed in writing before a final contract will be awarded. Written quotations must be on the vendor's letterhead or an official quotation form.

**3. Reverse Auction**

A reverse auction may be used to solicit informal bids, consistent with the process provided in section A.2.

**4. Exceptions to Informal Bids**

Any of the processes outlined below in Section E may be used in lieu of informal bidding, so long as all requirements of state law are met.

**C. PURCHASES FOR LESS THAN \$10,000**

Purchases for apparatus, supplies, materials, and equipment costing less than \$10,000 will be awarded pursuant to the standards provided in policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

**D. ELECTRONIC BIDDING**

Pursuant to G.S. 143-129.9(a)(2), the school system may receive bids electronically in addition to or instead of paper bids. If electronic bids are used for purchases that must be formally bid, procedures for receipt of electronic bids must be designed to ensure the security, authenticity, and confidentiality of the bids to at least the same extent as provided with paper bids. The superintendent, in consultation with the purchasing officer, shall determine whether electronic bidding is appropriate for a specific purchase or category of purchases.

**E. EXCEPTIONS TO THE FORMAL AND INFORMAL BIDDING REQUIREMENTS**

The school system may utilize the following purchasing options instead of pursuing competitive bidding. Formal or informal bidding is not required if any of these processes are used. The purchasing officer shall gather information to document the basis for the use of any exceptions to the competitive bidding requirements. The superintendent, in consultation with the purchasing officer, may determine that using one of the following exceptions is appropriate for a specific purchase or group of purchases.

1. Purchases from Other Governmental Agencies

Pursuant to G.S. 143-129(e)(1), the school system may contract for the purchase, lease, or other acquisition of apparatus, supplies, materials, or equipment from any other federal, state, or local governmental agency.

2. Special Emergencies

Pursuant to G.S. 143-129(e)(2), competitive bidding is not required in cases of special emergencies involving the health and safety of people or their property. For an emergency to exist under the statute, the following factors must exist: (1) the emergency is present, immediate, and existing; (2) the harm cannot be averted through temporary measures; and (3) the emergency was not self-created by the school system.

3. Competitive Group Purchasing

Pursuant to G.S. 143-129(e)(3), the school system may make purchases through a competitive bidding group purchasing program, through which another entity uses a competitive process to establish contracts on behalf of multiple entities at discount prices.

4. State Term Contract

Pursuant to G.S. 143-129(e)(9), the school system may purchase products included in state term contracts with the state vendor for the price stipulated in the state contract, if the vendor is willing to extend to the school system the same or more favorable prices, terms, and conditions as established in the state contract.

5. Sole Source Items

Pursuant to G.S. 143-129(e)(6), upon approval of the board of education, the school system may purchase an item through a single or sole source contract under the following circumstances: (1) when performance or price competition is not available; (2) when a needed product is available from only one source of supply; or (3) when standardization or compatibility is the overriding consideration. When requesting a purchase under the sole source exception, the purchasing officer shall provide the board with documentation that justifies the use of the exception.

6. "Piggybacking" or Previously Bid Contracts

Pursuant to G.S. 143-129(g), upon approval of the board of education, the school system may purchase from any supplier that, within the previous 12 months, has contracted to furnish the needed item to the federal government, to any state government, or to any agency or political subdivision of the federal government or any state government. Before recommending a purchase using the piggybacking exception, the purchasing officer shall ensure that the following requirements are met: (1) the price and other terms and conditions of the contract are at least as favorable as the prior contract; (2) the contract was entered into following a public, formal bidding process substantially similar to that required by North Carolina General Statutes; (3) the same vendor is used; and (4) notice of intent to award the contract without bidding is publicly advertised at least 10 days prior to the regularly-scheduled board meeting at which the contract will be approved. Before approving the contract, the board must determine that using the contract is in the best interest of the school system.

7. Purchases of Information Technology Goods and Services

Pursuant to G.S. 143-129(e)(7) and 143B-1324(b), the school system may purchase or lease information technology through contracts established by the Department of Information Technology. The purchasing officer shall work with the information technology department to ensure that any such purchases meet the needs of the school system.

