



**WATAUGA COUNTY  
BOARD OF EDUCATION**

Margaret E. Gragg Education Center  
175 Pioneer Trail Boone, NC 28607  
(828) 264-7190

***WATAUGA COUNTY BOARD OF EDUCATION MEETING AGENDA***  
***June 17, 2024***

- |           |  |                      |
|-----------|--|----------------------|
| 4:45 p.m. | <b>1. CALL TO ORDER</b>  | Board Chair          |
| 4:47 p.m. | <b>2. CLOSED SESSION</b><br>A. Approval of the Minutes for 5/13/2024<br>B. Reportable Offenses – N.C.G.S.115C-288(g)<br>C. Student Records - N.C.G.S.143-318.11(a)(1)<br>D. Personnel – N.C.G.S.143-318.11(a)(6)<br>E. Attorney-Client - N.C.G.S. 143-318.11(a)(3) | Board Chair          |
| 6:00 p.m. | <b>3. OPEN SESSION CALL TO ORDER/<br/>WELCOME/MOMENT OF SILENCE</b>  | Board Chair          |
| 6:03 p.m. | <b>4. DISCUSSION AND ADJUSTMENT OF AGENDA</b>  | Board Chair          |
| 6:05 p.m. | <b>5. SUPERINTENDENT'S REPORT</b>  | Dr. Leslie Alexander |
| 6:10 p.m. | <b>6. VALLE CRUCIS SCHOOL UPDATE</b>   | Dr. Leslie Alexander |
| 6:15 p.m. | <b>7. 11th GRADE STUDENT BOARD REPRESENTATIVE</b>  | Board Chair          |
| 6:18 p.m. | <b>8. SPECIAL RECOGNITION</b><br>★ Retirements of Two District Leaders   | Dr. Leslie Alexander |
| 6:25 p.m. | <b>9. PUBLIC COMMENT</b>   | Board Chair          |

<b>6:35 p.m.</b>	<b>10. CONSENT AGENDA</b> <ul style="list-style-type: none"> <li>A. Approval of the Minutes for 5/13/2024</li> <li>B. Declaration of Surplus</li> <li>C. 2023-24 Budget Amendment #2</li> <li>D. 2024-25 School Nutrition New and Renewal Contracts</li> <li>E. Approval of Settlement and Release Agreement</li> <li>F. NC Driving School Contract</li> <li>G. Green Valley: Plan for ATSI (Additional Targeted Support &amp; Improvement)</li> <li>H. Valle Crucis: Plan for ATSI (Additional Targeted Support &amp; Improvement)</li> <li>I. LEA-Based Calendar Waiver Request for Weather-Related Causes</li> <li>J. Personnel Report</li> </ul>	Dr. Leslie Alexander
<b>6:40 p.m.</b>	<b>11. CURRICULUM UPDATE</b>	Mr. Phil Norman
<b>6:50 p.m.</b>	<b>12. POLICIES: SUBSTANTIVE FOR FIRST READ</b> <ul style="list-style-type: none"> <li>• 1127: Board Member Technology Use</li> <li>• 3220: Technology in the Education Program</li> <li>• 3225/4312/7320: Technology Responsible Use</li> <li>• 3420: Student Promotion and Accountability</li> <li>• 3460: Graduation Requirements</li> <li>• 3620: Extracurricular Activities and Student Organizations</li> <li>• 4002: Parental Involvement</li> <li>• 4040/7310: Staff-Student Relations</li> <li>• 4140 (New): Foreign Exchange Students</li> <li>• 4240/7312: Child Abuse and Related Threats to Child Safety</li> <li>• 4270/6145: Concussion and Head Injury</li> <li>• 5023/6128/7268 (New): Emergency Administration of Naloxone</li> <li>• 5071/7351: Electronically Stored Information Retention</li> <li>• 6125: Administering Medicines to Students</li> <li>• 7130: Licensure</li> <li>• 7280: Prohibition Against Retaliation</li> <li>• 8340: Insurance</li> <li>• 8510: School Finance Officer</li> </ul>	Dr. Wayne Eberle
<b>7:20 p.m.</b>	<b>13. BOARD OPERATIONS</b>	Board Chair
<b>7:30 p.m.</b>	<b>14. BOARD COMMENTS</b>	Board Chair
<b>7:40 p.m.</b>	<b>15. ADJOURNMENT</b>	Board Chair
	<b>16. MISCELLANEOUS</b> <ul style="list-style-type: none"> <li>■ 2024-2025 Calendar Committee</li> </ul>	



## WATAUGA COUNTY BOARD OF EDUCATION

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### WATAUGA COUNTY BOARD OF EDUCATION MEETING

**DATE:** May 13, 2024

**TIME:** 6:00 p.m.

**PLACE:** Margaret E. Gragg Education Center

**PRESENT:**

- Gary Childers, Steve Combs, Marshall Ashcraft, Jason Cornett, Jay Fenwick, *BOE Members*
- Dr. Leslie Alexander, *Superintendent*
- Mr. John Henning, *Board Attorney*

#### **CALL TO ORDER**

*Jason Cornett made a motion at 5:56 p.m. to go into open session. Steve Combs seconded, and all Board members approved.*

Board Chair Dr. Gary Childers called the meeting to order at 6:04 p.m.

#### **WELCOME/MOMENT OF SILENCE**

Dr. Childers welcomed those attending the meeting and requested to observe a moment of silence.

He acknowledged Alison Idol (BOE candidate) who was in attendance.

In recognition of Teacher Appreciation Week, Dr. Childers expressed his appreciation for everything that teachers in WCS do each day. He congratulated Mr. Scott Carter (Cove Creek Principal) for being selected as "Principal of the Year," and Mrs. Lara Whiteside (Blowing Rock Teacher) for being selected as the countywide "Teacher of the Year."

#### **DISCUSSION AND ADJUSTMENT OF AGENDA**

Dr. Leslie Alexander requested that a break be added after #12 (Special Announcement) on the agenda.

## **SUPERINTENDENT'S REPORT**

- May is a busy month preparing for testing and end-of-year celebrations. Details with dates and times will be available on school websites.
- Graduation for WHS/WIA graduation is Friday, June 7th at 5:30 p.m. in the ASU Holmes Convocation Center.
- "Mo' Sweets" donated 30% of all proceeds from May 5th to help with the lunch debt in WCS.
- **Recognition Dates:**
  - May 1: National School Principals Day
  - May 3: School Lunch Hero Day
  - May 6: National Teacher Appreciation Week (May 6-10)
  - May 8: National School Nurses Day
  - May 10: School Communicators Day
  - May 18: National Speech Pathologist Day
- With Teacher Appreciation Week, Dr. Alexander thanked the following:
  - Director of Communications Bailey Little for the wonderful social media coverage of teachers;
  - Chief Academic Officer Phil Norman and the Curriculum & Instruction Team for their support in providing t-shirts to all WCS employees;
  - Mark Norris for interviewing all of the "Teachers of the Year" on his morning radio show *Wakin' Up in the High Country*.

## **VALLE CRUCIS SCHOOL UPDATE**

- Area A: Cafeteria/Kitchen; Gym
  - Area B: Administrative Offices; Band
  - Area C: Classrooms Really great progress
- Underdrains in all areas have been completed.
  - Slabs in the north end of A are completed.
  - Rok-on is mostly completed in areas B and C, and will be starting in area A.
  - The storefront and curtain wall is done in B, mostly completed in C, and starting in A.
  - The rough-in for areas B and C will be completed by the end of May.
  - Metal roofing should be completed by the end of June.

## **STUDENTS' REPORT**

- In order to help combat food waste in the cafeteria, Watauga High School teachers James Priest and Mitchell Wright initiated the "Fruit Collection Program" in conjunction with the Hunger and Health Coalition. These collection services give purpose to the unwanted fruit (that students are required to pick up in the lunchline) that often gets thrown away. Art students made posters advertising the program, and JROTC helps with collecting fruit from the bins.
- Watauga High School teacher Jamie Wilson and Watauga Virtual Academy teacher Dante Binotto were named "Teacher of the Year" for their respective schools for the 2024-25 school year. Mrs. Wilson's expertise and passion for teaching is enriching, and Mr. Binotto is able to effectively engage his students during online learning.



- On May 4th, the Hardin Park PTO put on an Eagle Way 5K at the Boone Greenway in honor of Michael Neff. More than 340 people showed up to participate in the race, many of whom knew Coach Neff or were impacted by him in some way. In addition to raising money for the Hardin Park PTO, the funds will go toward the Michael Neff Scholarship, which will go to Watauga High School student-athletes. There will also be an emergency fund started for Hardin Park students.
- AP exams are in May and will take place over two weeks. Howards Creek Baptist Church opens its doors to allow students to use their space for testing. In the weeks following the tests, students have opportunities to learn beyond the curriculum using project- and research-based learning. (For example, the AP Literature classes held “Shakespeareance,” in which they developed Shakespeare-themed stations in the Media Center for freshman English classes to visit. Freshmen visited an apothecary, made their own quills, created potions, and got to “sword fight.”) Exams for other classes will be during the final week of school.
- The Capping/Senior Awards Ceremony will be May 15th. During capping, each senior has an underclassman “dress them” in their cap/gown/cords. Seniors are then recognized and/or awarded for the groups and programs in which they participate. The Scholarship Ceremony (when students are presented with local scholarships) will be on May 22nd.

## **PUBLIC RECOGNITION**

Director of Middle Grades Education Meredith Jones recognized several talented students in the Arts.

**Band/Orchestra:** (Teachers: Madison Mayhew, Will Selle, Lindsay Scarborough, Taryn Wooten)

- **All-District Band**
  - Valle Crucis: Dash Biles
  - WHS: Ian Biles, Ethan Rusher
- **Western Region Jazz Band**
  - WHS: Ian Biles
- **Western Region Orchestra**
  - WHS: Sienna Davidson, Wyatt Demster, Lucero Escobar Jaramillo, Clara Lappan, Ethan Rusher
- **Junior Western Region Orchestra**
  - Cove Creek: Kayden Kaufman

**Choral Music:** (Teacher: Frankie Lancaster)

- **NC Honors Chorus**
  - WHS: Wesley Coatney
- **Mars Hill Choral Festival**
  - WHS: Wesley Coatney, Hannah Rabinowitz, Dominic Trez, Ezekiel Walker, Kathryn Yoblinski

**Visual Art:** (Teacher: Genal West)

- **General Assembly Youth Art Exhibit**
  - WHS: Jasmine Tripp

Art Teacher Genal West shared that Jasmine Tripp is an Art I freshman whose artwork will be exhibited.

### **“Battle of the Books”:**

Director of Technology Dr. Alison Schleede recognized “Battle of the Books” teams, which is a book-related competition for students in grades 4-5 (elementary) and 6-8 (middle school). Students are quizzed about books they have read from a designated reading list. “Battle of the Books” teams competed in the district-level event in mid-March.

There were 11 elementary teams in the district to compete. The Green Valley Gold team won first place, and they came in 3rd in the regionals. At the district middle school level, there were 12 teams to compete, and the Valle Crucis Silver team earned first place. They won the regional competition (held in Hickory on March 22nd), and came in second in the state competition (held in Fayetteville on May 3rd). They each read 20 books, and their team of six students was the smallest at the state competition.

- ★ **Green Valley Gold Team:** (Coaches: Mitzi London and Libby Diehl)
  - Students: Mariam Broce, Nolan Bryan, Murphy Diehl, Zoey Gray, Jonah Henson, Gunner Hicks, and Pemberly Sebastian
- ★ **Valle Crucis Silver Team:** (Coaches: Jane Brown and Elisa Lovejoy)
  - Students: Maia Carter, Ayla Crawley, Estalee Davenport, Leoria Davenport, Georgia Fungaroli, and Cooper Riley

### **Servant’s Heart Award**

“Come Back Shack” is all about giving back to our community, and in the spirit of this, they held three “Give Back Days” during the school year to help eliminate student lunch debt in the school system. 20% of all sales made on those days were contributed, and the total of the three “Give Back Days” was \$10,826 (with over \$2000 of that from direct donations guests made when checking out). They plan to have three more “Give Back Days” for this cause during the 2024-25 school year.

School Nutrition Director Monica Bolick shared the following statement:

*The "Give Back Days" hosted by "Come Back Shack" have been such a blessing to our schools, students, and families this year. The donations have helped relieve almost \$11,000 in student meal debt that our schools would have otherwise had to cover at the end of the year. This unpaid debt takes away from other educational needs within our schools and places such a burden on many families who are already struggling to put food on their tables each day. I cannot express my gratitude to "Come Back Shack" and the community enough for the support and love shown to Watauga County Schools through this very generous donation.*

The Servant’s Heart Award is the highest honor presented by the Watauga County Board of Education and is awarded in recognition of the highest level of service. “Come Back Shack” strives to make a positive impact both inside and outside of their restaurant, and WCS is very fortunate to have them as a partner dedicated to supporting students. Because of their service, the Board of Education honored them as the recipient of the Servant’s Heart Award for the 2023-24 school year.

Stephanie Boozer, Outreach Manager for “Come Back Shack,” accepted the award and spoke briefly about their mission in giving back to the community.

### **WATAUGA OPPORTUNITIES**

Mr. Michael Maybee, President of Watauga Opportunities, Inc., shared about the non-profit organization that is focused on enhancing independence and self-reliance through vocational training, job placement, employment opportunities, and residential services to individuals with barriers to employment and community inclusion. Watauga Opportunities is celebrating 50 years of service in the High Country this year, and they have been involved with the school system since 1977. They provide services in 19 school systems across 15 counties, and they have helped place 1500 students with jobs. Their goal is to have students employed shortly after graduation.

Spears Alexander (whose wife Joyce Alexander was in attendance) was the founding Executive Director of Watauga Opportunities in 1974, and he was instrumental in starting the partnership in 1977 with the Watauga County Board of Education to serve exceptional students.

Dr. Childers thanked Mr. Maybee and the organization for the work that they do.

### **PUBLIC COMMENT**

There were no citizens who made public comments.

### **CONSENT AGENDA**

Steve Combs made a motion to approve the Consent Agenda. Jason Cornett seconded the motion, and it was unanimously approved.

### **SPECIAL ANNOUNCEMENT**

Dr. Alexander thanked the Human Resources team and all of the stakeholders (teachers, parents, etc.) who were involved in the selection of two new principals.

Parkway: After former Parkway Principal Patty Buckner retired in December, Dr. Wayne Eberle began serving as Interim Principal in January. Assistant Principal Martha Trimble (who joined the Parkway team in 2022) has shown steadfast commitment during this transition, and Dr. Alexander her as the next principal of Parkway School. She said, “Not only does Martha know and love Parkway, she also has strong instructional knowledge and has built positive relationships with students, teachers, and families. I am confident Martha will be a great principal at Parkway School.”

Martha Trimble holds a Master’s degree from Appalachian State University in Middle Grades Education with an Educational Leadership and Principalship add-on. She is in the process of completing her doctoral studies in Educational Leadership at East Tennessee State University. During her career in education, she taught grades 4, 7, and 8 in Watauga County Schools. Ms. Trimble said, “Being able to step into the principal role is humbling and exciting. I am deeply grateful to be able to carry on the Parkway legacy alongside Parkway’s faculty and staff.”

**Blowing Rock:** Madison Hollar was named the next principal of Blowing Rock School, following the retirement of Patrick Sukow (who has served as the principal for 20 years) at the end of the school year. In making this announcement, Dr. Alexander said, “Madison is highly focused on student success and building positive relationships with students, staff, and families. She brings energy and excitement to everything she does and will do great things at Blowing Rock School.” Madison Hollar has been an Assistant Principal at Hardin Park since 2022, and she is the district’s National Board Support Coordinator. She holds a Master’s degree in Curriculum and Instruction, and she has a certification in School Administration. Ms. Hollar has taught grades 6-8 in Watauga County Schools.

Ms. Hollar commented, “I am full of gratitude to assume the role of principal at Blowing Rock School and to follow in the footsteps of Mr. Sukow, whom I deeply admire, and who has had such an incredible impact on the school community. Throughout my journey in this district, I have been the recipient of extraordinary opportunities that led me to this place. I am extremely honored for the opportunity to lead and serve this vibrant school community. I am most excited to be a Rocket!”

### **CTE LOCAL APPLICATION PLAN**

Director of CTE David Koontz shared an overview and update of Career Technical Education enrollments, programs, pathways, credentials, and work-based learning.

#### **Results from the Comprehensive Local Needs Assessment and Findings:**

- **Student Performance:**
  - **Strengths:** CTE Post-Assessments; Credentials; 4-Year Graduation Rate; Post-Secondary Placement
  - **Identified Need:** Academic proficiencies for Reading, Math, Science (Level IV or V on EOC state exam)
- **Labor Market Alignment:**
  - **Strength:** Aligning career pathways to current industry standards
  - **Identified Need:** Aligning career pathways with post-secondary opportunities
- **Size, Scope, and Quality:**
  - **Strengths:**
    - Enrollment data is analyzed and used to inform program offerings and section allocations.
    - Course blueprints are used to inform instruction and PLT work.
    - The WCS CTE facilities, equipment, technologies, classrooms, and labs meet or exceed state guidelines and industry specifications.
    - Students in WCS CTE courses are provided Credentials at no cost for each course.
  - **Identified Needs:**
    - Implementing Career Development Plans
    - Ensuring experiences are intentionally designed/aligned, requirements/procedures are in place, and reflection/documentation of learning occurs.
- **Career Pathways Implementation:**
  - **Strength:** Students in the Career Pathway Programs of Study have opportunities to earn credit that articulates to the next level of education.
  - **Identified Needs:**
    - Career Pathway Programs of Study will provide guides for post-secondary options and information about articulation credit.
    - Students will develop Career Development Plans in 7th Grade and revisit these plans during their high school career.
- **Recruitment, Retention, and Training of Staff:**
  - **Strengths:**
    - WCS CTE staff have the appropriate license(s) and certifications.
    - WCS CTE staff attend local, regional, and state professional development opportunities.

- Identified Needs:
  - Curriculum and Instructional Support for CTE Staff
  - Credential and Assessment
- **Equal Access:**
  - Strength: All learners in WCS CTE have access to high-quality CTE programs.
  - Identified Need: Provide Professional Development opportunities to investigate strategies to support all student learning needs.