In addition, the school system also may purchase information technology goods and services by using a request for proposal (RFP) pursuant to G.S. 143-129.8, provided that the following requirements are met: (1) notice of the request is provided consistent with the formal bidding notice requirements and (2) contracts are awarded to the person or entity that submits the best overall proposal as determined by the purchasing officer and superintendent. The RFP should describe the scope of work, general terms and conditions, specifications of the product needed by the school system, and the application process. The information technology supervisor shall assist the purchasing officer in reviewing the responsiveness of any RFP submitted pursuant to this subsection. RFPs will be evaluated using the "best value" method as defined in G.S. 143-135.9(a)(1) so that the system may select the most appropriate technological solution to meet the school system's objectives. However, if the purchasing officer considers the purchase to be highly complex or is unable to clearly determine what the optimal solution for the school system is, the "solution-based solicitation" or "government-vendor partnership" method may be used. The purchasing officer may negotiate with the proposer to obtain a final contract that meets the best needs of the school system, so long as the alterations based on such negotiations do not deprive proposers or potential proposers of the opportunity to compete for the contract and do not result in the award of the contract to a different person or



- entity than would have received it if the alterations had been included in the RFP.
8. **Gasoline, Fuel, and Oil Purchases**

Pursuant to G.S. 143-129(e)(5), the school system may purchase gasoline, fuel, and oil products without using formal competitive bidding. However, such purchases are subject to the informal bidding requirements provided above.

9. **Used Products**

Pursuant to G.S. 143-129(e)(10), the school system may purchase previously used apparatus, supplies, materials, or equipment without using formal competitive bidding. Before purchasing used products, the purchasing officer shall ensure that the products are in good, usable condition and will be sufficient to meet the school system's needs for a reasonable period of time.

10. **Published Materials**

Pursuant to G.S. 115C-522(a), compliance with Article 8 of Chapter 143 of the General Statutes is not mandatory for the purchase of published books, manuscripts, maps, pamphlets, and periodicals. Such purchase shall be made in accordance with policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

**F. LEASE PURCHASE CONTRACTS AND OTHER CONTRACTS FINANCED OVER TIME**

Lease purchase contracts, contracts that include options to purchase, and leases for the life of equipment all must be bid consistent with the requirements of G.S. 143-129 and 143-131. The purchasing officer shall ensure that such contracts meet the legal requirements and the provisions of policy 6420, Contracts with the Board.

**G. USE OF SCHOOL SYSTEM TERM CONTRACTS**

The school system may create and use term contracts for items that are routinely purchased by the school system. If the estimated expenditure for a routine item under the term contract is equal to or exceeds \$90,000, the contract must be formally bid. If the estimated expenditure is at least \$10,000 but less than \$90,000, the contract must be informally bid. The purchasing officer may incorporate the use of a term contract in the bidding specifications. If term contracts are used, the board attorney, in consultation with the purchasing officer, shall review the contracts.

**H. HISTORICALLY UNDERUTILIZED BUSINESSES**

The board affirms the state's commitment to encouraging the participation of historically underutilized businesses in purchasing functions. The board will comply with all legal requirements and the standards in policy 6402, Participation by Historically

**Underutilized Businesses.**

**Legal References:** G.S. 64, art. 2; 115C-522; 143, art. 8; 143B, art. 14; **147, art. 6E**; Sess. Law 2013-128

**Cross References:** Participation by Historically Underutilized Businesses (policy 6402), Organization of the Purchasing Function (policy 6410), Contracts with the Board (policy 6420), Local Purchasing Requirements for Equipment, Materials, and Supplies (policy 6440)

**Adopted:** February 8, 2016

**Revised:**

## **LOCAL PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS AND SUPPLIES**

*Policy Code:*

**6440**

All purchases of equipment, materials and supplies will be made in accordance with applicable laws and regulations, including Chapter 143 Article 8 of the North Carolina General Statutes, board policy and any school system purchasing procedures. **For purchases and contracts valued at \$1,000 or more, the board will obtain certification from each bidder or vendor affirming that it is not listed on the state treasurer's "Final Divestment List," as required by G.S. 147, Article 6E.** All employees involved in purchasing must be familiar with these requirements.