#### WCS CTE Areas of Celebration:

- Concentrator Cohort Graduation: 100% ~ above local benchmark; in line with state goal
- Academic Proficiency in Science: 53.40% (increase of 11.9%) ~ above local benchmark; above state goal
- Postsecondary Placement: 99% ~ above local benchmark; above state goal
- Program Quality - Attained Credential: 78.9% (increase of 15.2%) ~ above local benchmark; above state goal

#### WCS CTE Areas for Growth:

- Academic Performance in Reading Language Arts: 37.30% ~ below local benchmark (male students); below state goal
- Academic Proficiency in Math: 32.80% ~ below local benchmark (female students); below state goal
- Nontraditional Placement: 23.51% ~ below local benchmark; below state goal

Dr. Alexander praised Mr. Koontz on the great job he has done this year in his new role as CTE Director. Marshall Ashcraft commented how there are “lots of moving parts” in the CTE world, and Jay Fenwick wanted to make sure that students are not being tracked or “pigeon holed” in any way.

Steve Ward (Welding Teacher at Watauga High School) is the NCCAT CTE Teacher of the Year.

Steve Combs made a motion to approve the 2024-25 Local Application for CTE State/Federal Funding. Jay Fenwick seconded the motion, and it was unanimously approved.

### **POLICIES: SUBSTANTIVE FOR FIRST READ**

- 4130: Discretionary Admission

Dr. Wayne Eberle shared the policy and asked for approval on first read. Jason Cornett made a motion to approve Policy 4130 on first read with a couple of amendments as recommended by Gary Childers. Marshall Ashcraft seconded, and all Board members approved.

Dr. Childers thanked Dr. Eberle for his willingness to serve in two roles the last few months as he has also been the Interim Principal at Parkway.

### **BOARD OPERATIONS**

- The June BOE meeting will be Monday, June 17th.
- The Board members will have an all-day work session on July 11th, and the July BOE meeting will take place that afternoon.

**BOARD COMMENTS**

Board Attorney John Henning clarified that if three Board members go to a meeting ~ even if it is not their meeting and there is not any action taken ~ it is still considered a meeting.

Marshall Ashcraft stated that he appreciates the Directors providing “snapshots” of what is happening in the district.

If the County Commissioners are not able to give the additional \$500,000 being requested this year, the Board supports Dr. Alexander to ask if they can give one-third of the amount this year, and divide out the money over three years. The district is very appreciative of what the Commissioners plan to give, but there is much that is needed to meet the needs of teacher retention and recruitment (supplement scale), safety (facility upgrades ~ bi-directional amplifiers/repeaters), and academic performance.

**ADJOURNMENT**

Steve Combs made a motion to adjourn, Jason Cornett seconded, and it was unanimously approved. The meeting adjourned at 8:55 p.m.

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Dr. Gary L. Childers, *Board of Education Chair*

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Dr. Leslie Alexander, *Superintendent*



## Declaration of Surplus Items - June 2024

Date Approved: \_\_\_\_\_

### Bethel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
100954	1	ICE MAKER- TABLE TOP		1
NONE	1	REFRIDERATOR		1
100268	1	CART- COMPUTER	1	
100449	1	RADIO/CD PLAYER		1
34001	1	CHROMEBOOK 100e		1

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### Blowing Rock

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
33445	1	CHROMEBOOK- 300e		1

1

0

1

### Cove Creek

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
800502	1	CALCULATOR TI-73		1
800503	1	CALCULATOR TI-73		1
800558	1	CALCULATOR TI-73		1
800743	1	CALCULATOR TI-73		1
800769	1	CALCULATOR TI-73		1
801013	1	CALCULATOR TI-73		1
801032	1	CALCULATOR TI-73		1
800529	1	CALCULATOR TI-73		1
801039	1	CALCULATOR TI-83		1
NONE	1	CALCULATOR TI-83		1
NONE	18	MONITOR- DELL	18	
800981	1	ELECTRONIC GAME SYS	1	
800857	1	ELECTRONIC GAME SYS	1	
800861	1	ELECTRONIC GAME SYS	1	
800862	1	ELECTRONIC GAME SYS	1	
800858	1	ELECTRONIC GAME SYS	1	
800980	1	ELECTRONIC GAME SYS	1	

800859	1 ELECTRONIC GAME SYS	1	
800983	1 ELECTRONIC GAME SYS	1	
800860	1 ELECTRONIC GAME SYS	1	
800863	1 ELECTRONIC GAME SYS	1	
800856	1 ELECTRONIC GAME SYS	1	
800982	1 ELECTRONIC GAME SYS	1	
	BOX OF NEW AND USED		
NONE	1 COMPUTER SLEEVES	1	
NONE	1 Box of used keyboards	1	
	Box of monitor power cords and		
NONE	1 USB monitor cords	1	
800641	1 Exrcs Eq - 131 Stat. Cycle		1
800262	1 Ptrr - CLJ Enterprise		1
800509	1 Ptrr - LJ 4000TN		1
800484	1 DVD Player - Model 1080P9/XAA	1	
800486	1 DVD-VHS Player - DVW7100A	1	
800595	1 DVD-VHS Player - Model DV220	1	
800111	1 DOC CAM		1

50

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36

14

## Green Valley

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	1	ROUND TABLE		1

1

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1

## Hardin Park

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	1	MONITOR- DELL	1	
500786	1	AMPLIFIER	1	
40915	1	SWITCH		1
33546	1	CHROMEBOOK- 300e		1
500786	1	AMPLIFIER		1
34915	1	CHROMEBOOK- 100e		1
28768	1	PROJECTOR- 575		1
500797	1	SOUNDBOARD 580		1

8

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## Mabel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	3	COMPUTER TABLES	3	
NONE	3	ROLLING CHAIR- BLUE		3
601223	1	POTTERY WHEEL	1	

7

4

3

## Parkway

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
700697	1	CALCULATOR- TI-83		1
32996	1	CAMERA- DOC- IPEVO		1
701267	1	CHROMEBOOK N23		1
701268	1	CHROMEBOOK N23		1
701269	1	CHROMEBOOK N23		1
NONE	1	VCR PLAYER- SANYO		1

6

0

6

## Valle Crucis

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
301311	1	CAMERA- FLIP VIDEO		1
301306	1	CAMERA- FLIP VIDEO		1
303349	1	CAMERA- KODAK- EASYSHARE		1
301310	1	CAMERA- FLIP VIDEO		1
301350	1	CAMERA- NIKON COOLPIX		1
300153	1	SMARTBOARD 680		1
NONE	1	MONITOR- 17" LCD HP	1	
NONE	1	DVD / VCR - MAGNAVOX		1
300406	1	CAMERA- KODAK EASYSHARE		1
301307	1	CAMERA- FLIP VIDEO		1
300133	1	CAMERA- CANON VIXIA	1	
300810	1	CAMERA- SONY CYBERSHOT		1

NONE	1	CAMERA- SONY MVC FD200	1
33652	1	CHROMEBOOK- 300e	1
NONE	1	RADIO/ CASSETTE PLAYER	1
NONE	1	MONITOR- 17" LCD HP	1
NONE	1	PRINTER ALL IN ONE	1
NONE	1	SCREEN- PROJECTOR- SINGER	1
NONE	3	SCREEN- PROJECTOR- DA-LITE	3
NONE	1	SCREEN- PROJECTOR- BRETford	1
NONE	1	PROJECTOR- OVERHEAD	1

23

2

21

## Watauga High School

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
35856	1	LAPTOP- X360		1

1

0

1

## Technology Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
50603	1	APC- BATTERY BACK UP		1
33890	1	DESKTOP- DELL PRECISION		1
NONE	8	SPEAKERS- WALL MOUNT	8	
35222	1	LAPTOP- ELITEBOOK 1030		1
29383	1	LAPTOP- PROBOOK 430	1	
701267	1	CHROMEBOOK- N23		1
701268	1	CHROMEBOOK- N23		1
701269	1	CHROMEBOOK- N23		1
401125	1	Alibi Ali Model camera		1
401126	1	Alibi Ali Model camera		1
401127	1	Alibi Ali Model camera		1
401128	1	Alibi Ali Model camera		1
401129	1	Alibi Ali Model camera		1
401130	1	Alibi Ali Model camera		1
28833	1	MONITOR- SAMSUNG		1
80397	1	DESKTOP- Z240		1

80154	1 DESKTOP- Z230	1
33895	1 DESKTOP- T3610	1
<div> <div></div> <div>25</div> </div> <div> <div>9</div> <div>16</div> </div>		

# Child Nutrition

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
986	1	LAPTOP- ELITEBOOK 430	1	
<div> <div></div> <div>1</div> </div> <div> <div>0</div> <div>1</div> </div>				

## Declaration of Surplus Items - June 2024

Date Approved: \_\_\_\_\_

### Bethel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
100954	1	ICE MAKER- TABLE TOP		1
NONE	1	REFRIDERATOR		1
100268	1	CART- COMPUTER	1	
100449	1	RADIO/CD PLAYER		1
34001	1	CHROMEBOOK 100e		1

5

1

4

### Blowing Rock

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
33445	1	CHROMEBOOK- 300e		1

1

0

1

### Cove Creek

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
800502	1	CALCULATOR TI-73		1
800503	1	CALCULATOR TI-73		1
800558	1	CALCULATOR TI-73		1
800743	1	CALCULATOR TI-73		1
800769	1	CALCULATOR TI-73		1
801013	1	CALCULATOR TI-73		1
801032	1	CALCULATOR TI-73		1
800529	1	CALCULATOR TI-73		1
801039	1	CALCULATOR TI-83		1
NONE	1	CALCULATOR TI-83		1
NONE	18	MONITOR- DELL	18	
800981	1	ELECTRONIC GAME SYS	1	
800857	1	ELECTRONIC GAME SYS	1	
800861	1	ELECTRONIC GAME SYS	1	
800862	1	ELECTRONIC GAME SYS	1	
800858	1	ELECTRONIC GAME SYS	1	
800980	1	ELECTRONIC GAME SYS	1	



800859	1 ELECTRONIC GAME SYS	1	
800983	1 ELECTRONIC GAME SYS	1	
800860	1 ELECTRONIC GAME SYS	1	
800863	1 ELECTRONIC GAME SYS	1	
800856	1 ELECTRONIC GAME SYS	1	
800982	1 ELECTRONIC GAME SYS	1	
	BOX OF NEW AND USED		
NONE	1 COMPUTER SLEEVES	1	
NONE	1 Box of used keyboards	1	
	Box of monitor power cords and		
NONE	1 USB monitor cords	1	
800641	1 Exrcs Eq - 131 Stat. Cycle		1
800262	1 Prtr - CLJ Enterprise		1
800509	1 Prtr - LJ 4000TN		1
800484	1 DVD Player - Model 1080P9/XAA	1	
800486	1 DVD-VHS Player - DVW7100A	1	
800595	1 DVD-VHS Player - Model DV220	1	
800111	1 DOC CAM		1

50

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36

14

## Green Valley

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	1	ROUND TABLE		1

1

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0

1

## Hardin Park

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	1	MONITOR- DELL	1	
500786	1	AMPLIFIER	1	
40915	1	SWITCH		1
33546	1	CHROMEBOOK- 300e		1
500786	1	AMPLIFIER		1
34915	1	CHROMEBOOK- 100e		1
28768	1	PROJECTOR- 575		1
500797	1	SOUNDBOARD 580		1

8

2

6

## Mabel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	3	COMPUTER TABLES	3	
NONE	3	ROLLING CHAIR- BLUE		3
601223	1	POTTERY WHEEL	1	

7

4

3

## Parkway

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
700697	1	CALCULATOR- TI-83		1
32996	1	CAMERA- DOC- IPEVO		1
701267	1	CHROMEBOOK N23		1
701268	1	CHROMEBOOK N23		1
701269	1	CHROMEBOOK N23		1
NONE	1	VCR PLAYER- SANYO		1

6

0

6

## Valle Crucis

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
301311	1	CAMERA- FLIP VIDEO		1
301306	1	CAMERA- FLIP VIDEO		1
303349	1	CAMERA- KODAK- EASYSHARE		1
301310	1	CAMERA- FLIP VIDEO		1
301350	1	CAMERA- NIKON COOLPIX		1
300153	1	SMARTBOARD 680		1
NONE	1	MONITOR- 17" LCD HP	1	
NONE	1	DVD / VCR - MAGNAVOX		1
300406	1	CAMERA- KODAK EASYSHARE		1
301307	1	CAMERA- FLIP VIDEO		1
300133	1	CAMERA- CANON VIXIA	1	
300810	1	CAMERA- SONY CYBERSHOT		1

NONE	1 CAMERA- SONY MVC FD200	1
33652	1 CHROMEBOOK- 300e	1
NONE	1 RADIO/ CASSETTE PLAYER	1
NONE	1 MONITOR- 17" LCD HP	1
NONE	1 PRINTER ALL IN ONE	1
NONE	SCREEN- PROJECTOR- 1 SINGER	1
NONE	SCREEN- PROJECTOR- 3 DA-LITE	3
NONE	SCREEN- PROJECTOR- 1 BRETford	1
NONE	1 PROJECTOR- OVERHEAD	1

23

2

21

## Watauga High School

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
35856	1	LAPTOP- X360		1

1

0

1

## Technology Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
50603	1	APC- BATTERY BACK UP		1
33890	1	DESKTOP- DELL PRECISION		1
NONE	8	SPEAKERS- WALL MOUNT	8	
35222	1	LAPTOP- ELITEBOOK 1030		1
29383	1	LAPTOP- PROBOOK 430	1	
701267	1	CHROMEBOOK- N23		1
701268	1	CHROMEBOOK- N23		1
701269	1	CHROMEBOOK- N23		1
401125	1	Alibi Ali Model camera		1
401126	1	Alibi Ali Model camera		1
401127	1	Alibi Ali Model camera		1
401128	1	Alibi Ali Model camera		1
401129	1	Alibi Ali Model camera		1
401130	1	Alibi Ali Model camera		1
28833	1	MONITOR- SAMSUNG		1
80397	1	DESKTOP- Z240		1

80154	1 DESKTOP- Z230	1
33895	1 DESKTOP- T3610	1
<div> <div></div> <div>25</div> </div> <div> <div>9</div> <div>16</div> </div>		

## Child Nutrition

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
986	1	LAPTOP- ELITEBOOK 430	1	
<div> <div></div> <div>1</div> </div> <div> <div>0</div> <div>1</div> </div>				



# WATAUGA COUNTY BOARD OF EDUCATION

Margaret E. Gragg Education Center  
175 Pioneer Trail, Boone, NC 28607

## MEMORANDUM

TO: Dr. Leslie Alexander Superintendent  
Members, Watauga County Board of Education

FROM: Ly Marze, Finance Officer

DATE: June 17, 2024

RE: 2023-24 Budget Amendment #2

Attached is Budget Amendment #2 that changes totals in Watauga County Schools 2023-24 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	\$ 15,505,022	\$ 1,745,000	\$ 17,250,022
State Public School	36,842,248	2,816,268	39,658,516
Federal Grants	3,795,212	125,489	3,920,701
School Nutrition	2,444,400	251,754	2,696,154
Extended Learning Centers	729,850	0	729,850
Capital Outlay	6,347,357	23,430	6,370,787
Special Revenue/Scholarship	524,000	1,860,385	2,384,385
Total	\$ 66,188,089	\$ 6,822,326	\$ 73,010,415

**Watauga County Schools**  
**BUDGET AMENDMENT #2**  
**June 17, 2024**

Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2024.

**BA #2-1 Explanation:**

*This amendment is to budget state year end purpose code transfers and additional state allotment dollars as reflected in DPI revisions #28-74.*

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.5110.001.121	Classroom Teachers	9,404
1.6200.002.113	Central Office Administration	5,854
1.5110.003.162	Non-Instructional Support	15,367
1.6540.009.184	Benefits/Longevity and Annual Leave	1,800,000
1.7100.009.184	Benefits/Longevity and Annual Leave	150,000
1.5110.011.162	Paid Parental Leave / National Board Substitutes	50,000
1.5120.013.121	Career and Technical Education - MOE	(177,531)
1.5120.014.121	Career and Technical Education - Program	177,828
1.5350.016.121	Summer Reading Camp	53,928
1.5110.027.142	Teacher Assistants	16,983
1.5210.032.121	Children with Disabilities	30,838
1.5260.034.121	Academically & Intellectually Gifted	2,529
1.5850.040.311	School Safety Grants	255,430
1.5410.048.180	Test Result Bonus	1,507
1.5270.054.121	Limited English	1,148
1.6550.056.165	Transportation	70,864
1.5110.061.411	Classroom Materials and Supplies	317
1.5210.063.142	Special Program Funds - EC	16,200
1.5420.067.117	Assistant Principal Interns - MSA Students	100,146
1.5310.069.142	At-Risk Student Services	12,577
1.6400.073.311	School Connectivity	191,926
1.5110.131.413	Textbooks and Digital Resources	30,953

**Total Appropriations** **2,816,268**

**Revenues:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
1.3100	State Allocation	2,816,268
	<b>Total Revenues</b>	<b>2,816,268</b>



**Watauga County Schools**  
**BUDGET AMENDMENT #2**  
**June 17, 2024**

**BA #2-2 Explanation:**

*This amendment is to budget special revenue funds and local year end purpose code transfers.*

**Appropriations:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
8.5210.305.142	Exceptional Children Program	1,000,000
8.6920.305.311	Exceptional Children Program - Services	200,000
8.5840.312.131	ARPA Covid-19 Nurse Grant	256,385
8.6401.861.418	1:1 District Technology	100,000
8.5830.611.131	Alcohol/Drug Ed Counselor	20,000
8.5110.311.113	Gear Up Grant	250,000
8.7200.353.451	Local Foods for Schools Grant	9,000
2.5404.805.151	Purpose Code Transfer - Local	2,200,000
2.6940.802.151	Purpose Code Transfer - Local	(450,000)
2.7100.802.113	Purpose Code Transfer - Local	75,000
2.8100.861.717	Transfer to Charter Schools	(80,000)
9.8700.599.716	Scholarship Awards	25,000

**Total Appropriations** **3,605,385**

**Revenues:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
8.3700.305	Medicaid Receipts	840,000
8.3700.312	Public Health Grant	256,385
8.4490.815	Misc. Revenue-1:1 Receipts	100,000
8.4440.611	ABC Revenues	20,000
8.3700.311	Gear Up Grant w/ASU	250,000
8.3700.353	Local Foods for Schools Grant	9,000
8.4450.640	Interest Earned	100,000
8.4490	Misc. Revenue - Fund 8	180,000
8.3250	Sales and Use Tax	80,000
2.4410	Fines and Forfeitures	50,000
2.4490	Misc. Revenue - Fund 2	1,695,000
9.4430	Scholarship Donations	25,000

**Total Revenues** **3,605,385**

**Watauga County Schools**  
**BUDGET AMENDMENT #2**  
**June 17, 2024**

**BA #2-3 Explanation:**

*This amendment is to budget for expenses paid from local and state funds for the School Nutrition program.*

**Appropriations:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
4.5110.076.529.000.008	Cafeteria Upgrades-Lottery	(65,000)
4.8400.076.715	Transfer to School Nutrition (Capital Outlay)	65,000
1.6200.002.113	State Salary/Benefits Expense	(150,000)
1.8400.002.715	Transfer to School Nutrition (State)	150,000
2.6622.802.181.810.104	School Nutrition Supplements	(36,754)
2.8400.802.715	Transfer to School Nutrition (Current Expense)	36,754
5.7200.035.461	School Nutrition Capital Outlay Expense	65,000
5.7200.035.113	School Nutrition Salary/Benefits Expense	150,000
5.7200.035.181	School Nutrition Supplements Expense	36,754
<b>Total Appropriations</b>		<b>251,754</b>

**Revenues:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
5.4924	Transfer from Capital Outlay	65,000
5.4921	Transfer from State Funds	150,000
5.4922	Transfer from Current Expense	36,754
<b>Total Revenues</b>		<b>251,754</b>

**BA #2-4 Explanation:**

*This amendment is to budget for the bus finance payments allocated through DPI.*

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
4.6550.120.551	School Bus Purchase	23,430
<b>Total Appropriations</b>		<b>23,430</b>
<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
4.3400.120	DPI School Bus Purchase Allotment	23,430
<b>Total Revenues</b>		<b>23,430</b>

**Watauga County Schools**  
**BUDGET AMENDMENT #2**  
**June 17, 2024**

**BA #2-5 Explanation:**

*The following amendment is to finalize all federal budgets for 2023-24.*

**Appropriations:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
3.8200.017.399	Program Improvement	4,766.00
3.8200.049.399	PreSchool Handicapped	1,026.00
3.8200.050.399	Title I	4,295.00
3.8200.060.399	IDEA Title VI-B	66,738.74
3.8200.082.399	SIP Grant	11,360.04
3.8200.103.399	Improving Teacher Quality	(2,255.00)
3.8200.104.399	Language Acquisition	1,894.00
3.8200.108.399	Student Support & Academic Enrichment	56.00
3.8200.109.399	Rural and Low Income Schools	384.00
3.8200.115.399	ESEA School Improvement	21,101.62
3.8200.118.399	Special Needs Targeted / PBIS Grant	202.58
3.8200.146.399	ReThink Grant	15,920.40
3.5000	Purpose Code Transfer - Federal	100,000.00
3.6000	Purpose Code Transfer - Federal	100,000.00
3.8000	Purpose Code Transfer - Federal	(200,000.00)
<b>Total Appropriations</b>		<b>125,489.38</b>

**Revenues:**

<u>Account Number</u>	<u>Account Title</u>	<u>Amount</u>
3.3600.017	Program Improvement	4,766.00
3.3600.049	PreSchool Handicapped	1,026.00
3.3600.050	Title I	4,295.00
3.3600.060	IDEA Title VI-B	66,738.74
3.3600.082	SIP Grant	11,360.04
3.3600.103	Improving Teacher Quality	(2,255.00)
3.3600.104	Language Acquisition	1,894.00
3.3600.108	Student Support & Academic Enrichment	56.00
3.3600.109	Rural and Low Income Schools	384.00
3.3600.115	ESEA School Improvement	21,101.62
3.3600.118	Special Needs Targeted / PBIS Grant	202.58
3.3600.119	PreSchool Targeted Assistance	-
3.3600.146	ReThink Grant	15,920.40
<b>Total Revenues</b>		<b>125,489.38</b>



## **WATAUGA COUNTY BOARD OF EDUCATION**

Margaret E. Gragg Education Center  
175 Pioneer Trail Boone, NC 28607  
(828) 264-7190

### **School Nutrition Program Monica C. Bolick, Director**

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#### **2024/25 School Year School Nutrition Contract Approvals**

**June 17, 2024**

New bids or proposals were recently received and opened for the High School Beverages and Distributor Fixed Fee Delivery (Groceries, Produce, Supplies) product lines. Bid packets were requested from a variety of vendors across all categories. As required, bids were advertised to solicit open and competitive bidding.

Other product line vendors agreed on renewals for the upcoming school year with the exception of vended snacks and beverages. Triangle Vending declined to renew their current proposal.

New and renewal contract recommendations are detailed on the following pages.

## **Dairy Products**

DFA Dairy Brands Fluid, LLC, dba Pet Dairy, has agreed to renew their contract for the 2024/25 school year. Pet Dairy provides excellent service to each of our schools and is proud of the positive relationship they have maintained with WCS for many years. The original terms and conditions of the bid remain applicable throughout the renewal period.

The total cost of the bid based on estimated usage is approximately \$150,000.

## **High School Beverage Products**

Two vendors, Coca Cola Bottling and Dr. Pepper Bottling of West Jefferson returned bid packets for the high school beverage bid. High school beverages were bid as the Mountain Purchasing Cooperative along with Ashe, Avery and Wilkes County.

After full review of each vendor packet and a comprehensive bid analysis, preliminary bid award was granted to Dr. Pepper Bottling of West Jefferson. It is the recommendation of the Mountain Purchasing Cooperative to award the High School Beverages bid to Dr. Pepper Bottling of West Jefferson for the 2024/25 school year.

The total cost of the bid for Watauga County Schools based on estimated usage is approximately \$30,000.

## **Ice Cream Products**

WNC Ice Cream Distributors has agreed to renew their contract for the 2024/25 school year. WNC Ice Cream Dist. has agreed to maintain current pricing for the upcoming school year. The original terms and conditions of the bid remain applicable throughout the renewal period.

The total cost of the bid based on estimated usage is approximately \$35,000.

## **Personal Pizza Products**

It is the recommendation of the School Nutrition Department to renew the personal pizza products bid for the 2024/25 school year.

Bull's Eye Brands (Smart Mouth Pizza) requested a minimal price increase on one item, tomato based pizza sauce. After evaluation of the price increase request, it was determined that the increase is fair and equitable. Documentation and proof of market conditions were submitted to justify the price change. The original terms and conditions of the bid remain applicable throughout the renewal period.

The total cost of the bid based on estimated usage is approximately \$55,000.

## **Vended Snacks & Beverages**

Triangle Vending declined to renew the vendor proposal for the 2024/25 school year. Triangle Vending was the sole vendor to return a new proposal when the product line was bid for the 2023/24 school year. Vended snacks were bid as the Mountain Purchasing Cooperative along with Avery and Wilkes County.

It is the recommendation of the Mountain Purchasing Cooperative to discontinue the Vended Snacks & Beverages program in our high schools at this time. After evaluation of commissions for each district and the further reduction in commissions, the Cooperative feels that the efforts to continue the vending program outweigh the return.

Using revenue history from the past year, it is projected that Watauga County Schools will lose \$2,300 in vended snack commissions from Triangle Vending. The same items sold in the vending machines are available inside the cafeteria and available to students and adults to purchase using cash or their school meal account. After margin adjustments are made on a la carte items for the upcoming school year, this minimal amount of revenue loss will be recouped through sales within the cafeteria.

## **Distributor Fixed Fee Delivery (Groceries, Supplies and Produce)**

NC Procurement Alliance Distributor Fixed Fee Delivery bids for Groceries, Supplies and Produce were opened in Raleigh, NC on Thursday, May 16, 2024. Bids were solicited from a variety of vendors across all product lines.

After an extensive bid analysis and corrections, as well as the required audit performed by the NC Procurement Alliance it is my recommendation to award Sysco Charlotte the distributor bid for groceries, supplies and fresh produce for the 2024/25 school year. Total costs for the bids based on estimated usage are as follows:

Groceries:	\$688,393.50
Supplies:	\$ 58,058.65
Produce:	\$ 82,631.70

Sysco Charlotte has been our distributor for groceries, supplies and fresh produce since the 2018/19 school year. We have formed a positive working relationship with Sysco Charlotte and we look forward to continuing the partnership.

Thank you in advance for your consideration,



Monica C. Bolick  
Director of School Nutrition



STATE OF NORTH CAROLINA  
COUNTY OF WATAUGA

**SETTLEMENT AGREEMENT, RELEASE AND  
WAIVER**

WHEREAS, accidental misuse of equipment belonging to the Watauga County Board of Education (hereinafter the "Board") resulted in damages to a motor vehicle belonging to the undersigned Releasor; and

WHEREAS, at its regular meeting on Monday, May 13, 2024, the Board considered settlement of any potential claim by the Releasor pursuant to Board Policy 8341, Limited Claim Settlement, and offered to compensate the Releasor in the amount set forth below in exchange for complete release of any claim related to this matter;

NOW THEREFORE, I, Jackie McGowan, Jr., (the "Releasor"), for the sole consideration of 3 Thousand 3 Hundred and 8/<sup>44</sup>100 Dollars (\$ 3,308.44) paid to me by the Board, the receipt of which is hereby acknowledged, for myself, my heirs, executors, administrators, and assigns hereby release and forever discharge the Board, its members, employees, agents, successors and assigns (collectively the "Releasees") from any and all past and current claims, actions or causes of action, demands, damages, costs, interest, judgments, attorneys' fees and costs, of any nature whatsoever arising out of or in any way related to this matter. Further, I agree to bring no claim or cause of action in court or to file any complaint with any government agency arising out of or in any way related to the amount of overpayment or the amount refunded. I acknowledge that by signing this Release, I am resolving any dispute or issue concerning the matter.

I acknowledge that (1) I have had sufficient time to read and review this Release, (2) I have had the opportunity to consult with any advisor or counsel if I choose, and (3) that I sign this agreement voluntarily.

**IN WITNESS WHEREOF**, and intending to be legally bound hereby, I have hereto knowingly and voluntarily executed this Settlement Agreement.

**THIS IS A RELEASE. READ BEFORE SIGNING.**

[Signatures appear on the following page.]

RELEASEOR:

Jackie McGowan, Jr.  
Jackie McGowan, Jr.

Date

5/28/24

WITNESS:

David Koontz  
Print Name: DAVID KOONTZ

5-28-24  
Date

WATAUGA COUNTY BOARD OF EDUCATION

Leslie Alexander  
Dr. Leslie Alexander, Superintendent

5-28-24  
Date

Preaudit Statement

This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.

\_\_\_\_\_  
Ly Marze, School Finance Officer

**NORTH CAROLINA**

**WATAUGA COUNTY**

**THIS AGREEMENT made the 17th day of June 2024, between Watauga County Schools BOARD OF EDUCATION (hereinafter called "Superintendent/Designee" and North Carolina Driving School, Inc. (hereinafter call "Contractor")):**

**WITNESSETH THAT WHEREAS:**

**The Contractor hereby certifies to the Board of Education that said Contractor is properly licensed by the North Carolina Department of Motor Vehicles as a certified driver education teacher, or is certified driver education teacher pursuant to the current regulations promulgated by the Department of Public Instruction.**

**The Contractor agrees to provide for the Superintendent/Designee a program and curriculum of driver education for eligible students designated by the Superintendent/Designee, said contractor to provide to said students such a program and curriculum meeting the provisions of North Carolina motor vehicle laws, of North Carolina General Statutes 20-322 through 20-324, of North Carolina General Statutes 115C-215,216,217 and of the regulations pursuant thereto, said program and curriculum to comprise no less than thirty (30) hours of classroom instruction and six (6) hours of behind-the-wheel training.**

**The parties further contract and agree as follows:**

- 1. Terms of Agreement: This Agreement shall be in full force and effect for the period commencing July 1, 2024 and ending June 30, 2025, unless terminated earlier as provided herein. The term of the Agreement will be for a period of one year, and will contain two one-year renewal options which may be exercised by the Superintendent/Designee. The bid price is firm for the first twelve months of the contract.**
- 2. Education Program for Eligible Students: The Contractor shall provide Driver Education in accordance with the State Board of Education policy stating that students shall not be taken out of the regular school day. The curriculum plan adopted by the contractor must be the State Department of Public Instruction curriculum or its equivalent and must be approved by the Superintendent/Designee before its implementation. The Contractor may modify said curriculum and program from time to time as necessary to meet the educational needs of the students and the guidelines of the State of North Carolina; however, the Superintendent/Designee shall be notified of and must approve in writing any proposed modifications of said curriculum and program before their implementation.**
- 3. Training Program for Special Education Students: The Contractor shall provide an appropriate Driver Education for Special Education students who are enrolled in the program. Special Education students enrolled in the program shall complete the same curriculum and program as outlined above. The Superintendent/Designee shall identify special students, defined as those needing additional equipment and/or modification of the prescribed course. Special students as identified by the Superintendent/Designee shall be made known to the Contractor before enrollment. The Contractor may subcontract with**

Driver Rehabilitation Services for any special equipment or training services that maybe needed to adequately serve the student. Watauga County Schools is responsible for any additional costs for specialized training and/or equipment.

4. **Equipment:** The Contractor shall provide at its own expense dual controlled, automatic transmission automobiles approved by the Division of Motor Vehicles, including but not limited to expenses or equipment, insurance, gasoline, oil and maintenance. All vehicles utilized under this agreement shall comply with all requirements of the Division of Motor Vehicles of North Carolina. The Contractor shall provide to the Superintendent/Designee sufficient documentation from the appropriate authority showing that all vehicles used in the performance of the Agreement have been so approved by the Division of Motor Vehicles. All vehicles used under the agreement shall be inspected at least once every year at the Contractor's expense, for safety by a certified mechanic. In addition to such inspection, the Superintendent/Designee may, at the county's expense, inspect each vehicle for compliance.
5. **Monitoring Instructions:** The Contractor shall allow, upon request, the Superintendent/Designee to monitor, at all times and places during any instruction given in each classroom or vehicle utilized pursuant to this agreement.
6. **Textbooks and Materials:** Watauga County Schools shall provide all textbooks and materials necessary for the program for all eligible enrolled students except blank paper, pen, and/or pencil. Any damage to textbooks and materials caused by a student's misuse shall be paid by said student before said student receives his or her North Carolina Driver Education Certificate.
7. **Compliance with other Requirements:** The Contractor shall comply with and continue to comply with all applicable requirements of the North Carolina Division of Motor Vehicles. In addition, the contractor shall meet the requirements set out in subsection (a), (b), and (c) of Section .0500 of the Division of Motor Vehicles and shall utilize only those instructors who are certified and/or have been awarded their non-certified instructor status by the North Carolina Division of Motor Vehicles and who, to the satisfaction of the Superintendent/Designee and the contractor, are competent to train students. Such information as to each instructor's credentials shall be maintained by the contractor and copies provided to the Superintendent/Designee, upon request.
8. **Affirmative Action Employment:** The Contractor shall maintain an affirmative action employment plan satisfactory to the Superintendent/Designee.
9. **Hold Harmless:** The Contractor shall hold the Board of Education harmless from loss, damage, or liability including court costs and reasonable attorneys' fees and shall indemnify the Board of Education, its officers, and employees against every claim or demand which maybe made against the Board of Education, its officers, or employees or students, resulting from or arising out of the contractor's operations under this Agreement, except where the sole cause of such injury or damage is the willful act or willful omission of an officer, employee, or agent of the Board of Education.

The Contractor, at it own expense, shall defend any and all legal or administrative proceedings that may or might be brought against it, the Board of Education, its officers and employees arising from such claim or demand and shall promptly satisfy any judgement that may be rendered against any of them.

10. **Insurance:** The Contractor shall, at its sole expense, maintain in full force and offered during the entire term of its Agreement, full comprehensive liability insurance for each vehicle and classroom used for this program with a carrier licensed in the State of North Carolina having a rating by A.M. Best of at least A+, insuring against any and all claims related to this Agreement and to the limits of these policies. Each vehicle shall have insurance of \$300,00.00/500,000.00/50,000.00 plus \$100,000.00 for medical payments, and each vehicle and classroom shall have general liability in the amount of One Million Dollars (\$1,000,000.00). The Contractor further agrees to furnish the Superintendent/Designee with a Certificate of Insurance evidencing such coverage as listed above before implementing its services under this agreement and to immediately notify the Superintendent/Designee of any lapse in coverage.
11. **Worker's Compensation:** The Contractor shall maintain such insurance by an insurance carrier having a rating by A. M. Best of at least A+ to protect said contractor and the Board of Education from claims under all applicable Workers Compensation Insurance Acts which may arise from activities under the Agreement. The Superintendent/Designee shall be furnished with a certificate of said Workers' Compensation Insurance before the implementation of the contractor's services under this Agreement
12. **Coordination:** The Contractor and the Superintendent/Designee shall cooperate for scheduling students, conducting parent orientation, issuing of completion certificates, and general program coordination with administration at each school site where the program is offered. Each party agrees to cooperate in good faith with the other on all issues with regard to the instruction being given to the eligible students. This cooperation shall include but not be limited to periodic meetings, before the scheduling of the students, between a representative of the contractor and the Superintendent/Designee to determine student scheduling agreeable to both the contractor and the Superintendent/Designee.
13. **Independent Contractor:** The Contractor, in the performance of this agreement, shall be and act as an independent contractor and its officers, employees, and agents shall not be considered officers, employees or agents of the Board of Education. As such, the contract agrees to provide all manpower necessary to fully perform all aspects of the Driver Education program. Such manpower shall include, but not be limited to, clerical assistance and instructors.
14. **Assignment:** The obligations of the Contractor under this Agreement are not assignable and may not be subcontracted by the Contractor, either in whole or in part, without the prior written consent of the Superintendent/Designee. This does not apply to subcontracting for students needing specialized equipment or instruction due to disability.
15. **Scheduling of Eligible Students:** The scheduling of eligible students by the Contractor and the Superintendent/Designee of thirty (30) hours class and six (6) hours of behind-the-wheel training per student shall be offered by the Contractor at times agreeable to the Superintendent/Designee and the students. The behind-the-wheel times may include but are not limited to: after school until 9:00 p.m. Saturdays from 7:00 a.m. to 8:00 p.m. and at other times agreeable to the Superintendent/Designee and the students. The behind the wheel time is not to exceed two (2) hours in any one-day for any one student.
16. **Accident Reports:** In the event of an accident involving a student enrolled in this program, or a car operated by the Contractor while performing the obligations under this Agreement, the Contractor shall report said accident immediately to the principal of the school attended by the student, to the appropriate insurance company and law enforcement authorities, and

to the Superintendent/Designee. The Contractor shall file a written report of the accident with the Superintendent/Designees within five (5) school days.