When competitive bidding is not required, purchases should be made under conditions that foster competition among potential vendors. Purchasing decisions should be made after considering price, quality, suitability for specified need, and timeliness of delivery and performance. The Watauga County Board of Education (the "board") will not enter into a contract with any supplier or contractor when performance on any previous contract has been found to be unsatisfactory by the superintendent or the board.

Records of all informal bids will be kept but will not be available for public inspection until the contract has been awarded. Such records should include the date the bid is received, from whom it is received, and for what item it is made.

**Legal References:** G.S. 115C-36, -522; 143, art. 8; 143-129, -129.9, -131, -135.9; **147, art. 6E**

**Cross References:** Contracts with the Board (policy 6420), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430)

**Adopted:** February 8, 2016

**Revised:**

## **VENDOR LISTS**

*Policy Code:*

**6442**

The Watauga County Board of Education (the "board") desires to provide opportunities to responsible suppliers to do business with the school system. To this end, the superintendent is directed to develop and maintain lists of potential vendors for the various types of materials, equipment and supplies. Such lists will be used in the development of a mailing list for distribution of specifications, invitations to bid, and notice of other competitive purchasing processes.

The superintendent or designee has the discretion to determine which vendors are included on the list and may establish standards for being placed on the list or for remaining on the list. **The standards shall comply with the requirements of G.S. 147, art. 6E.** The superintendent is encouraged to include vendors listed as historically underutilized businesses with the Division of Purchase and Contracts at the State Department of Administration.

**Legal References:** G.S. 115C-522; 147, art. 6E

**Cross References:** Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Participation by Women- and Minority-Owned Businesses (policy 9125)

**Adopted:** February 8, 2016

**Revised:**

## **PURCHASE OF SERVICES**

*Policy Code:*

**6450**

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

**For all purchases and contracts valued at \$1,000 or more, the board will require the service provider to certify that it is not listed on the state treasurer's "Final Divestment List" or "Iran Parent and Subsidiary Guidance," as required by G.S. 147, Article 6E, and that it will not engage subcontractors who are on either list.**

Legal References: G.S. 115C-36; 147, art. 6E

Cross References: Goals of the Purchasing Function (policy 6400)

Adopted: February 8, 2016

**Revised:**

## **DISPOSAL OF SURPLUS PROPERTY**

*Policy Code:*

**6560**

When personal property becomes unnecessary and undesirable for public school purposes, the school system will sell or dispose of the property in order to provide additional revenue for educational purposes, in accordance with the requirements of G.S. 115C-518 and G.S. 160A, article 12. **Contracts for the sale or disposal of surplus property must be consistent with G.S. 147, art. 6E.** Prior to disposition, the superintendent or designee must make a finding that the property is no longer necessary or desirable for school use. Before any property may be sold or disposed of, it must be removed from the appropriate fixed asset inventory.

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

The board will approve the disposal of surplus property.

**Legal References:** G.S. 115C-518; 147, art. 6E; 160A, art. 12

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

**Adopted:** April 11, 2016

**Revised:**

## **GRANTS AND FUNDING FOR SPECIAL PROJECTS**

*Policy Code:*

**8210**

To fulfill the educational goals of the Watauga County Board of Education (the "board"), the board will seek as many sources of revenue as possible. Where appropriate, the superintendent is directed to seek public and private grants and funding for special projects as a source of supplemental funding. Employees are also encouraged to learn about special funding opportunities and to participate in the development of proposals to obtain the funding.

All applications for grants or specially funded projects must be consistent with the educational goals of the board. **Contracts with non-governmental funding entities must be consistent with G.S. 147, art. 6E.**

When required by the funding agency, the proposals will be presented for board approval. The board must be notified of all 1) funding awards in excess of \$10,000, and 2) all grants which require a matching cash contribution in excess of \$5,000.

The superintendent shall establish any procedures necessary to develop an efficient and effective process for seeking special funding.