17. **Payment Procedure for Eligible Students:** The Board of Education shall pay the contractor compensation for services rendered by the contractor pursuant to the terms and conditions of this Agreement. Payment shall be made at the agreed rate after successful completion and passing of the classroom and or driving phase by each student.

**\$50.00** Per Student for Classroom Instruction

**\$225.00** Per Student for Behind-the-Wheel instruction

**\$275.00** Total Cost for Classroom and Behind-the-wheel training

18. **Class Size:** Vehicle instruction, minimum of two (2) students in the vehicle; maximum of three (3) students in the vehicle. Classroom instruction, minimum of twenty (25) students; maximum of fifty (50) students.

19. **Leasing of Classrooms:** The Contractor may lease classrooms from the Watauga County Board of Education for a fee of \$1.00 during the term of this agreement. The Contractor agrees to keep the classroom clean at all times and insured as to general liability as set forth herein.

20. **Students Failing Course:** Any student failing the driver education program shall be permitted to enroll again at an appropriate time as determined by the contractor and the Superintendent/Designee.

21. **Instructor Qualifications:** All instructors provided by the Contractor shall be qualified in accordance with North Carolina General Statutes 20-88.1 and 115C-215 and 216. The Contractor shall perform criminal records checks for all employees having direct contact with any students or employees of the Board of Education. The Contractor shall not employ any individual with a criminal record indicating that (1) the individual poses a threat to the health or safety of students or the Board of Education staff or (2) the individual has demonstrated that he or she does not have the integrity or honesty to fulfill his/her duties.

22. **Termination of Agreement for Default:** Either party may terminate this Agreement as a result of the other party's failure to meet its obligations under the Agreement, provided, however, that the party seeking to terminate must have previously given the other party thirty (30) days written notice of the alleged breach or default in the performance of any required obligations under this Agreement and the defaulting party shall not have cured such breach or default within the thirty (30) day period. However, should the Superintendent/Designee determine, that the program of instruction offered by the contractor is so deficient as to render its value to the students Superintendent/Designee shall have the authority to terminate this agreement immediately. This entire contract is also fully dependent on funding by the State of North Carolina. If funding is terminated so shall this contract.

23. **Solicitation of Additional Behind-the-Wheel Driver Education:** During the period any student is enrolled in the course offered by the contractor pursuant to this agreement, the Contractor shall not solicit students and/or relatives of students to enroll in or purchase

other or additional behind-the-wheel driver education services or products.

24. **Administrative Code:** The program and course of instruction shall in all respects be administered and conducted in accordance with the provisions of Section .0300 et.seq, of Subchapter 6, Title 16 of the North Carolina Administrative Code. If Title 16 of the Code is modified, the parties hereto agree to make and implement in a timely manner any needed modifications in the program to reflect such changes. Any provision of this Agreement contrary to said provision shall be deemed null and void and the Code provisions shall prevail.
25. **Survival Provision:** Should any provision or portion of any provision hereto be declared void or unlawful by any appropriate authority, the remaining provisions hereof shall necessarily remain in full force and effect between the parties.
26. **Controlling Law:** This agreement shall be administered and interpreted in accordance with the laws of North Carolina and any action or claim resulting here shall be determined by any appropriate authority of the State of North Carolina.
27. **Frequency of Services:** The Contractor agrees to offer the services required under this agreement routinely throughout the period hereof in a timely manner and as needed to ensure that the students designated by the Superintendent/Designee for the course of study and training shall successfully complete said course during the period of this agreement.
28. **Notice to the Board of License/Certificate Revocation:** In the event that the Contractor is notified that its license and/or certification has been or will be suspended or revoked, the contractor shall immediately notify the Superintendent/Designee in writing of said fact, and this Agreement shall be deemed terminated as of the date said license or certificate is suspended or revoked by an appropriate authority.
29. **Special Conditions of Instructions:** At no time shall the Contractor, its agents, employees or persons operating on its behalf under this contract carry out instruction in a classroom or motor vehicle under any circumstances to fewer than two (2) students nor in a vehicle to more than three (3) students. At no time shall any instructor or employee of the contractor occupy any classroom or motor vehicle with only one student assigned by the Superintendent/Designee. Any students assigned by the Superintendent/Designee to instruction under this agreement will be accepted from and discharged at a school to which the students are assigned. Upon proof satisfactory to the Contractor identified herein has allowed individual instruction in violation of this agreement it may be terminated forthwith by the Superintendent/Designee at their option.
30. **Certification of Employee's Character:** The Contractor hereby certifies that any person acting as an instructor pursuant to the Agreement is of good character and has never been convicted of or pled to contest or nolo contendere to any felony offense. Additionally, the Contractor hereby certifies that any such instructor has never been convicted of a misdemeanor offense in the nature of child molestation, sexual abuse, or any personal impropriety of a sexual nature with regard to any other person. The Contractor hereby authorizes the Board to make whatever additional inquiry it deems sufficient into the background of all person who will act as instructors pursuant to this Agreement; background check, including but not limited to a criminal history information check, of all persons employed by it to perform services hereunder. Any inquiry performed by the Board of Education shall not relieve the Contractor of its obligations pursuant to this

**Agreement.**

31. **Standard of Conduct:** Instructors employed by the Contractor will be held to the same standard of behavior as that established for teachers employed by Watauga County Schools (i.e., no smoking on school grounds or in the car when students are present, no profane language, and maintenance of a professional demeanor at all times during the performance of this Agreement).
32. **Suspension of Instructors:** The Contractor shall immediately suspend any instructor upon demand of the Superintendent/Designee for a period of time sufficient to allow an investigation of any incident which the Superintendent/Designee deems worthy of investigation; the contractor shall not use any instructor objected to by the Superintendent/Designee.
33. **Force Majeure:** If the Board of Education is unable to perform its obligations or to accept the service or goods because of *Force Majeure* (as hereinafter defined), the time for such performance by the Board of Education or acceptance of services will be equitably adjusted by allowing additional time for performance or acceptance of services equal to any periods of *Force Majeure*. "*Force Majeure*" shall mean any delays caused by acts of God, riot, war, terrorism, inclement weather, material shortages and other caused beyond the reasonable control of the Board of Education.
34. **Entire Agreement:** This Agreement contains the entire understanding of the parties, and there are not representations, covenants, or undertaking other than those expressly set forth herein. This Agreement may be modified only by agreement in writing, duly executed by all parties hereto.
35. **Contingency:** The entry into this contract by the Board of Education is contingent and dependent upon sufficient and complete funding by specific appropriation from the State of North Carolina and/or the State Board of Education as provided by law. In the event that such appropriation and funding shall fail to be made on a timely basis during the contract, the Board of Education shall have the sole right and discretion to terminate this agreement immediately by providing notice to the Contractor of such termination.
36. **Adjustment for Cost of Gas:** If the average price of regular gas is \$4.00 to \$4.99 per gallon, an adjustment of \$4.00 per student will be added to the behind-the-wheel (BTW) portion of the monthly invoice. If the average price of regular gas is \$5.00 to \$5.99 per gallon, an adjustment of \$7.00 per student will be added to the BTW portion of the monthly invoice. If the average price of regular gas exceeds \$6.00 per gallon, an adjustment of \$10.00 per student will be added to the BTW portion of the monthly invoice.
38. **Iran Divestment Act Certification:** Contractor hereby certifies that Contractor, and all subcontractors, are not on the Final Iran Divestment List ("List") created by the North Carolina State Treasurer pursuant to N.C.G.S. 147, Article 6E. Contractor shall not utilize any subcontractor that is identified on the List.

IN WITNESS WHERE OF the Watauga County Schools Board of Education has caused this instrument to be signed in its corporate name by its superintendent, and the contractor, North Carolina Driving School, Inc., in agreement herewith has set their hand and seal the date and year



first above written.

**FOR WATAUGA BOARD OF  
EDUCATION:**

**FOR THE CONTRACTOR:**

\_\_\_\_\_  
**Dr. Leslie Alexander**  
**Superintendent**  
**Watauga County Schools**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Tony P. Moore, President**  
**North Carolina Driving School, Inc.**

\_\_\_\_\_  
**Date**

## Additional Targeted Support and Improvement (ATSI) Summary End of Year 2024 (SY23-24)

Watauga County Schools Board of Education June, 2024

- Two schools identified as ATSI for school year 23-24. Schools were identified based on the subgroup performance grades.
  - Green Valley, Students with Disabilities (SWD)
  - Valle Crucis, Students with Disabilities (SWD)
- Guidance was received from DPI for the 23-24 school year to respond to the designation.
  - School responses and goals are included in the 23-24 School Improvement Plans in NCStar
- The School Improvement Teams at each school reviewed the 10 compliance areas identified by NCDPI.
  - Each school received a compliance checklist and ongoing support from the central office during the school year to complete the tasks
  - Each school successfully met all 10 areas of compliance and completed the documentation in the School Improvement Plans (\*see chart below)
- **Attachments to this summary**
  - Green Valley Comprehensive Report (School Improvement Plan)
  - Valle Crucis Comprehensive Report (School Improvement Plan)

Compliance Area	Tasks
1 - School Improvement Team Composition	School Improvement Team includes school and parent stakeholders
2 - School Improvement Team Meetings	<ul style="list-style-type: none"> <li>• Two meetings per month</li> <li>• Meetings documented in NCSTAR</li> </ul>
3 - Public Access to NCStar	Provide the guest log-in on the school website
4 - Parent Notification of ATSI Designation	<ul style="list-style-type: none"> <li>• Parents must be informed of the school's ATSI designation annually. The notification must be provided in a language and format the parent understands.</li> <li>• Provide ATSI letter and post on website.</li> <li>• Dr. Eberle supports the notification process through Accountability.</li> </ul>
5 - School Level Comprehensive Needs Assessment (CNA)	<p>Complete the <u><a href="#">CSI and ATSI School Annual Resource Allocation Review Self-Assessment Tool</a></u></p> <p>You do not need to do the CNA in NCStar if you do this assessment.</p>
6 - Plan Goals, Actions, and Measurement of Progress <i>"ATSI comprehensive plans must include goals of student performance against state's long term goals and/or measurements of interim progress."</i>	<p>Add a goal under Set Direction that addresses the SEB subgroup specifically.</p> <p>Add a performance measure for SWD math and SWD reading</p>
7 - Identify Resource Inequities	<p>Include D1.02 in your school improvement plan.</p> <p>This will be one of the three priority indicators in your plan.</p>
8 - Incorporate Evidence Based Intervention <i>ATSI comprehensive plans must include at least one evidence-based intervention to be implemented to address the needs of the identified underperforming subgroup</i>	<p>Include A4.01 in your school improvement plan.</p> <p>This will be one of the three priority indicators in your plan.</p>
9 - ATSI Comprehensive Plan Approval	Plan approved by school and local education agency
10 - ATSI Plan Monitoring	ATSI comprehensive plans must be monitored by the local education agency. A LEA representative must document the review and monitoring of the ATSI plan periodically. Providing coaching comments in the NCSTAR platform is an acceptable and preferred method to document the monitoring process.

# ur Direction

**Green Valley Elementary**

**Date of Report: 6/11/2024**

## **Vision:**

Every child will SOAR at GV

S: Show kindness in all situations

O: Overcome obstacles

A: Achieve success and grow with the help of teachers, families, and community.

R: Respect self and others.

## **Values:**

## **Mission:**

The mission of Green Valley School is to grow a community of compassionate learners and motivated individuals.

## **Goals:**

- All students will maintain or increase proficiency in math.

Performance Measure(s)

Performance Indicator: By the end of 2023 - 2024 school year Green Valley School's Grade Level Proficiency (GLP) in math will maintain or be greater than 51.2%, as measured by 3rd-8th grade end-of-grade math assessments.		
Data Source: 3rd-8th grade math EOG	Baseline Year: 2022 - 2023	Baseline: 51.2%
Target Date: 2023 - 2024	Target: 51.2%	Actual:

- All students will maintain or increase proficiency in reading.

**Performance Measure(s)**

Performance Indicator: By the end of 2023 - 2024 school year, Green Valley School's Grade Level Proficiency (GLP) in reading will maintain or be greater than 48.8%, as measured by 3rd-8th grade end-of-grade reading assessments.		
Data Source: 3rd - 8th grade reading EOGs	Baseline Year: 2022 - 2023	Baseline: 48.8%
Target Date: 2023 - 2024	Target: 48.8%	Actual:

- All students will maintain or increase proficiency in science.

**Performance Measure(s)**

Performance Indicator: By the end of the 2023 - 2024 school year, Green Valley School's Grade Level Proficiency (GLP) in 5th grade science will maintain or be greater than 60.0% as measured by the 5th grade science end of grade assessment		
Data Source: 5th grade science EOG	Baseline Year: 2022 - 2023	Baseline: 60%
Target Date: 2023 - 2024	Target: 60%	Actual:

Performance Indicator: By the end of the 2023 - 2024 school year, Green Valley School's Grade Level Proficiency (GLP) in 8th grade science will maintain or be greater than 79.5% as measured by the 8th grade science end of grade assessment.		
Data Source: 8th grade science EOG	Baseline Year: 2021-2022	Baseline: 79.5%
Target Date: 2022-2023	Target: 79.5%	Actual: 62.5
Target Date: 2023 - 2024	Target: 79.5	Actual:

- Students in the SWD subgroup will maintain or increase student proficiency in math and reading.

**Performance Measure(s)**

Performance Indicator: \*By the end of 2023 - 2024 school year the Green Valley School Students with Disabilities (SWD) subgroup College and Career Ready (CCR) proficiency score in math will make progress toward the long term goal (based on 22-23 EOG results) of 28.9% as measured by 3rd-8th grade end-of-grade math assessments.

Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: \*By the end of 2023 - 2024 school year the Green Valley School Students with Disabilities (SWD) subgroup College and Career Ready (CCR) proficiency score in reading will make progress toward the long term goal (based on 22-23 EOG results) of 31.5% as measured by 3rd-8th grade end-of-grade math assessments.

Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

#### Data Review:

##### Needs Assessments, Accreditation Reports, Similar Feedback:

Suggestions: EVAAS, needs assessment, long-term goals

We will look to complete our schoolwide needs assessment in the spring of 2024.

#### Student Outcome Data:

Suggestions: EOGs, EOCs, Diagnostic Assessments, mClass/DIBELS, NC Check-ins

As measured by EOY test scores 2024.

#### Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Indicators chosen:

Tiered instructional system - PLC process making it difficult to get to Tier 2, looking at the natural flow of students through the tiered process. Making sure they are served at every level. Ensuring teachers have resources needed to serve students efficiently at Tiers 2 and 3 for the needs of the IPST team.

Monitoring student attendance rates - meetings with student services team to identify and address attendance issues. 'Stive for 95%' attendance rate initiative in all grade levels, sending attendance letters home, meetings with the superintendent and school social worker, daily attendance reports from data manager

School culture - morale committee events and activities, community support services (such as PTA, local businesses, and faith-based partners), staff feedback surveys, staff 'community meetings' at faculty meetings, administrative check-ins with staff, staff wellness room, staff birthday and special event celebrations

**Selected Indicators:**

**Distributed leadership and collaboration**

B2.01 School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)

**Resource Allocation**

D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

**Student support services**

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.09 The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)

Comprehensive Progress Report

Mission:

The mission of Green Valley School is to grow a community of compassionate learners and motivated individuals.

Every child will SOAR at GV

S: Show kindness in all situations

O: Overcome obstacles

Vision:

A: Achieve success and grow with the help of teachers, families, and community.

R: Respect self and others.

Goals:

All students will maintain or increase proficiency in math.

All students will maintain or increase proficiency in reading.

All students will maintain or increase proficiency in science.

Students in the SWD subgroup will maintain or increase student proficiency in math and reading.



! = Past Due Objectives      KEY = Key Indicator						
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

***Initial Assessment:***

Limited Development

09/24/2019

During the 2023-2024 school year, teachers are participating in PLCs at the district level. Grade level PLCs are working to develop priority standards and common formative assessments to measure student progress and plan for core, supplemental, and intensive instruction as needed for tiered instruction. All students receive core instruction in the classroom. Students receive supplemental instruction from the classroom teacher and tutor as needed. Students receive intensive support from classroom teachers, tutors and specialists.

During the year, administration and county office personnel come to monthly data meetings to discuss core, as well as Tier 2 progress monitoring, with every grade level K-8.

Teachers meet monthly in grade span meetings (K-2, 3-5, and 6-8) to discuss logistics and academic needs and supports. IPST (Individual Problem Solving Team) meets monthly to discuss individual student needs, possible interventions, and supports.

At the end of each year, grade-level teachers meet vertically to discuss incoming and outgoing students to continue tiered support in the classroom.



	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
<b>How it will look when fully met:</b>	When fully implemented PLCs meet every week, an agenda is created to document the work of the PLC. The school principal monitors the progress of the PLCs in the school, observes the PLC weekly work and provides feedback to support instruction and student achievement.		<b>Objective Met 05/07/24</b>	<b>Gordon Prince</b>	<b>06/01/2024</b>
<b>Actions</b>					
11/6/23	MTSS/IPST/data teams will meet monthly to go over students in need of Tier 2 and Tier 3 support in conjunction with continued county wide PLC and monthly school level grade span meetings. Teachers also discuss student needs in weekly common planning (Tier 1)		Complete 06/04/2024	Gordon Prince	06/01/2024
<b>Notes:</b>					
3/29/24	SWD meet with EC teachers based on IEP determination goals. EC teachers track and monitor their growth using a variety of assessments. EC teachers collaborate with classroom teachers on a weekly basis to discuss and address student needs. EC teachers meet once a month with the EC department chair to discuss instructional student and staff needs.		Complete 06/04/2024	Riley Rozanski	06/01/2024
<b>Notes:</b>					
3/29/24	Within the 2023-24 school year, Green Valley will implement the following evidenced-based intervention(s): SPIRE, Sunday, Number World, Foundations, and Letterland to increase overall performance of SWD. In a regular education classroom, iReady, Letterland, mClass, IXL, NC Check-ins, and common assessments are used to monitor and implement needed interventions for SWD.		Complete 06/04/2024	Farzana Stanley	06/01/2024
<b>Notes:</b>					
3/29/24	Various research-based instructional strategies including, but not limited to SIM (Strategic Instruction Model), WILSON Reading, thinking maps, and small group instruction are used on a daily basis to meet the needs of SWD.		Complete 06/04/2024	Farzana Stanley	06/01/2024
<b>Notes:</b>					
<b>Implementation:</b>			05/07/2024		
<b>Evidence</b>	6/4/2024 See the meeting agendas in the folders.				

***Experience*****6/4/2024**

Faculty met weekly for the 2022-2023 school year. Meetings consisted of IPST (academic framework), Behavior Team, Student Service (attendance), Grade Span (academic framework). Teachers met weekly or bi-weekly in county wide PLCs to discuss, plan, and implement the teaching and assessment cycle in these meetings for individual students and overall strategies were discussed and planned.

***Sustainability*****6/4/2024**

We will continue with the same plan above.

		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>Bi-weekly student services team meets to identify and address Tier 2 and Tier 3 attendance issues. Tier 1 is being encouraged and supported by our "Strive for 95" initiative. Students are encouraged and supported by offering incentives to students for individual perfect attendance, or by class. Classes who achieve 95% attendance rate will be rewarded with certain incentives.</p> <p>Families will receive attendance letters at the required legal threshold but in addition will receive "encouraging" letters reminding families of percentage of school missed.</p> <p>Principal will meet bi-weekly with the social worker and monthly with the superintendent to review attendance data.</p> <p>Data manager shares daily attendance reports with the student services team.</p>	Limited Development 11/16/2023		
			<p>Priority Score: 3</p> <p>Opportunity Score: 1</p>	Index Score: 3		
<b>How it will look when fully met:</b>			When complete, attendance rates will be at or above 95% per grade. There will be consistent quarterly and semester incentives offered and implemented. Monthly attendance reports will be used to verify achieving 95%.	Objective Met 05/07/24	H. Holbrook	06/01/2024
<b>Actions</b>						
11/16/23 Review attendance data during student services meetings.				Complete 06/04/2024	Heather Holbrook	06/01/2024
Notes:						
<b>Implementation:</b>				05/07/2024		
<b>Evidence</b>		5/7/2024 - see agendas in evidence folders				
<b>Experience</b>		5/7/2024 - student services meetings were held bi-weekly.				
<b>Sustainability</b>		5/7/2024 - same plan above				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
	<b>B2.01</b>	<b>School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Morale committee meets quarterly to plan monthly social events/activities for the staff, such as Secret Santa. Staff birthdays and special events, such as baby showers, are celebrated throughout the year. A staff wellness room has been created.</p> <p>Community sources, such as PTA, local businesses and faith-based partners, provide snacks and refreshments throughout the year, such as duty free lunch.</p> <p>Principal sends out surveys to staff each semester to receive feedback and temperature check on various supports teachers have received or need.</p> <p>Staff are provided opportunities to participate in tournaments with students throughout the year, such as 8th grade vs. Faculty Volleyball tournament to encourage positive student-faculty relationships.</p> <p>Staff meetings begin with a 'community meeting' to allow staff to interact and share with others how they are feeling, their goals, and how we can support each other. Administration checks in with BTs (beginning teachers) monthly and all staff weekly.</p>	Limited Development 11/16/2023		
		<p>Priority Score: 3</p> <p>Opportunity Score: 1</p> <p>Index Score: 3</p>			
<b>How it will look when fully met:</b>		<p>When fully met, this indicator can be measured with a higher staff retention and lower staff turnover (relocation, life event, retirement vs. a simple resignation).</p> <p>Teacher working conditions survey.</p>	<b>Objective Met 05/07/24</b>	<b>Farzana Stanley</b>	<b>06/01/2024</b>
<b>Actions</b>					
	11/16/23	Review data from the last feedback survey, end of year retention/turnover numbers, and teacher working condition survey.	Complete 06/04/2024	Farzana Stanley	06/01/2024
<b>Notes:</b>					

<b>Implementation:</b>		05/07/2024		
<i><b>Evidence</b></i>	6/4/2024 - evidence in the folder			
<i><b>Experience</b></i>	6/4/2024 - Met with SIT team and went over teacher working condition survey. We identified areas of needed growth and discussed the positives from the survey. Met with faculty to share what our focus will be on next year.			
<i><b>Sustainability</b></i>	6/4/2024 - We will work on the areas of needed growth identified during our SIT team			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (5171)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>WCS will work with each school to review resource distribution and consider additional resource types beyond funding, establish resource priorities through stakeholder input that are linked to student performance goals, and provide support to utilize available funding sources to maximize available resources.</p> <p>District leadership will work with the school principal and school improvement team to help our school to strategically align resources, including time, money, personnel and partnerships, to address school goals.</p> <p>Our goal is to identify and align personnel, instructional and professional learning, time and partnership resources to fulfill the school improvement goals.</p> <p>Within the 2023-24 school year, our school identified the following resource inequities, as a result, our school plans to mitigate this inequity by being intentional with our evidence based resources, as well as allocating our funds, time, and human resources.</p>	Limited Development 11/16/2023		
<b>How it will look when fully met:</b>		<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p> <p>When fully met, personnel, instructional and professional learning, time and partnership resources will be aligned to fulfill the school improvement goals.</p>	Objective Met 05/15/24	Gordon Prince	06/01/2024
<b>Actions</b>		<p>3/29/24 Provide funds for staff working with students with disabilities that will assist them with multi-sensory, skill based instructional programs, intervention support, and benchmark and progress monitoring assessment and reporting systems.</p> <p><i>Notes:</i></p> <p>5/8/24 Modify schedules to maximize student support, teacher planning, and intervention specific timing.</p> <p><i>Notes:</i></p>	Complete 06/04/2024	Gordon Prince	06/04/2024
			Complete 06/04/2024	Gordon Prince	06/04/2024

	5/8/24 Find ways to bring in high quality tutors as extra support to assist students with and without disabilities and to support students through our tiered intervention process.	Complete 06/04/2024	Gordon Prince	06/04/2024
	Notes:			
	5/15/24 Provide EC staff with more content-specific professional development	Complete 06/04/2024	Gordon Prince	06/04/2024
	Notes:			
<b>Implementation:</b>		05/15/2024		
<b>Evidence</b>	5/15/2024 High quality tutors were brought in to support students. EC staff was provided with professional development on mental health support. Schedules were modified to maximize student support, teacher planning and intervention specific timing.			
<b>Experience</b>	5/15/2024 Funds were used to purchase SPIRE, Number World, Sonday Systems, EasyCBM, and Wilson Reading. Funds were also used to bring in high quality tutors to work with students with and without disabilities as extra support and to support students specifically through our tiered intervention process.			
<b>Sustainability</b>	5/15/2024 Continue to work to provide additional tutors and support as needed.			

# Our Direction

Valle Crucis School

Date of Report: 6/11/2024

## Vision:

We strive to be a great school, built on equal partnerships and shared leadership among all stakeholders, who utilize continuous improvement practices for the purpose of increasing teacher effectiveness and student learning outcomes, as well as maintaining community support.

## Values:

Valle Crucis School is committed to educating the whole child. We work to learn, understand, and treat our students as human beings in an effort to establish meaningful relationships that aide in their academic, social, and emotional growth. We focus on making student driven decisions that are supported by accurate and relevant data. Each student is a valued individual with unique physical, social, emotional, and intellectual needs which may require special services and resources. At Valle Crucis there is a shared belief that each student should be surrounded by faith, love, hope, and positivity within our school environment.

## Mission:

Our mission is to educate students by teaching the whole child resulting in productive citizenship and life-long learning.

## Goals:

- All students will maintain or increase student proficiency in math.

## Performance Measure(s)



Performance Indicator: By the end of 2023 - 2024 school year Valle Crucis School's Grade Level Proficiency (GLP) in math will maintain or be greater than 66.4%, as measured by 3rd-8th grade end-of-grade math assessments.

Data Source: EOG Scores	Baseline Year: 2022-2023	Baseline: 66.4%
Target Date: 2018-2019	Target: 40.2%	Actual: 40.2%
Target Date: 2019-2020	Target: 40.2%	Actual: 0%
Target Date: 2020-2021	Target: 40.2%	Actual: 23.5%
Target Date: 2021-2022	Target: 40.2%	Actual: 43.6%
Target Date: 2022-2023	Target: 43.6	Actual: 66.4
Target Date: 2023-2024	Target: 66.4	Actual:

- All students will maintain or increase student proficiency in reading.

#### Performance Measure(s)

Performance Indicator: By the end of 2023 - 2024 school year, Valle Crucis School's Grade Level Proficiency (GLP) in reading will maintain or be greater than 63.8%, as measured by 3rd-8th grade end-of-grade reading assessments.

Data Source: EOG Scores	Baseline Year: 2022-2023	Baseline: 63.8%
Target Date: 2018-2019	Target: 54.1%	Actual: 54.1%
Target Date: 2019-2020	Target: 54.1%	Actual: 0%
Target Date: 2020-2021	Target: 54.1%	Actual: 40.9%
Target Date: 2021-2022	Target: 54.1%	Actual: 42.3%
Target Date: 2022-2023	Target: 54.1%	Actual: 63.8%
Target Date: 2023-2024	Target: 63.8%	Actual:

- All students will maintain or increase student proficiency in science.

#### Performance Measure(s)

Performance Indicator: By the end of the 2023 - 2024 school year, Valle Crucis School's Grade Level Proficiency (GLP) in 5th grade science will maintain or be greater than 80.0% as measured by the 5th grade science end of grade assessment.		
Data Source: 5th grade Science EOG	Baseline Year: 2022-2023	Baseline: 80%
Target Date: 2022-2023	Target: 76.7%	Actual: 72.2%
Target Date: 2023-2024	Target: 80%	Actual:

Performance Indicator: By the end of the 2023 - 2024 school year, Valle Crucis School's Grade Level Proficiency (GLP) in 8th grade science will maintain or be greater than 84.0% as measured by the 8th grade science end of grade assessment.		
Data Source: 8th grade Science EOG	Baseline Year: 2022-2023	Baseline: 84%
Target Date: 2022-2023	Target: 70.5%	Actual: 84%
Target Date: 2023-2024	Target: 79.5%	Actual:

- Students with disabilities (SWD) will increase or maintain proficiency in math.

**Performance Measure(s)**

Performance Indicator: By the end of 2023 - 2024 school year the Valle Crucis School Students with Disabilities (SWD) subgroup College and Career Ready (CCR) proficiency score in math will make progress toward the long term goal (based on 22-23 EOG results) of 45.8%, as measured by 3rd-8th grade end-of-grade math assessments		
Data Source: Math EOGs	Baseline Year: 22-23	Baseline: 45.8%
Target Date:	Target:	Actual:

- Students with disabilities (SWD) will increase or maintain proficiency in reading.

**Performance Measure(s)**

Performance Indicator: By the end of 2023 - 2024 school year the Valle Crucis School Students with Disabilities (SWD) subgroup College and Career Ready (CCR) proficiency score in reading will make progress toward the long term goal (based on 22-23 EOG results) of 34.1%, as measured by 3rd-8th grade end-of-grade reading assessments.		
Data Source: Reading EOGs	Baseline Year: 22-23	Baseline: 34.1%
Target Date:	Target:	Actual:

**Data Review:**

Needs Assessments, Accreditation Reports, Similar Feedback:

Will complete a comprehensive needs assessment in the spring. The needs assessment will identify performance gaps, and identify and prioritize needs that must be addressed in order to improve outcomes for all students.

#### Student Outcome Data:

**EVAAS** - EVAAS examines the impact of teachers, and our school as a whole, on the learning of their students in specific courses, grades, and subjects. EVAAS provides yearly data on our school's growth, proficiency, and reveals patterns in subgroup performance.

<https://ncdpi.sas.com/>

**EOGs** - End of Grade Assessments measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study.

<https://ncreports.ondemand.sas.com/src/school?school=950332&year=2022&lng=en>

**EOCs** - The North Carolina End-of-Course Tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.

<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/end-course-eoc#individual-student-reports>

**NC Check Ins** - NC Check-Ins are interim assessments developed by the North Carolina Department of Public Instruction (NCDPI) that are aligned to North Carolina grade-level content standards (for reading and mathematics) and North Carolina Essential Standards (for science).

<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/nc-check-ins-and-nc-check-ins-20>

**iReady Diagnostic Assessments** - The iReady Diagnostic prepares and equips teachers by delivering actionable data that can be used to guide instruction and identify student needs. IReady also analyzes student growth towards grade level expectations.

<https://login.i-ready.com/>

**MClass/DIBELS Reports** - mCLASS is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.

<https://mclass.amplify.com/assessment/>

#### Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Our Leadership Team is making sufficient progress in fully implementing Indicators and meeting Objectives.

**Selected Indicators:**

**Curriculum and instructional alignment**

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

**High expectations for all staff and students**

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

**Resource Allocation**

D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

**Student support services**

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

Comprehensive Progress Report

- Mission:** Our mission is to educate students by teaching the whole child resulting in productive citizenship and life-long learning.
- Vision:** We strive to be a great school, built on equal partnerships and shared leadership among all stakeholders, who utilize continuous improvement practices for the purpose of increasing teacher effectiveness and student learning outcomes, as well as maintaining community support.
- Goals:**
- All students will maintain or increase student proficiency in math.
  - All students will maintain or increase student proficiency in reading.
  - All students will maintain or increase student proficiency in science.
  - Students with disabilities (SWD) will increase or maintain proficiency in reading.
  - Students with disabilities (SWD) will increase or maintain proficiency in math.



! = Past Due Objectives      KEY = Key Indicator						
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.		Limited Development 10/08/2019		
		Calm Down Corners - This is a grant-funded district-wide initiative in which teachers can create a "calming" space within their classrooms. They have the flexibility of designing their own space using grant funds to purchase materials. Teachers received training on how to appropriately set up and use this space in their classrooms, minimizing				

interruptions in instruction, promoting self regulation and reducing office referrals.

PBIS - Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS fosters an environment where all students succeed. Teachers can choose to award students in various ways including Classdojo, or other teacher established rewards systems. Teachers communicate effectively to the school counselor if/when a student need arises, they arrange for support or interventions if needed. Teacher and support staff work together to ensure that each students needs are met (socially, emotionally, academically, financially, etc). Teachers and entire staff promote the RISE Matrix which encompasses SEL within the expectations.

Compassionate School Training and Initiative - Our vision is for Watauga County Schools to be a relationship-driven, compassionate community. Our mission is to promote health and resiliency in our community and to effectively prevent, recognize, and treat trauma by creating safe, stable, nurturing environments and relationships. We will build a compassionate school that facilitates learning of the body and mind through teaching, modeling and encouraging academic achievement, mental fitness, health and compassionate character.

SEL Lesson Integration - Teachers purposefully select instructional materials that focus on social and emotional growth and well being, as needed. Teachers address student social and emotional needs throughout the day in the form of read alouds, brain breaks, brain science strategies and breathing strategies.

Mental Health Training - Instructional Staff complete state required mental health training.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<b>How it will look when fully met:</b>	<p>When this objective is met, our students will know and use RISE (Respect, Integrity, Self Discipline and Empathy) on a consistent basis within the school environment, which will help with student learning, behaviors and support social and emotional learning. All instructional staff will use Class Dojo as a method to communicate with parents and students their successful behaviors and any behaviors that need work. Teachers will provide incentives and rewards for students as well as teaching and re-teaching appropriate behaviors/expectations as needed to help our VCS students become productive and successful learners and citizens. Staff can also use Educators Handbook for documentation of minor and major behaviors. This will feed into the EWS and this data will be used in making best decisions for student success and desired outcomes.</p> <p>In addition, when this objective is met, the data will show that discipline referrals will decrease and students will be recognized for appropriate behaviors.</p>	<b>Objective Met</b> <b>05/07/24</b>	<b>Melanie Randolph</b>	<b>06/01/2024</b>
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<b>Actions</b>				
11/7/23	Staff members will complete annual reviews of Watauga County Schools policies and update the Valle Crucis School student handbook.	Complete 06/04/2024	Bonnie Smith	06/01/2024
	Notes:			
11/7/23	Students will receive continuous reminders of RISE expectations. These reminders will be delivered in classrooms, through announcements, review of posters, character education lessons, teachable moments. (minimum of 3x per school year - beginning of year, before winter break, after spring break, and as needed)	Complete 06/04/2024	Bonnie Smith	06/01/2024
	Notes:			

11/7/23	The Leadership Team will work to create, teach, lead and support staff in using Class Dojo as a school wide initiative to use with our behavior framework, PBIS - RISE expectations to help students know appropriate behaviors, decrease incidents, support student learning and SEL for all students.	Complete 06/04/2024	Dave Shack	06/01/2024
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Notes:

Implementation:		05/07/2024		
Evidence	5/7/2024			
Experience	5/7/2024			
Sustainability	5/7/2024			



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Grade level teams meet with their grade span PLCs as well as cross district PLCs. Grade-level teachers collaborate with peers including instructional support personnel. Teachers make Common Assessments and share data from our students to help find suitable enrichment and intervention activities. Teachers use materials aligned to standards including iReady, Letterland, Guided Reading resources, NC Check In, Reading A-Z and teacher created materials. In addition, teachers use NC Tools for Teachers as well as the unpacking documents provided by NCDPI.</p> <p>All Kindergarten through 5th grade teachers will work on LETRS. Complete the assignments, attend professional development and work with students to improve literacy instruction.</p>	Limited Development 10/08/2019		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		When this objective is fully met, instructional teams will have developed and evaluated instructional materials that align with NCSCOS and teachers will have a better understanding of the science of reading and better equipt to meet student's individual literacy needs through LETRS and PLCs will be collaborating and providing students with strong instruction and provide interventions where needed.	Objective Met 05/07/24	Bonnie Smith	06/01/2024
Actions					
11/7/23		Regularly Scheduled Grade Level Meetings	Complete 06/04/2024	Allen Ingram	06/01/2024
Notes:					
11/7/23		PLCs will take place on a regular basis/schedule with teachers attending and working in the PLC process for student growth/achievement.	Complete 06/04/2024	Allen Ingram	06/01/2024
Notes:					

11/7/23 Teachers will work throughout the year on LETRS training.  
There will be four professional development days for teachers to work specifically and this is district wide work.

Complete 06/04/2024

Jana Yount

06/01/2024

Notes:

<b>Implementation:</b>		05/07/2024		
<i>Evidence</i>	5/7/2024			
<i>Experience</i>	5/7/2024			
<i>Sustainability</i>	5/7/2024			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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Effective Practice: Student support services

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Within the 2023-24 school year, our ATSI school will implement the following evidenced-based interventions, MClass Interventions and iReady Tools for Instruction, to increase overall performance of Students with Disabilities in reading and math.