Legal References: G.S. 115C-36, -47; **147; art. 6E**

**Cross References: Federal Grant Administration (policy 8305)**

Adopted: February 8, 2016

**Revised:**

## **SITE SELECTION**

*Policy Code:*

**9010**

The Watauga County Board of Education (the "board") will select future school sites in a manner consistent with facility needs as identified in the long-range plan. The board will consider options for acquiring property and buildings that are within its legal authority, are economically sound, and meet immediate and future needs.

The superintendent shall assist the board in site selection. In making recommendations to the board, the superintendent should consider the following factors, along with any other factors the superintendent determines to be appropriate:

1. the size of sites needed for current or future projects;
2. the cost of acquisition and development;
3. a site's suitability for its intended uses;
4. a site's accessibility to students and the community; and
5. whether a site meets all legal requirements for school use, including environmental standards.

The superintendent shall investigate and recommend to the board reasonable options for acquiring property or buildings, such as purchasing, leasing, or entering into relationships with other governmental agencies or private businesses, as permitted by law. The superintendent is authorized to select and work with consultants in identifying and assessing site options. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board has delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet any applicable legal and board policy requirements.

**Legal References:** G.S. 115C-47, -204, -517, -518, -521; 153A-164; 160A, art. 2, pt. 1; 147, art. 6E

**Cross References:** Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

**Adopted:** April 11, 2016

**Revised:**



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

*Policy Code:*

**9110**

## **A. USE OF ARCHITECTS AND/OR ENGINEERS**

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

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

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

Procurement of architectural, engineering, surveying, or construction management at risk services for facility design, construction, and related services will be accomplished in accordance with the following requirements.

1. Projects with an Estimated Professional Fee of \$50,000 or More
  - a. The superintendent shall solicit proposals from service providers for selection based upon qualifications using the following or similar criteria:
    - 1) training and experience of the service provider, especially in school-related projects;
    - 2) planning ability and promptness;
    - 3) experience in specification writing, including reputation for accuracy and sufficiency of detail;
    - 4) experience in the construction of K-12 buildings;
    - 5) reputation for quality of design and construction in appearance and utility;

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

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

**Legal References:** G.S. 133, arts. 1 and 3; 143-64.31, -64.32; 147, art. 6E

**Cross References:** Contracts with the Board (policy 6420), Site Selection (policy 9010), Facility Design (policy 9020)

**Adopted:** April 11, 2016

# **PREQUALIFICATION OF BIDDERS FOR CONSTRUCTION PROJECTS**

*Policy Code:*

**9115**

## **A. GENERAL**

1. The purpose of this prequalification process is to impartially evaluate a contractor, and to properly determine by its responsible business practices, work experience, manpower, and equipment that it is qualified to bid on a Watauga County Board of Education (the "board") construction project, including prime contracts awarded by construction managers pursuant to the Construction Manager at Risk ("CM at Risk") process. The award of contracts should be the result of open competition in bidding; impartiality in the selection of contractors; integrity in business practices; and skillful performance of public contracts.
2. The administration shall be responsible for prequalifying individual contractors to bid on board construction projects when the administration believes prequalification is preferred. The administration is not required to prequalify contractors for any particular project or projects. However, a contractor shall not be allowed to submit a bid on a construction project subject to prequalification, unless it has been prequalified in accordance with board policy. **Prequalification shall not relieve the contractor from compliance with the certification requirements of G.S. 147, art. 6E at the time the contractor's bid is submitted or the contract is executed.**
3. The construction manager and the administration shall jointly develop the assessment tool and criteria for each CM at Risk project, including the prequalification scoring values and minimum requirement score. The construction manager shall use the process outlined in this policy for the prequalification of contractors on CM at Risk projects.
4. Notwithstanding the fact that a contractor was prequalified, the board, administration, and construction manager reserve the right to reject a contractor's bid if it is determined that the contractor has not submitted the lowest responsible and responsive bid. The prequalification of the contractor shall not preclude the board, administration, or construction manager from subsequently concluding that the contractor is not a responsible bidder pursuant to G.S. 143-129. The prequalification of a contract for a project shall only apply to the individual project. All construction and repair contracts shall be awarded to the lowest responsive and responsible bidder, taking into consideration quality, performance, and the time specified in the proposals for the performance of the contract.

## **B. APPLICATION PROCESS**

1. The superintendent or designee shall designate a school official to oversee the prequalification process for each individual project ("School Prequalification Official").

2. Each prospective bidder on contracts identified for prequalification by the administration and all CM at Risk projects shall submit an application on the approved prequalification application form in order to become prequalified. The approved prequalification application form will require information to be provided on the ownership of the firm, experience of the firm's personnel, any affiliations with other construction firms, bonding capacity, financial resources, the type of work performed by the firm, and other objective criteria rationally related to the contract to be awarded.
3. The administration shall ensure that applications prepared for the projects comply with this policy and State law. The application is to be submitted by the deadline established in the notice of prequalification. The act of submitting the application does not permit the firm to submit a bid. Incomplete applications will be rejected or returned for further detail or correction in the sole discretion of the school system or construction manager.

#### **C. APPLICATION**

The application used by the school system or the construction manager must be approved by the School Prequalification Official and shall, at a minimum, address the following items:

1. **Organizational Structure** – The firm shall provide a list of all owners, officers, partners, or individuals authorized to represent or conduct business for or sign legal documents for the firm. This list must include the full legal name, typed or printed in a clear legible form. Firms experiencing changes in ownership, organizational structure, or material changes in assets must inform the school system prior to the award of a contract. Failure of the firm to comply with this requirement may result in the termination of any contract awarded by the school system or construction manager.
2. **Classification** – The firm shall indicate the type(s) of work the firm's workforce and equipment normally perform, licensure, and other pertinent information. The firm shall provide its MWSBE (Minority, Women, Small Business Enterprise) status.
3. **Experience** – The firm shall furnish information that documents the ability of the firm to undertake a project involving the type(s) of work for which prequalification is requested.
4. **Financial** – Firms will be required to provide a complete current annual financial statement (current within the previous 12-month period).
5. **Litigation/Claims** – Firms must provide information on its success at completing projects on time, including the payment of liquidated damages. The firm will be

required to submit information regarding its litigation history, including litigation with owners.

6. Capacity – Firms shall demonstrate sufficient bonding capacity, insurance, and resources for the project. Firms must provide relevant information on the personnel that will be directly responsible for the work, including the location of the office that will be primarily responsible for work. Firms shall also demonstrate an acceptable safety history for construction projects.
7. Legal Authorization – All firms must show that they are legally authorized to conduct business in the State of North Carolina and have all required licensure for the work to be performed.

**D. REVIEW OF APPLICATION – SCHOOL SYSTEM BID PROJECTS**

1. Prequalification Committee – The School Prequalification Official shall establish a committee to review and score applications, including approving and denying prequalification (“Prequalification Committee”). The superintendent or designee shall not be a member of the Prequalification Committee.
2. Review of Applications – The school system’s Prequalification Committee shall use the school system’s objective assessment process. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the school system. The prequalification criteria used by the Prequalification Committee shall include prequalification scoring values and the minimum required score to be prequalified for the project. The school system’s Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.
3. Notice of Decision – The firms shall be promptly notified of the school system’s Prequalification Committee’s decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

**E. REVIEW OF APPLICATION – CM AT RISK PROJECTS**

1. Prequalification Committee – The construction manager and the School Prequalification Official shall agree upon the members of the construction manager’s Prequalification Committee. The superintendent or designee shall not be on the Prequalification Committee. The construction manager’s Prequalification Committee will review prequalification applications submitted by the firms and will determine the firm’s prequalification eligibility for the CM at Risk project.
2. Review of Applications – The construction manager’s Prequalification Committee and the School Prequalification Official shall agree upon an objective assessment

process. The construction manager and the School Prequalification Official shall develop prequalification criteria, including prequalification scoring values and the minimum required score to be prequalified for the project. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the construction manager or the school system. The construction manager's Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.