Valle Crucis School implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Intervention & Enrichment: Intervention & Enrichment time is based on flexible groupings determined through the Multi-Tiered Systems of Support framework. Students meet in these flexible groups 30 minutes daily.

MTSS: Multi-Tiered System of Support team meets regularly to discuss specific student needs, tailored interventions, and to monitor progress. MTSS team also reviews data to determine tier 2 and 3 services.

PBIS- Classroom teachers regularly teacher SEL lessons that focus on our school wide RISE expectations. All staff members encourage positive behaviors and use Class Dojo to document and communicate.

Valle Crucis' human resources are used for Tier 1, Tier 2 and Tier 3 level.

Limited Development  
10/08/2019

Human resources include but are not limited to: classroom teachers, teacher assistants, the instructional technology facilitator, math specialist, reading specialist, tutors (when available), and volunteers.

There is a school-wide expectation for teachers to identify students who need support and attempt to provide interventions within the core setting, such as peer tutoring or small group instruction. Teachers know that second and third tiers of support are viewed as additional support to core instruction in the classroom. Teachers use various data points for both reading and math to determine student responsiveness to core instruction curriculum.

PLC - Professional Learning Communities - During the 2020-2021 school year we established weekly Professional Learning Communities with grade level and/or subject areas. General Education (content and/or grade level) teachers met with a small group (PLC) to complete the PLC cycle for identified priority standards. Priority standards identify the knowledge, skills and disposition all students must acquire as a result of a class, course or grade level. This is also referred to as our guaranteed and viable curriculum. PLCs receive continued training, monitoring and support for teaching and assessing priority standards in core (Tier 1). This process is continuing in the district and PLCs meeting as determined by their teams.

Grade level/subject areas meet at least bi-monthly to identify essential skills and interventions and enrichment activities to address those skills to enhance and strengthen core instructional needs. These teams consist of classroom teachers and support staff (counselors, specialists, administration, etc.). The teams analyze data (classroom assessments, universal screeners, intervention data) to design instruction and choose interventions and enrichment activities based on student need.

Common assessments - Grade levels are working together to plan and implement common assessments to guide instructional decisions.

Individual Problem Solving Team - as teachers meet and review data after interventions, if needed the student information to brought to the IPST to discuss ways to best meet the student's needs.

***How it will look  
when fully met:***

Under the Professional Learning Community framework, teams will meet weekly to use data from common assessments to form flexible student groups. Teachers will collaborate to identify priority standards to be addressed, plan core instruction and tiered interventions and opportunities for enrichment to meet the needs of the students being

**Objective Met  
05/07/24**

**Jana Yount**

**06/01/2024**

served. Every grade level has a scheduled time for intervention and enrichment.

There is a standard system for identifying students who need interventions at different tier levels. All teachers work with grade level Professional Learning Communities to discuss individual student response to instruction and document students current tier levels as well as the interventions and enrichments that are being used.

All teachers have access to a database of current available strategies and materials, and modify them as needed in order to provide differentiation to meet individual student needs.

Teachers receive yearly training on MTSS implementation.

Areas of need within core instruction and curriculum are addressed prior to focusing on new or additional interventions. Teachers have data to show that instruction is effective because (in most cases) 80% of students are proficient on common assessments.

Teachers have discussions in Professional Learning Communities on the effectiveness of core instruction and tier strategies.

Implementation of Tier 2 and Tier 3 documented interventions are consistent across classrooms.

Students who need enrichment are engaged in rigorous learning opportunities.

Special educators, general educators, and the AIG teacher collaborate to understand and coordinate the instruction occurring within the other tiers to maximize their effectiveness for students.

PLC - Professional Learning Communities - When fully implemented PLCs will meet every week using a created agenda to document the work of the PLC. The school principal monitors the progress of PLCs in the school, observes PLCs weekly work and provides feedback to support instruction and student achievement.

Common assessments - All grade levels will work together to plan and administer common assessments to guide instructional decisions. Evidence will be the common assessments and the data that accompanies them.

**Actions**

11/7/23 Monthly School Improvement Team Meeting

Complete 06/04/2024

Jana Yount

06/01/2024

Notes:

11/7/23

Complete 06/04/2024

Allen Ingram

06/01/2024

Teachers collaborate in grade level teams and cross district PLCs to develop and reflect on common formative assessment data to determine how to plan appropriate instruction, enrichment, intervention activities and utilize human resources to improve student achievement.

Notes:

11/7/23

Complete 06/01/2025

Greg Ward

06/01/2024

Individual Problem Solving Team (MTSS) meets to review data and discuss options to best help students in needed areas. Student services staff, EC Representatives and classroom teachers meet monthly to discuss Tier 2 and Tier 3 students growth, needs and next steps to ensure they are receiving appropriate interventions and demonstrating growth through routine progress monitoring. This team guides the referral process for Students with Disabilities.

Notes:

4/9/24 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers and to address the needs of Students with Disabilities.

Complete 06/01/2025

Melanie Randolph

06/01/2024

Notes:

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Resource Allocation</b>			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		2023 - 2024	Limited Development 11/07/2023		
		<p>WCS will work with each school to review resource distribution and consider additional resource types beyond funding, establish resource priorities through stakeholder input that are linked to student performance goals, and provide support to utilize available funding sources to maximize available resources.</p> <p>District leadership will work with the school principal and school improvement team to help our school to strategically align resources, including time, money, personnel and partnerships, to address school goals.</p> <p>Our goal is to identify and align personnel, instructional and professional learning, time and partnership resources to fulfill the school improvement goals.</p> <p>Within the 2023-24 school year, our school identified the following resource inequity, as a result, our school plans to mitigate this inequity by being intentional with our research-based resources and instructional personnel, as well as structuring our time and allocating money to make the most impact on our students with disabilities.</p>			
<b>How it will look when fully met:</b>		When fully met, personnel, instructional and professional learning, time and partnership resources will be aligned to fulfill the school improvement goals.		Bonnie Smith	06/04/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	5/15/24	Allocate funds for personnel working with students with disabilities that will assist them with multi-sensory, skill based instructional programs, intervention support, and benchmark and progress monitoring assessment and reporting systems.		Bonnie Smith	06/04/2025
<b>Notes:</b>					
	5/15/24	Adjust schedules to maximize student support, teacher planning, and intervention specific timing.		Bonnie Smith	06/04/2025
<b>Notes:</b>					

# LEA Based Calendar Waiver Request for Weather Related Causes

**General Statute 115C-84.2 states that** the opening date for students shall not be earlier than the Monday closest to August 26, and the closing date shall not be after the Friday closest to June 11. This does not apply to year-round schools or to schools designated by the LEA as having a modified calendar in 2003-04, so long as the school operates under a modified calendar.

The State Board of Education may waive this requirement for any LEA within a county that meets eligibility requirements. Waivers will be granted in accordance with 2012 SB 187 and are determined by the LEA 10-year history of closures. 2012 SB 187 changed eligibility requirements. In order to be eligible under this new provision, all schools within an LEA must be closed at least eight (8) full days per year during any four (4) of the last ten (10) years due to severe weather conditions, energy shortages, power failures, or other emergency situations. If approved for a weather-related waiver the opening date may be no earlier than the Monday closest to August 19.

**Instructions:** Complete this form to request a calendar waiver for the LEA.

School Year:	<u>SY 2025-2026</u>	Date of Request:	<u>17 June 2024</u>
LEA Name:	<u>Watauga County Schools</u>	LEA Number:	<u>950</u>
Requested Opening Date:	<u>August 18, 2025</u>		
Requested Closing Date:	<u>Approx. May 29, 2026</u>		
Date of Local Board Approval:	<u>17 June 2024</u>		
Signature of Superintendent:	<u>Wayne M. Eberle II</u>		
LEA Contact Person:	<u>Eberle II</u>	Phone:	<u>828-264-7190</u>
LEA Contact Email Address:	<u>eberlew@wataugaschools.org</u>		

Questions concerning the completion of this form should be addressed to Student Accounting at [studentaccounting@dpi.nc.gov](mailto:studentaccounting@dpi.nc.gov).

Email completed form to: [studentaccounting@dpi.nc.gov](mailto:studentaccounting@dpi.nc.gov)

**A. BOARD MEMBER USE OF SCHOOL SYSTEM TECHNOLOGICAL RESOURCES**

The Watauga County Board of Education (the “board”) provides its members with access to certain school system technology devices and accounts, including laptops and email accounts, for use in conducting school system business. Board members have a responsibility to use such devices and accounts in a manner that is ethical, respectful, and supportive of the board’s duty to provide students with the opportunity to receive a sound, basic education. Like all users of school system technological resources, board members are expected to abide by the generally accepted rules of network etiquette.

**1. Responsible Use of School System Technological Resources**

Whenever a board member uses school system computers or other technology devices or accounts or accesses the school network or the Internet using school system resources, the board member must comply with the rules for use listed in Section B of policy 3225/4312/7320, Technology Responsible Use. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

**2. Privacy Expectations when Using School System Technological Resources**

Board members should have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system’s network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used on school system property or elsewhere, and even if the use is for personal purposes. Files or communications created, transmitted, or displayed using school system technological resources or stored on servers or on the storage mediums of individual devices will not necessarily be private. School system personnel may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes, and system outputs, such as printouts, for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel may monitor online activities when the Internet is accessed via a school system-owned device. By using the school system’s network, Internet access, email system, devices, or other technological resources, board members consent to have that use monitored by authorized school system personnel as described in this subsection.

**B. BOARD MEMBER USE OF PERSONAL TECHNOLOGICAL RESOURCES FOR SCHOOL**



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## SYSTEM BUSINESS

As much as is practicable, board members should use school system technology devices and accounts for conducting school system business and storing school system electronically stored information ("ESI"). Though use of personal technology devices and accounts may be convenient for conducting school system business, such use is discouraged when school system resources are reasonably available.

### 1. Definition of Personal Technology Devices and Accounts

For purposes of this policy, "personal technology devices and accounts" means technology devices or accounts that are not under the control of the school system and which the school system does not have the ability to access without the board member's assistance. Personal technology devices include, but are not limited to, computers, phones, tablets, and other technological devices that are owned or leased by a board member. Personal accounts include, but are not limited to, personal email accounts and online file storage services (e.g., file hosting services, cloud storage services, social media sites, and online file storage providers that host user files via the Internet). Board member use of personal social media sites is also subject to Section C of this policy.

### 2. School System ESI on Personal Technology Devices and Accounts

School system business-related ESI sent and/or received by a board member using a personal technology device or account may constitute a public record or student education record and, as a result, may require retention and disclosure by the school system. In the event of litigation, school system business-related ESI located on a personal technology device or account may be subject to discovery and a litigation hold. Board members are cautioned that using personal technology devices or accounts to conduct school system business or to store school system business-related ESI will significantly reduce their expectation of privacy in those devices or accounts. Board members should avoid the use of personal technology when conducting school system business to prevent a conflict between board members' interests in privacy in their personal technology devices and accounts and the school system's legal obligation to preserve certain school system business-related ESI.

Board members are expected to immediately transfer any school system business-related ESI sent and/or received by the board member using a personal technology device or account to a school system account for proper retention and storage. Board members shall cooperate with school officials in accessing any school system business-related ESI stored on personal technology devices or accounts.

## C. BOARD MEMBER USE OF PERSONAL SOCIAL MEDIA

The board recognizes that board members may engage in the use of personal social media

to communicate with friends, family, and/or the community. Board members are expected to exercise good judgment in their online interactions, remaining mindful of their ethical obligations as described in policy 2120, Code of Ethics for School Board Members.

1. Definition of Personal Social Media

For purposes of this policy, “personal social media” means any social media networks, tools, or activities that are not under the control of the school system. Social media refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content. Examples of social media include Web 2.0 tools, Facebook, X (formerly Twitter), LinkedIn, Flickr, YouTube, Instagram, Google+, and social media components of learning management systems such as Canvas, Moodle, or Edmodo.

2. Guidelines for All Types of Personal Social Media Use

Content posted online may be viewed by anyone, including students, parents, employees, and community members. As public officials, board members should be aware that their online behavior serves as an example to employees and students even when they are not engaging directly in school system-related business. The following standards should guide board members’ online conduct.

- a. Board members should be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.
- b. Board members may not post confidential information about students, employees, or school system business.
- c. Board members should not post identifiable images of a student or student’s family on a personal social media site without permission from the student and the student’s parent or legal guardian.
- d. Board members may not use postings to libel or defame the board, individual board members, students, or school system employees.
- e. Board members should not use personal social media to harass, bully, or intimidate students, employees, or other board members.
- f. Board members may not use personal social media to engage in any other conduct that violates board policy or administrative procedures or state and federal laws.

3. Guidelines for Personal Social Media Use That Is School System-Related

The school system controls and maintains the school system's official website, as well as the school system's social media accounts, including but not limited to, official Facebook and Twitter~~X~~ accounts. The school system website and social media accounts present information from the local school administrative unit and are not forums for expressing views of individual board members, employees, or members of the public.

Individual board members, acting in their capacity as public officials, may choose to establish personal social media accounts to facilitate their own communications with the community. The following standards are provided to guide board members' personal social media use for school system-related purposes.

- a. When presenting information on personal social media, board members should clearly indicate that the information posted reflects the views of the individual board member and is neither endorsed by the board nor necessarily reflective of the views of the board or of an official board policy.
- b. A personal social media platform that allows comments from the community may elicit complaints or inquiries from parents or interested citizens concerning school matters. In such cases, the board member should refer the complainant to the appropriate school system administrator in accordance with policy 2122, Role of Board Members in Handling Complaints.
- c. Board members should be aware of the potential for liability ~~that when they use a personal social media account in their capacity as a public official. Actions taken on social media platforms may subject a board member to legal liability if the actions infringe upon someone's free speech or other constitutional rights and allow the actions are authorized by the board and carried out in the board member's official capacity or in furtherance of the member's official responsibilities.~~ Board members must be particularly aware of this risk when allowing community members to post comments publicly on the member's personal social media account, they as such comments may be creating a "public forum" for deemed speech protected by the First Amendment. If a "public forum" is created, the board member must be careful not to engage in viewpoint Viewpoint discrimination by, for example, such as deleting a community member's comment because the board member does not like the view expressed in the comment or blocking only certain individuals from being able to post based on their views, may then be an unlawful infringement of protected speech. Board members are encouraged to consult with an attorney to create viewpoint-neutral rules to govern their school system business-related personal social media accounts.

Legal References: U.S. Const. amend IV; Stored Communications Act, 18 U.S.C. 2701, *et seq.*; Computer Fraud and Abuse Act, 18 U.S.C. 1030; G.S. 14-454, -458; *Davidson v. Randall*, 912 F.3d 666 (4th Cir. 2019) *Lindke v. Freed*, 601 U.S. \_\_\_\_ (2024)

Cross References: Code of Ethics for School Board Members (policy 1320), Role of Board Members in Handling Complaints (policy 1322), Technology Responsible Use (policy 3225/4312/7320), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Electronically Stored Information Retention (policy 5071/7351)

Adopted: October 5, 2020

Revised: DATE

## **TECHNOLOGY IN THE EDUCATIONAL PROGRAM**

*Policy Code:*

**3220**

In alliance with the North Carolina Digital Learning Plan, the Watauga County Board of Education (the “board”) is committed to establishing and supporting effective digital teaching and learning practices supported by contemporary information and communications technology systems to foster globally competitive students prepared for modern life. The board recognizes the benefits of digital and technology-enabled and -enhanced teaching and learning resources that provide the ability to make data more accessible, personalize learning, easily customize curriculum, provide access to current information, and enable access to quality materials at a lower cost than traditional materials. To that end, the board supports classroom digital and technology-enabled and -enhanced teaching and learning resources that are aligned with the current statewide instructional standards. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the skills necessary for future-ready learners.

The board expects that information and communications technologies will be integrated seamlessly across the curriculum and used to support increased student achievement, instructional innovation, and to prepare students to be successful in college, in careers, and as globally engaged, productive citizens. The curriculum committee should provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to personalize learning and improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if they require the transfer of funds or otherwise relate to any components of the school improvement plan.

The superintendent shall oversee development of the school system’s digital teaching and learning vision as part of the school system’s strategic plan and a yearly action plan that aligns to the vision. The development and ongoing review of the vision and the action plan will include various stakeholders such as curriculum leaders, teachers, administrators, students, parents, and representatives from technology services, instructional technology, finance, and other departments as required. The action plan will include adequate data privacy protections to secure student data and will take into account the level of out-of-school Internet access for students.

The superintendent may establish relationships with businesses and seek grants and other funding sources in an effort to acquire additional technological resources for the educational program and to support continuous out-of-school Internet access for students.

### **A. SELECTION OF TECHNOLOGICAL RESOURCES**

Technological resources are information and communications technologies including, but not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, smartphones, and gaming devices; (2) software, including cloud-based and web-based applications,

programs, and platforms; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding, and other purchase requirements, accessibility for students with disabilities, staff duties, and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1. Technological resources must support the current statewide instructional standards or the programs of the school system.
2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions, and similar requirements must be maintained to the highest standards.
4. There must be sufficient staff to operate and maintain the technological equipment, programs, and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

Procurement of technological resources should be done in collaboration with teachers and technical support staff, as appropriate. Whenever possible, a pilot period to test the resource should occur prior to full purchase.

#### **B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS**

The superintendent shall oversee the development of the school system's technology deployment and refresh plan. The plan will be designed to ensure organized, effective, efficient, and sustainable means of deploying and maintaining technology resources and will establish appropriate refresh/replacement cycles. The superintendent shall develop procedures that outline the strategy of the technology deployment and refresh plan.

#### **C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE**

The superintendent is authorized to investigate and develop a plan to allow staff and students the option to use their personal electronic devices in place of or along with their

school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security, and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student and staff member who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

#### **D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS**

The superintendent is authorized to permit instructional personnel to incorporate email, social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing, online collaborations, instant messaging, texting, virtual learning environments, and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective, and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

#### **E. GENERATIVE ARTIFICIAL INTELLIGENCE (AI)**

Generative artificial intelligence (AI) is an artificial intelligence tool that responds to a user's input or prompt by generating new text, images, audio, video, or content based on what it learned in its training data set. The board encourages the use of generative AI by school system employees and students to expand their skills and capabilities and to prepare students for a future AI-enhanced world. The superintendent or designee shall develop and maintain guidelines that detail the acceptable and responsible use of generative AI by school system employees and students. See also policy 3225/4312/7320, Technology Responsible Use.