3. Notice of Decision – The firms shall be promptly notified of the construction manager's Prequalification Committee's decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

#### **F. APPEALS PROCEDURE**

The firm may appeal from the denial of prequalification as noted below:

1. Written Appeal – A written appeal may be filed via hand-delivery or e-mail to the applicable Prequalification Committee within three business days of receipt of notice that the firm has been denied prequalification. The written appeal shall clearly articulate the reasons why the firm is contesting the denial and attach all documents and additional information supporting the firm's position. The Prequalification Committee may contact the firm regarding the information provided prior to ruling on the appeal. If the Prequalification Committee is satisfied that the firm should be prequalified, the firm shall be notified that it is prequalified to bid on the project and allowed to participate in the bid process. If the Prequalification Committee upholds its denial, the firm shall be promptly notified in writing via e-mail.
2. Hearing – The firm may appeal the Prequalification Committee's decision on the written appeal by requesting a hearing before the superintendent or designee via hand-delivery or e-mail within three (3) business days of the receipt of the Prequalification Committee's decision. The hearing shall be held within five (5) business days. The firm shall not be allowed to submit additional information without the written consent of the superintendent or designee. The firm shall be allowed thirty (30) minutes for the hearing. In the event the superintendent or designee is unable to hold a hearing in a timely manner, he/she may designate a school official to handle the appeal.
3. Decision – For projects bid by the school system, the decision of the superintendent or designee or designee shall be final, and the firm shall be promptly notified of the decision via e-mail. For CM at Risk projects, the superintendent or designee shall notify the construction manager of its recommended decision. The construction manager shall review the recommended decision and issue a final decision to the school system and firm. In the event the construction manager rejects a recommendation from the superintendent or

designee to prequalify the firm, the construction manager shall provide a written explanation of the denial to both the superintendent or designee and the firm.

4. **General Rules for Appeals** – Firms submitting applications shall be provided an e-mail address for communication with the construction manager or school system during the appeal process. The firm shall provide at least two e-mail addresses for use by the school system or construction manager in communicating with the firm. All appeals shall be completed prior to the date and time for the receipt and opening of bids.

**Legal References:** G.S. 143-128.1, -129, and 135.8; G.S. 147, art. 6E

**Cross References:**

**Adopted:** April 13, 2015

**Revised:**



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.

**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.

**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: Prequalification of Bidders for Construction Projects (policy 9115), Participation by Women- and Minority-Owned Businesses (policy 9125)

Adopted: April 11, 2016

**Revised:**

## **SALE, DISPOSAL, AND LEASE OF BOARD-OWNED REAL PROPERTY**

*Policy Code:*

**9400**

The Watauga County Board of Education (the “board”) will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except that the board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards.

When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit.

**All contracts for the sale, disposal, or lease of real property must be consistent with G.S. 147, art. 6E.**

**Legal References:** G.S. 115C-72, -518, -521; 160A, art. 12; 147, art. 6E

**Cross References:** Community Use of Facilities (5030), Guidelines for Community Use of Facilities (5030-R), Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk (policy 9110)

**Adopted:** April 11, 2016

**Revised:**

**Progress Chart for Policy Manual Revision**  
*For Board meeting of May 9, 2016*

<b>Policies for First Reading</b>			
<b>Recommended Policy</b>	<b>Current WCS Policy</b>	<b>Lead Reviewer</b>	<b>Comments</b>
5030 Community Use of Facilities	Update of current policy	Marshall Ashcraft	Allows principal to approve up to three uses per week (up from one) for up to four weeks
9000 Planning to Address Facility Needs	2.05.00, Facilities Committee Policy	Daniel Clark	Recommended with change to eliminate reference to Facilities Committee
1370 Board Committees	Update of current policy	Marshall Ashcraft	Revised to reflect above change in policy 9000 and the lack of a standing Policy Committee
<b>Policies for Action on First Reading</b>			
2.05.10 Board of Education-Owned Vehicles	Same	Ly Marze	Recommend repeal of this policy
3580 Destruction of Non-Current Records of Students w/Disabilities	4.05.10 Destruction of Non-Current Records of Exceptional Children	Dr. Michael Marcela	Updated, renumbered, and put in NCSBA format
5030-R Guidelines for Use of Facilities	Update of current procedure	Marshall Ashcraft	Adds table for calculation of the costs of using school facilities
5225 Fund-Raising Activities	5.04.10 Fund-Raising Activities	Marshall Ashcraft	Renumbered and put in NCSBA format
5245 Use of Automated Messages	2.04.80 Use of Automated Phone Messages	Marshall Ashcraft	Renumbered and put in NCSBA format
6220 Operation of School Nutrition Services	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6350 School Bus Regulations	5.07.30 School Bus Regulations	Jeff Lyons	Renumbered and put in NCSBA format

6410 Organization of the Purchasing Function	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6420 Contracts with the Board	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6430 State Purchasing Requirements for Equipment, Materials, and Supplies	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6440 Local Purchasing Requirements	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6442 Vendor Lists	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6450 Purchase of Services	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
6560 Disposal of Surplus Property	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
8210 Grants and Funding for Special Projects	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
9010 Site Selection	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
9110 Use and Selection of Architects, Engineers, Surveyors, & Constr. Managers At Risk	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
9115 Prequalification of Bidders for Construction Projects	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
9120 Bidding for Construction Work	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed
9400 Sale, Disposal, and Lease of Board-Owned Real Property	Same	Revised by NCSBA per legislative changes	Revised for Iran Divestment Act and legal/cross references as needed

[illegible][illegible]

----- Forwarded message -----

From: **Nancy Black** <nblack@ncsba.org>

Date: Wed, May 4, 2016 at 3:44 PM

Subject: Update Options for Board Consideration

To: "Marshall Ashcraft (ashcraftm@watauga.k12.nc.us)" <ashcraftm@watauga.k12.nc.us>

Cc: Janine Murphy <jmurphy@ncsba.org>, Christina Miller <cmiller@ncsba.org>

Here is the current information on the update services we offer for Boards to help keep their new policy manuals current. NCSBA has two services for the Board to consider to help keep the new manual up-to-date. Brief descriptions of both options, including their current respective prices, are included below.

1. **PLS UPDATE SERVICE.** NCSBA publishes an annual policy update service that we refer to as the PLS Update Service. The PLS Update Service provides subscribers with policies that update the PLS manual to reflect changes in legal requirements or educational trends. When appropriate, commentary on the relevant legislation or other legal standard underlying the sample policy and a copy of the legislation, rules or case law also are provided. Because your policies have been based on the PLS policies, you can use this service to aid you in updating your own policies. The PLS Update Service is an annual subscription that cost \$1050 for the 2015-16 year.
2. **CUSTOM POLICY UPDATE SERVICE.** The custom update service is offered only to school systems that have just finished a custom policy manual with NCSBA. This is the service your Board has been receiving as we have been customizing the manual. With the custom update service, we do the revision work for your school system by taking the updates published for the PLS Update Service and customizing them for your school system. Each time we revise the NCSBA policies, we will create a customized version of each updated policy for your school system based on your existing adopted policy. We then send you an electronic package with all the proposed updated policies ready to go to your policy committee and/or your Board for consideration. This service will save you and your administrators the time it would take for someone to look at your existing policies and decide where the updates fit into the policies that the school system already has. It will also assist with the process of getting policy revisions to the Board in a timely fashion. Once the Board adopts a revised policy, your staff would simply send the policy (with strike-outs and underlines as adopted) back to us and we will do the clerical work of cleaning up each policy and sending it back to you. We know that school system central office staff resources for most of our systems have been cut to the bone. Our custom update service could enable your school system to keep the policy manual up-to-date while minimizing the amount of work required by your central office personnel. The cost of the custom update service was \$5,600 per year for the 2015-16 year.

As you know from our work together, we normally issue two PLS update packets a year and that each packet generally includes at least 30 policies. The fall PLS update usually includes all policy revisions necessary to keep the manual current with new and revised laws adopted by the NC General Assembly. The spring update tends to focus on federal law and new policies needed to address broader changes in the educational world.