All school system employees and students should be AI literate, that is, have an understanding of basic AI principles and applications, the skills to recognize when AI is employed, and awareness of its limits. The superintendent or designee shall develop a comprehensive AI literacy training strategy that involves training all employees and students in the effective, ethical, and safe use of generative AI tools. The training should equip employees with the necessary knowledge to effectively employ generative AI in their work while ensuring its safe and responsible integration into classroom instruction.

**E.F. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT**

The superintendent shall plan a program of professional development for digital teaching and learning that prepares administrators, teachers, coaches, school library media coordinators, and technical support staff to utilize digital tools and resources in accordance with the N.C. Digital Learning Competencies for Teachers and Administrators. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated online-learning activities throughout the course of study and the provision of personalized learning. Professional development shall also address the ethical, legal, and practical issues related to social networking and mobile devices in the classroom and other topics deemed necessary by the superintendent or technology director. In addition, professional development shall involve training on generative AI, including its impact, effective use, capabilities, limitations, concerns, and responsible use. Staff will be trained both to use generative AI professionally and to guide students to effectively and ethically use generative AI as a learning partner. To the extent possible, job-specific professional development opportunities should be made available, as well as professional development that is personalized to meet the needs of individual staff.

School improvement teams should identify any staff development appropriations for technology-related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 7800, Professional and Staff Development.

Legal References: G.S. 115C-522, -528; 143B-1341; State Board of Education Policy SBOP-018

Cross References: Professional and Staff Development (policy 7800), Curriculum and Instructional Guides (policy 3115), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records – Retention, Release, and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Gifts and Bequests (policy 8220)

Other Resources: North Carolina Digital Teaching and Learning Competencies for Teachers and Administrators, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-teaching-learning-standards#digital-learning-competencies-for-educators>; The North Carolina Digital Learning Plan (2022), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-learning-initiative#:~:text=The%20North%20Carolina%20Digital%20Learning%20Plan%20describes%20the,Learning%20Initiative.%202022%20North%20Carolina%20Digital%20Learning%20Plan> North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools, available at [https://go.ncdpi.gov/AI\\_Guidelines](https://go.ncdpi.gov/AI_Guidelines)



Adopted: August 3, 2015

Revised: August 14, 2017 (Legal references only); May 21, 2018; May 8, 2023; DATE

Replaces: Board policy 4.01.35, Media Technology and Advisory Committee

The board intends that students and employees benefit from technology resources while remaining within the bounds of safe, legal, and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools, and learning environments made available by or on the networks, and all devices that connect to those networks.

**A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES**

The use of school system technological resources, including access to the Internet, is expected to be exercised in an appropriate and responsible manner. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest, and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette.

General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to use of school technological resources, including access to the Internet.

In addition, anyone who uses school system computers or electronic devices, accesses the school's electronic storage or network, or connects to the Internet using school system-provided access must comply with the additional rules for responsible use listed in Section B below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

All students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

Failure to adhere to the requirements of this policy will result in disciplinary action, including revocation of user privileges. Willful misuse may result in criminal prosecution under applicable state and federal law, disciplinary action for students, and/or adverse personnel action for employees.

**B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES**

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support the educational objectives of the Watauga County Schools. Use of school system technological resources for any non-

educational purposes is prohibited, including but not limited to use for commercial gain or profit, for charitable purposes other than school fund-raising, or for amusement or entertainment. Student personal use of school system technological resources for amusement or entertainment is also prohibited unless approved for special situations by the teacher or school administrator. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it does not interfere with school system business and is not otherwise prohibited by board policy or procedure.

2. Unless authorized by law to do so, users may not make copies of software purchased by the school system. Software purchased by the school system may be copied for personal use only when expressly permitted by the terms of a specific software licensing agreement.
3. Users must comply with all applicable laws, board policies, administrative regulations, and school standards and rules, including those relating to copyrights and trademarks, confidential information, and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
4. Users must follow any software, application, or subscription services terms and conditions of use.
5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
6. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
9. Users must respect the privacy of others.
  - a. Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using email, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person's home address or telephone

number, credit or checking account information, or social security number. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.

- b. School employees may disclose student directory information (such as name, photograph, or digital image) on school system websites and web pages unless parents/guardians/eligible students have opted out of the release of directory information pursuant to the Family Educational Rights and Privacy Act (FERPA) and in accordance with Policy 4700, Student Records.
  - c. Users may not forward or post personal communications without the author's prior consent.
  - d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such media in any way, without consent of the students and/or employees and the principal or designee. An exception will be made for settings where students and staff cannot be identified beyond the context of a sports performance or other public event or when otherwise approved by the principal.
- 10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.
  - 11. Users may not create or introduce games, network communications programs, or any foreign program, executable program, or software onto any school system computer, electronic device, or network without the express written permission of the technology director or designee. All school purchases of games and other software addressed by this provision, regardless of the funding source, must be approved in advance by the technology director or designee.
  - 12. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts.
  - 13. Users are prohibited from using another individual's ID or password for any technological resource or account without permission from the individual. and from the teacher or other school official. Sharing of an individual's ID or password is strongly discouraged.

14. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner's express prior permission.
15. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.
16. If a user identifies or encounters an instance of unauthorized access or another security concern, he or she must immediately notify a teacher, school system administrator, or the technology director or designee. Users must not share the problem with other users. Any user identified as a security risk will be denied access.
17. It is the user's responsibility to back up data and other important files.
18. Employees shall make reasonable efforts to supervise students' use of the Internet during instructional time.
19. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.
20. Use of social media during instructional hours, and at any time using school technology, is prohibited except when approved and monitored by a teacher or other school official. All school personnel will comply with policy 7335 Employee Use of Social Media.
21. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other reasonable rules or guidelines issued by the superintendent or technology director for the use of such devices.

**C. RESTRICTED MATERIAL ON THE INTERNET**

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not

responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

**D. PRIVACY**

Students, employees, visitors, and other users have no expectation or right of privacy in anything they create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. Users should not assume that files or communications created, transmitted, or displayed using school system technological resources or stored on servers the storage mediums of individual devices, or on school managed cloud services will be private. Under certain circumstances, school officials may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the board, in response to a public records request, or as evidence of illegal activity in a criminal investigation.

School system personnel shall monitor online activities of individuals who access the Internet via a school-owned device. The school system may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes issued by the school system, and system outputs, such as printouts, at any time for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests.

By using the school system's network, Internet access, electronic devices, email system, devices, or other technological resources, individuals consent to have that use monitored by authorized school system personnel as described in this policy.

**E. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY**

Users may not use private WiFi hotspots or other personal technology on campus to access the Internet outside the school system's wireless network. Personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus only in accordance with written guidelines approved by the superintendent or designee. Students shall not use such devices to take and/or send pictures of other students, faculty or staff by email or other electronic means unless instructed to do so by a Watauga County Schools employee. Personal technology devices may be used in classrooms only for instructional purposes under the direction of Watauga County Schools faculty. If these devices are used for cheating, the responsible student(s) will be dealt with in accordance to Board policies on student behavior (4300 series). Students' personal devices are also governed by policy 4318, Use of Wireless Communication Devices. Use of personal technology devices is also subject to any rules established by the superintendent under a

bring your own device plan authorized by Section C of policy 3220, Technology in the Educational Program, and for employees, policy 3228/7323, Use of Personal Technology to Conduct School Business. The school system assumes no responsibility for personal technology devices brought to school.

#### **F. PERSONAL WEBSITES**

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos, or trademarks without permission.

##### **1. Students**

Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy to the extent consistent with law (see the student behavior policies in the 4300 series and policy 4021/7230).

##### **2. Employees**

Employees' personal websites are subject to policy 7335, Employee Use of Social Media. Employees may not use their personal websites to communicate with students, as prohibited by policy 7335 and policy 4040/7310, Staff-Student Relations.

##### **3. Volunteers**

Volunteers are to maintain appropriate relationships with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

#### **G. USE AGREEMENTS**

All students, parents, and employees will be informed annually of the information in this policy and in any applicable generative artificial intelligence (AI) guidelines developed in accordance with policy 3220, Technology in the Educational Program. Prior to using school system technological resources, students and employees must agree to comply with the requirements of this policy and the generative AI guidelines and consent to the school system's use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student's parent must consent to the student accessing the Internet and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system and must sign a copy of the generative

AI guidelines as part of the district's Responsible Use Agreement.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 7131; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Web Page Development (policy 3227/7322), Use of Personal Technology to Conduct School Business (policy 3228/7323), Copyright Compliance (policy 3230/7330), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Other Resources: North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools, available at [https://go.ncdpi.gov/AI\\_Guidelines](https://go.ncdpi.gov/AI_Guidelines)

Adopted: June 8, 2015

Revised: November 14, 2016; January 13, 2020; January 10, 2022; DATE

Replaces: Policy 4.02.50, Responsible Use for Access to Networked Information Resources



**A. PURPOSE**

The Watauga County Board of Education (the “board”) maintains high academic expectations for all students and believes that all students are capable of academic growth. Students should be afforded as many opportunities as possible to demonstrate academic achievement prior to progressing to the next level of study. Students will be promoted to the next level of study as described in this policy.

**B. STUDENT PROMOTION STANDARDS**

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student’s readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student’s readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student’s work, research-based standards for assessing developmental growth and, when appropriate, any other factors deemed relevant. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student’s readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

**C. DIPLOMA STANDARDS**

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

**D. APPEALS OF PROMOTION DECISIONS****1. Appeal to the Superintendent**

Within five workdays of receiving the principal’s written decision to promote or retain a student, the student’s parents may appeal the decision to the superintendent. The superintendent may overturn the principal’s decision only upon a finding that

the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 4010, Student and Parent Grievance Procedure.

**E. LITERACY INTERVENTIONS**

1. Reading Camps

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

Beginning in the 2022-2023 school year, an Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under G.S. 115C-83.6B(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to

available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by G.S. 115C-83.6A.

**F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES**

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team. The IEP Team shall make a recommendation to the principal for special placement. The principal shall determine the student's placement. The superintendent/designee shall review the recommendation before special placement is made. The school principal has the ultimate responsibility for placement and grading of students in accordance with federal, state, and local regulations.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

**G. CREDIT BY DEMONSTRATED MASTERY**

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

**H. CREDIT RECOVERY**

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the

individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

## **I. REPEATING A COURSE FOR CREDIT**

### **1. Repeating a Previously Failed Course**

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. When a student initially fails a high school course or college level course taken for high school credit and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

### **2. Repeating a Course for which Credit was Earned (Grade Replacement)**

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;

- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

#### **J. CREDIT FROM STUDYING ABROAD**

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

#### **J.K. ACCELERATION**

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

#### **K.L. REPORTING REQUIREMENTS**

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

#### **L.M. RESOURCES**

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

#### **M.N. NOTIFICATION TO PARENTS**

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

#### **N.O. CHILDREN OF MILITARY FAMILIES**

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-006, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

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Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Read to Achieve Implementation Guide, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: July 11, 2016

Revised: July 10, 2017; March 15, 2018 (Legal references only); February 11, 2019; August 12, 2020 (Legal references only); July 26, 2021; January 10, 2022; March 13, 2023; DATE



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

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

1. successful completion of all State Board of Education course unit requirements as described in Section A;
2. successful completion of cardiopulmonary resuscitation instruction and pass a skills test; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

~~The principals shall ensure that students and parents are aware of all the number and nature of credits required for high school graduation requirements, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.~~

#### **A. COURSE UNITS REQUIRED**

As described in State Board of Education Policy GRAD-004, All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The table in subsection A.1 below lists the course unit requirements for the Future-Ready Core Course of Study applicable to students who entered ninth grade for the first time before 2020-21. Students should consult their school counselor to determine applicable course unit requirements for graduation.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade 9, as authorized by the State Board of Education.

Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. Watauga High School students may earn one or two units of credit upon successful completion of a course, depending on how the course is offered.

School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their postgraduation plans.

For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

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

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-2021

<b>Types of Courses Required*</b>	<b>State Requirements/ Local RequirementsRecommendations</b>
English	4 sequential (English I, II, III, and IV)
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***
Science	3 (a physical science course, Biology, and earth/environmental science)
Social Studies	4 (including American History: Founding Principles, Civics and Economics; American History Parts I and II; and World History)****
Health/P.E.	1 beginning for the Class of 2025/ 2- one in Health; one in P.E. for Class of 2021-Class of 2024

Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)*****
Total Credits	22***** beginning with the Class of 2025 23 for Class of 2021- Class of 2024

- \* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.
- \*\* Students entering ninth grade for the first time prior to the 2014-15 school year have alternate math course options. See SBE Policy GRAD-004.
- \*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>
- \*\*\*\* American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an AP/IB/CIE course, dual enrollment, or any other course that does not fully address the NCSCOS, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.
- \*\*\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.
- \*\*\*\*\* Students may earn course credit for the successful completion of courses through a university, community college, or distance learning. (See Watauga County Board of Education Policy 3101: Dual Enrollment and Policy 3102: Online Instruction)

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

<u>Types of Courses Required</u>	<u>State Requirements/ Local RequirementsRecommendations</u>
English	4 (including English I, II, III, and IV)
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)
Science	2 (including Applied Science and Biology)
Social Studies	2 (including American History: Founding Principles, Civics and Economics; and American History I or American History II)
Health/P.E.	1 beginning for the Class of 2025/ 2- one in Health; one in P.E. for Class of 2021-Class of 2024
Career/Technical	4 (Career/Technical Education electives)
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)

Electives	0
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>
Total Credits	<b>22** beginning with the Class of 2025</b> <b>23 for Class of 2021- Class of 2024</b>

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

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

#### A. HIGH SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

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

#### B. SPECIAL CIRCUMSTANCES

~~The board adopts the following policies with regard to graduation.~~

##### 1. Honor Graduates

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

##### 2. Students with Disabilities

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

##### 3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements~~the board adopts the following policy provisions for children of military families.~~

##### a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006. Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificates, Transcripts, and Participation

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

Transcripts may be issued to all students receiving a diploma or certificate. The transcript shall provide all information required by State Board of Education policy GRAD-009 and/or other State Board policies as appropriate.

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

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

#### 6. Diploma Endorsements

Students have the opportunity to earn ~~one or more of the following diploma endorsements as described in State Board Policy GRAD-007 identifying a particular area of focused study: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement.~~ No endorsement is required to receive a diploma.

#### 7. Grade Replacement

Students are permitted to repeat a course for credit when they have failed a course. Students are permitted to repeat a passed course for grade replacement. The repeated course must be a seated class taken during the normal school day and must be taken within one year of initial completion of the course in question.

Legal References: G.S. 115C-12(40), 47, -81.25(c)(10)(c), -81.45(d)(1), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; GS 116-11(10a); 16 N.C.A.C. 6D .0309, .0510; State Board of Education Policies CCRE-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-009, GRAD-010, TEST-003

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

Adopted: September 14, 2015

Revised: November 9, 2015; October 10, 2016; August 14, 2017; June 11, 2018; September 10, 2018; October 5, 2020; March 8, 2021; July 26, 2021; December 13, 2021; June 30, 2022; March 13, 2023; DATE

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

## **EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS**

*Policy Code:*

**3620**

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

### **A. REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board and the school.

Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct. School administrators choosing to exercise this authority to restrict participation shall provide this policy and any additional rules developed by the superintendent or the principal to all parents, guardians, and students.

### **B. ADDITIONAL RULES FOR SPECIFIC ACTIVITIES**

#### **1. Interscholastic Athletics**

##### **a. General Rules**

In addition to meeting the general requirements listed above, to be eligible for interscholastic athletics participation, students must ~~have been in daily attendance 85 percent of the previous semester and must meet~~ all applicable eligibility standards of law and the State Board of Education, ~~the North Carolina High School Athletic Association, and the North Carolina Department of Public Instruction~~, as well as any locally established requirements for interscholastic athletics participation.

##### **b. Participation by Sixth Graders**

Students in the sixth grade are eligible to participate in all interscholastic athletics except tackle football.

c. Students Who Transfer Schools Within the School System

It is the policy of the board that a student who transfers from one school in the school system to another school in the school system will be immediately eligible to participate in interscholastic athletics at the new school, if otherwise permitted under the rules of the State Board of Education.

~~A student participating in high school interscholastic athletics may participate only on the team consistent with the gender on the student's birth certificate unless otherwise permitted under North Carolina High School Athletic Association rules and regulations.~~

d. Home School Students

[NOTE: 16 N.C.A.C. 6E .0207 states that the board may, by policy, allow students, who are enrolled in a home school and whose primary residence is within the board's jurisdiction, to participate in interscholastic athletics on behalf of a school under the board's jurisdiction. We have provided three options for addressing the participation of home school students. The board may select one of the three options below or create its own alternative. The information in the options below may be modified, provided that if the board allows participation by home school students, the board either (1) agrees to cover home school student athletes under its catastrophic athletic accident insurance policy or (2) verifies that the home school student athlete is independently covered by catastrophic accident insurance.

Before adopting this policy, delete the options not selected and the bracketed text.]

[OPTION ONE – All Home School Students May Participate]

Any home school student whose primary residence (as defined in 16 N.C.A.C. 6E .0207) is located in the school system is eligible to participate in high school interscholastic athletics at the school of the assignment area of the student's primary residence if the student complies with the requirements of this subsection and meets all applicable eligibility standards of law and the State Board of Education as well as any applicable locally established requirements for interscholastic athletics participation.

The student must notify the principal of the assigned school in writing of the student's intent to try out for an athletic team at least 10 days prior to the first practice date of each sport season in which the student wishes to participate. Failure to comply with this requirement renders the student ineligible for that sport season.

Prior to the first practice date, the student must present a home school card from the Division of Non-Public Education for the current year as well as a transcript



that indicates that the student is at grade level, an attendance record, and an immunization record demonstrating that the student has received all immunizations that are required for public school attendance at the student's grade and/or age level. The student must also present proof of catastrophic accident insurance coverage unless the student is covered under the board's catastrophic athletic accident insurance policy.

**[OPTION TWO – Dually Enrolled Home School Students May Participate]**

Any home school student whose primary residence (as defined in 16 N.C.A.C. 6E .0207) is in the school system and who is dually enrolled in accordance with the school system's enrollment and assignment policies and procedures is eligible to participate in high school interscholastic athletics if the student complies with the requirements of this subsection and meets all applicable eligibility standards of law and the State Board of Education as well as any applicable locally established requirements for interscholastic athletics participation.