If your Board is willing to commit before June 30, we would be willing to lock in the 2015-16 rate now for either the PLS updates or the PLS Custom Updates for the 2016-2017 fiscal year. Please let me know if you or the Board have any questions.





# **Watauga County Board of Education**

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## **PTA/PTO ADVISORY MEETING**

### **AGENDA AND MINUTES**

**April 19, 2016  
10 a.m.**

#### **I. Welcome from Dr. Elliott/Updates**

In attendance included seven PTO/PTA members, Dr. Scott Elliott, Dr. Wayne Eberle, and Kerin Kiser. Five members were absent.

Dr. Elliott greeted and welcomed everyone to our last meeting of the 2015-2016 school year. He introduced Wayne Eberle, Director of Accountability and School Improvement.

Dr. Elliott also wanted folks to know that he was contacted by a representative from a local business, Verizon Wireless, with information on child monitoring devices for keeping children safe. If anyone would like further information please contact Joseph Lilley at 828-808-1158, or email [Joseph.Lilley@Verizon.Wireless.com](mailto:Joseph.Lilley@Verizon.Wireless.com)

#### **II. 2016-2017 Calendar Presentation**

Dr. Eberle began his presentation welcoming parent input and offering a seat to anyone who would like to help on the calendar committee! There are a host of resources to help build the school calendar and also to determine opening and closing, and total days. The state provides us with a mandated start date. Dr. Elliott informed the group that prior to 2004 there was much leniency with starting and ending dates; schools also had many more work days (or built in snow days). In 2004 the tourism/business group started what is called "save our summers" and the calendar law then changed, making the start date the Monday closest to August 26 and ending closest to June 10. This continued for about eight years and the legislature then said we could have a two week flexibility window on the start



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date. Present day we now have the flexibility of a one week window on the start date.

One can google “save our summers” or “LOCAL” for more information on names/contacts as to whom to write to regarding information on the local control of our calendars.

### III. 2016-2017 Budget Discussion

Due to the lack of time, the budget discussion was scheduled for “another day.”

### IV. Activity/Updates from each School

The following are updates/information shared from individual schools:

**Blowing Rock** – Teacher Appreciation week is coming up the first week of May and BR will have a catered lunch from Outback again this year. The manager, Paul Gee of the restaurant Outback in Blowing Rock is very open to helping and getting involved with our schools. Contact Stacey Everett for more information.

**Parkway** – The fun run last year made \$9,000.00 and the goal this year is to make a profit of \$12,000.00. Students seek pledges for the laps they run and collect upon completion. Volunteers are needed.

**Bethel** – Ms. Arnette asked for suggestions to increase participation and how to recruit folks to volunteer. A suggestion was made to be specific as to what project money is being raised for, such as a new water fountain, or books for the media center.

**Mabel** – Folks are working on a school wide 25th reunion. They are also planning a Friday night fun night at the same time as the book fair, complete with catering. This is a huge event planned once a semester and increases profits for the book fair.

**Watauga High School** – “Friends of Watauga” officers are needed for next year and representative’s Barry and Tammy Adams asked folks to spread the word that help is needed for next school year.

**Valle Crucis** – The color run last Friday eve, held in the Valle Crucis Park was very successful. ASU soccer team members and various community members were in attendance. Every student in kindergarten through seventh grade received a t-shirt provided by the PTO. A profit of \$3,000.00 was made.

Ms. Best gave an update from the NCPTA. A back to school event in Caldwell County is being held in August. Parents and PTA officers are all brought together. She would love to see such an event here in Watauga.



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**Hardin Park** – Ms. Shook emailed the updates since she was unable to attend the meeting. Nominations are due in by the end of April for next years elected representatives. A teacher appreciation luncheon will be held on May 4<sup>th</sup> during duty free lunch. PTO manned a booth for kindergarten orientation for interested parents to sign up for next year. Volunteers are working on the playground equipment and currently building a retaining wall and various site work.

## **V. Adjourn**

11:25 AM.