The student must present a home school card from the Division of NonPublic Education for the previous and current years as well as a transcript, attendance record, and immunization records. Prior to the first date of practice, the student must provide the results of a nationally standardized achievement test, taken within the last year, that indicates the student was on grade level at the time the test was taken. The student must also present proof of catastrophic accident insurance coverage unless the student is covered under the board's catastrophic athletic accident insurance policy.

The student must have been enrolled in a registered home school for 365 days prior to participation in athletics. Once dually enrolled and deemed eligible to participate in athletics, the student must maintain continuous dual enrollment. Failure to maintain continuous dual enrollment would render the student ineligible for athletic participation for 365 days.

The student must participate in a class schedule at the assigned school that is at least one half of the assigned school's instructional day. At least one class must be taken on campus each semester. The student must pass all classes in which the student is enrolled at the assigned school in order to maintain athletic eligibility.

The student must notify the principal of the assigned school in writing of the student's intent to try out for an athletic team at least 10 days prior to the first practice date of each sport season in which the student wishes to participate. Failure to comply with this requirement renders the student ineligible for that sport season.

**[OPTION THREE – Home School Students May Not Participate]**

Home school students are not eligible for participation in interscholastic athletics.

2. Student-Initiated, Noncurriculum-Related Student Groups at the Secondary Level

Student-initiated, noncurriculum-related, secondary school student groups will be permitted to conduct voluntary meetings on school grounds during noninstructional time, regardless of the size of the group or the religious, political, philosophical, or other content of the speech at the meetings, provided that the meetings do not materially and substantially interfere with the orderly conduct of the educational activities of the school. The principal shall establish viewpoint neutral rules governing such meetings, including restrictions on when and where meetings may occur.

School employees may not promote, lead, or participate in student-initiated meetings but may be present at meetings to maintain order and discipline, to protect the well-being of the students and faculty, and to assure that attendance of students at the meetings is voluntary. School employees may not influence the form or content of any prayer or other religious activity or require any person to participate in prayer or other religious activity. In addition, non-school persons may not direct, conduct, control, or regularly attend the activities of the groups.

No public funds will be expended on behalf of the student-initiated, noncurriculum-related student groups except for the incidental cost of providing space for the group meetings.

Student-initiated, noncurriculum-related groups will have the same access to communication channels for publicizing their meetings as is allowed to all other noncurriculum-related student groups. However, school officials may indicate in such communications that the meetings are not sponsored by the school.

For purposes of this subsection, a noncurriculum-related student group is one that is not directly related to the curriculum. A student group will be considered curriculum-related only if (1) the group's subject matter is taught in a regularly offered course or relates to the curriculum as a whole; (2) participation in the group is required as part of a course; or (3) participation in the group results in course credit.

C. SPECIAL CIRCUMSTANCES

1. Students with Disabilities

Students with disabilities must be accorded the legal rights required by federal and state law.

2. Children of Military Families

School administrators shall facilitate the inclusion and participation in

extracurricular activities of children of military families, as defined in policy 4050, Children of Military Families, transferring into the school, to the extent they are otherwise qualified, by:

- a. providing information about extracurricular activities to incoming children of military families; and
- b. waiving application deadlines.

e. \_\_\_\_\_

d. ~~3. Athletic Participation by Home School Students~~

e. \_\_\_\_\_

f. ~~Home school students who are dually enrolled in accordance with the school system's enrollment and assignment policies and procedures are eligible to participate in high school interscholastic athletics if they comply with all of the following:~~

g. \_\_\_\_\_

h. ~~The student must present a home school card from the Division of Non-Public Education for the previous and current years, as well as a transcript, attendance record, and record immunizations.~~

i. \_\_\_\_\_

j. ~~The student must submit proof that the student has been enrolled in a registered home school for 365 days prior to participation in athletics.~~

k. \_\_\_\_\_

l. ~~Prior to the first date of practice, the student must provide the results of a nationally standardized achievement test, taken within the last year, that indicates the student was on grade level at the time the test was taken.~~

m. \_\_\_\_\_

n. ~~The student must participate in a class schedule that is at least one half of the assigned school's instructional day. At least one class must be taken on campus each semester.~~

o. \_\_\_\_\_

p. ~~The student must pass all classes in which the student is enrolled at the assigned school in order to maintain athletic eligibility.~~

q. \_\_\_\_\_

r. ~~Once dually enrolled and deemed eligible to participate in athletics, the student must maintain continuous dual enrollment. Failure to maintain continuous dual enrollment would render the student ineligible for athletic participation for 365 days.~~

s. \_\_\_\_\_

t. ~~The student must notify the principal of the assigned school in writing of the student's intent to try out for an athletic team at least 10 days prior to the first practice date of each sport season in which the student wishes to participate. Failure to comply with this requirement renders the student ineligible for that sport season.~~

- ~~u. —~~
- ~~v. — The student must comply with all other applicable North Carolina High School Athletic Association rules and regulations regarding eligibility for athletic participation.~~
- ~~w. —~~
- ~~x. — A dually enrolled student who transitions to full enrollment within the school system will then be governed by State Board of Education and North Carolina High School Athletic Association rules and regulations regarding fully enrolled students.~~

#### D. APPEALS PROCESS

The grievance procedure provided in policy 4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-12(23), -47(4), -390.2, -407.5, -407.55, -407.59, -407.60, -407.65, -407.70, -407.75; 16 N.C.A.C. 6E .0204; State Board of Education Policy ATHL-001; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policy HRS-D-001; N.C. High School Athletic Association Handbook available at <https://www.nchsaa.org/handbook>; Middle/Junior High School Athletic Manual (NCDPI), available at <http://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/nc-healthy-schools/athletics>

Cross References: Parental Involvement (policy 4002), Student and Parent Grievance Procedure (policy 4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Domicile or Residence Requirements (policy 4120), Homeless Students (policy 4125), School Assignment (policy 4150), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Clubs (4060), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

Adopted: March 21, 2016

Revised: June 13, 2016; September 11, 2017; November 9, 2020; March 8, 2021; August 9, 2021; March 13, 2023; DATE

The Watauga County Board of Education (the “board”) recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child’s progress. The board also encourages parents to participate in their children’s education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children’s compliance with board policies concerning homework, school attendance, and behavior. As required by law, the board shall post a list of specific parent rights with regards to their child’s education with any corresponding policy numbers on the school district website.

For purposes of this policy, “parent” includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

**A. PARENTAL INVOLVEMENT PLANS**

**1. Parental Involvement Plan as Part of the School Improvement Plan**

The board directs each principal to ensure that the school improvement team develops a plan for the school’s parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents’ informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health

programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

**B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES**

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives. Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Request to Review Instructional Materials.

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 1670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents. The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

**C. PARENTAL NOTIFICATION**

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student

achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child:  
(1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Request to Review Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and



nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools (Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);

- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 4002, Parental Involvement); policy 3560, Title I Parent and Family Engagement; policy 1670, Business Advisory Council; policy 3210, Parental Request to Review Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

### 3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest

Management);

- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- n. a report containing information about the school system and each school, including, but not limited to:
  - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
  - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system

- as a whole;
- iii. the percentage and number of students who are:
    - 1. assessed,
    - 2. assessed using alternate assessments,
    - 3. involved in preschool and accelerated coursework programs, and
    - 4. English learners achieving proficiency;
  - iv. the per pupil expenditures of federal, state, and local funds; and
  - v. teacher qualifications;
  - o. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
  - p. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C-105.37(b) and/or G.S. 115C-105.39A(c);
  - ~~p-q.~~ supportive services available to students, including health services;
  - ~~q-r.~~ for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
  - ~~r-s.~~ how to reach school officials in emergency situations during non-school hours;
  - ~~s-t.~~ information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
  - ~~t-u.~~ information about the school breakfast program;
  - ~~u-v.~~ information about the availability and location of free summer food service program meals for students when school is not in session;
  - ~~v-w.~~ for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
  - ~~w-x.~~ information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance

activities;

~~x-y.~~ education rights of homeless students (see policy 4125, Homeless Students);

~~y-z.~~ the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);

~~z-aa.~~ their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);

~~aa-bb.~~ that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);

~~bb-cc.~~ that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1730/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and

~~ee-dd.~~ the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

#### 4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law,

materials also may be made available for review in the central office;

- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, ~~parental notification and permission are~~ parents do not required for ~~have the right to opt out of:~~ (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Center for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

#### **D. PARENTAL PERMISSION REQUIRED**

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);

3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in any protected information surveys other than those given as part of the Center for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

#### **E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH**

##### **1. Parent Notifications Regarding Student Physical and Mental Health**

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall

inform parents of the means for parents to consent to the use of the questionnaire or form for their children.

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and

support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 1600, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than



three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.

#### **G. COMMUNITY SERVICES AVAILABLE**

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

<https://docs.google.com/spreadsheets/d/1NAXshMNpjqmoD4hnknqHSuYjYOQk80dkDw8FWpQfbNuk/edit?usp=sharing>

#### **H. REPORTING REQUIREMENTS**

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy PRNT-002 and G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.37(b), -105.39A(c), -105.41, -109.1, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

Cross References: Title I Parent and Family Engagement (policy 3560), Discrimination and Harassment Prohibited by Federal Law (policy 4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 4010), Hearings Before the Board (policy 1600), Business Advisory Council (policy 1670), Selection of Instructional Materials (policy 3200), Parental Request to Review Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with

Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: July 14, 2014

Replaces: Policy 2.04.60, Parental Involvement (in part)

Revised: January 11, 2016; February 13, 2017; February 12, 2018, November 13, 2018; February 10, 2020; August 12, 2020, January 11, 2021, December 13, 2021(Legal references only); November 6, 2023; January 16, 2024; DATE

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

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

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

**A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED**

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

**B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS**

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.
3. Employees are prohibited from engaging in other forms of one-to-one electronic

communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:

- a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), or is conducted via an electronic video-conferencing platform (e.g., Zoom, Webex, Google Meet) that has been approved by the superintendent or designee for instructional use and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur and when they will occur;
- b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
- c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

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

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

maturity level;

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

### **C. REPORTING INAPPROPRIATE CONDUCT**

#### **1. Reporting by Employees**

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

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

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

#### **2. Reporting by Students**

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

#### **3. Report of Criminal Misconduct**

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

#### 4. Report to State Board of Education

~~—In accordance with Section F of policy 7130, Licensure, Any administrators shall report to the State Board of Education certain misconduct by licensed employees involving a student and, including the superintendent, a deputy/associate/assistant superintendent, a personnel administrator, or a principal, who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct resulting in dismissal, disciplinary action, or resignation, shall report the misconduct to the State Board of Education within five days of dismissal, determination of disciplinary action, or acceptance of resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the misconduct is presumed to have resulted in the resignation. For purposes of this subsection, "misconduct" is conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or the infliction of physical injury against a child other than by accident or in self defense. Failure to report misconduct is a felony and may result in the suspension or revocation of an administrator's license by the State Board of Education.~~

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse and Related Threats to Child Safety, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-27.32, -202.4; 115C-47(18), -270.35(b), -326.20; 16 N.C.A.C. 6C-~~0372, 0373~~, .0601, .0602, .0604, .0608; State Board of Education Policy EVAL-014

Cross References: Governing Principle – Removal of Barriers (policy 1700), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Student and Parent Grievance Procedure (policy 1740/4010), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Licensure (policy 7130), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Adopted: August 12, 2020

Revised: April 12, 2021; July 26, 2021; March 11, 2024; DATE

The Watauga County Board of Education embraces the cultural diversity that foreign exchange students bring to the school system. Foreign exchange students expose the school community to new perspectives and customs, facilitate cross-cultural understanding, and prepare all students for a future with increasing global interconnectivity. Foreign exchange students may be accepted for admission into the school system only through approved foreign exchange student programs in accordance with this policy.

**A. APPROVAL OF FOREIGN EXCHANGE STUDENT PROGRAMS**

The superintendent or designee may approve a foreign exchange student program upon receipt of documentation that the program:

1. has met the standards established by the Council on Standards for International Educational Travel (CSIET) and appears on the current CSIET J-1 Advisory List;
2. has a local representative residing in or in close proximity to the geographical area served by the school system; and
3. has educational goals and operating procedures compatible with those of the school system.

The superintendent or designee may revoke the approval of any program that does not maintain compliance with the requirements of this policy and any accompanying administrative procedures.

**B. RESPONSIBILITIES OF FOREIGN EXCHANGE STUDENT PROGRAMS**

Approved foreign exchange student programs will be responsible for facilitating all matters associated with the exchange, including, but not limited to:

1. screening and selecting students who are suitable for the program;
2. ensuring that the student has fulfilled all requirements for entry into the United States on a J-1 visa;
3. assuming all financial and legal responsibility for the student;
4. assuming responsibility for all matters associated with the student's living arrangements, such as selecting and orienting the student's host family and providing ongoing support for the host family and student;
5. preparing the student for the exchange, orienting the student to the community and the school system, monitoring the student's progress throughout the school year,

and responding to any issues that may arise; and

6. communicating with the student's principal or designee, including providing the principal or designee with written notification of (1) any changes related to the host family or the foreign exchange student program's local representative and (2) any need to transfer academic credit back to the student's school of origin and the process for doing so.

#### **C. ADMISSION OF FOREIGN EXCHANGE STUDENTS**

Foreign exchange student applications must be submitted to the superintendent or designee by July 31 prior to the school year in which the student wishes to enroll. The applications will be reviewed on a first-come, first-served basis. Foreign exchange students may be admitted for either a year-long course of study or a semester course of study. Tuition will be waived for all foreign exchange students admitted into the school system pursuant to this policy.

The board may admit a foreign exchange student only if the following conditions are met.

1. The student's admission application must be complete and include:
  - a. the host family's name and address, which must be located within the geographic area served by the school system;
  - b. the student's current official transcript translated in English;
  - c. results of a recent physical examination and proof of required immunizations translated in English;
  - d. proof of insurance for accident and medical coverage;
  - e. a copy of any special rules or requirements of the foreign exchange program; and
  - f. any other information or forms required by the school system.
2. The student must have adequate command of the English language, as measured by a nationally normed English language assessment, to function in a regular classroom. The student's English language ability must be documented as part of the application process.
3. The student must not have previously attended school in the United States in either F-1 or J-1 visa status. Students will not be accepted as transfers from any other school system in the United States.
4. The student must possess a valid J-1 visa prior to attending school.



5. The board must have determined that space is available at the school to which the student will be assigned. Generally, school assignment will be based on the address of the student's host family. If a different school assignment is approved, the host family must agree to provide the student transportation to and from school. Foreign exchange students will not be permitted to transfer schools after initial enrollment.

#### **D. SELECTION OF COURSES AND EXTRACURRICULAR ACTIVITIES**

Each school that enrolls foreign exchange students will designate a faculty member to act as the Foreign Exchange Student Advisor serving as a liaison between each foreign exchange student and the school. The Foreign Exchange Student Advisor will facilitate the selection of the student's courses and extracurricular activities in consultation with the foreign exchange student program's local representative, the host family, school personnel, and the student.

Students will be allowed to participate in interscholastic athletics and other extracurricular activities if they meet all applicable eligibility requirements (see policy 3620, Extracurricular Activities and Student Organizations) and are not otherwise prohibited by restrictions of the foreign exchange student program.

As the fundamental purpose of the exchange program is cultural exchange, foreign exchange students are not eligible to receive diplomas. Students who were enrolled as 12<sup>th</sup> graders may participate in high school graduation exercises and associated ceremonies and be awarded honorary certificates.

The superintendent or designee shall develop any necessary administrative procedures to implement this policy.

Legal References: Mutual Educational and Cultural Exchange Act of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, *et seq.*; 22 C.F.R. Part 62

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Immunizations and Health Requirements for School Admission (policy 4110)

Adopted: DATE

Replaces: Board policy 4134 Admission of foreign Exchange Students

## **CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY**

*Policy Code:*     **4240/7312**

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The Watauga County Board of Education (the “board”) is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE). When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and DCDEE.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board supports all employees who in good faith make a report under North Carolina’s mandated reporting laws.

The superintendent shall develop any necessary procedures for making a report or otherwise implementing this policy.

### **A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT**

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

1. a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual conduct with or involving a child);
2. an offense that inflicts serious bodily injury or serious physical injury upon the child by nonaccidental means;

3. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
4. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

**B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY**

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

**C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION**

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to DCDEE.

A "child care facility" includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child's care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

**D. DUTY TO REPORT LICENSED EMPLOYEES TO THE STATE BOARD OF EDUCATION**

In addition to the other reporting requirements of this policy, ~~any administrators shall report to the State Board of Education who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in~~ incertain misconduct by licensed employees involving a child and resulting in dismissal, disciplinary action, or resignation shall report that information to the State Board of Education in accordance with ~~subSection FC.4 of policy 7130, Licensure 4040/7310, Staff Student Relations. For purposes of this section, "misconduct" is conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or the infliction of physical injury against a child other than by accident or in self-defense.~~

**E. COOPERATION WITH STATE AND LOCAL AGENCIES**

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.
3. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
4. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
5. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
6. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
7. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

**F. SHARING INFORMATION WITH OTHER AGENCIES**

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

**G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM**

In even numbered years, the school system will provide a child sexual abuse and sex

trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

#### H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS

In accordance with G.S. 115C-47(65) and State Board of Education Policy SHLT-003, the school system will provide information on child abuse and neglect, including age-appropriate information on sexual abuse, to students in grades 6 through 12. Such information will be provided in the form of (1) a document given to all students in grades 6 through 12 at the beginning of each school year ~~and~~, (2) a display posted in visible, high-traffic areas throughout each secondary school, and (3) a video produced by the Center for Safer Schools shown to all students in grades 6 through 12 no more than five days after the first day of the school year.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-12(47), 47(65), -270.35(b), -326.20, -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C.0608373; 16 N.C.A.C. 6D .0403; State Board of Education Policy SHLT-003

Cross References: Professional and Staff Development (policy 7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700), Licensure (policy 7130)

Adopted: July 14, 2014

Revised: July 9, 2018; September 9, 2019; January 13, 2020; March 12, 2020; August 9, 2021; May 8, 2023; April 16, 2024; DATE

The Watauga County Board of Education (the "board") recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety ~~rules~~requirements for interscholastic athletic competition adopted by the State Board of Education as required established by G.S. 115C-407.5712(23) and initially established as amended in the Gfeller-Waller Concussion Awareness Act of 2011, ~~and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies.~~ The superintendent or designee shall develop plans consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

**A. DEFINITION OF CONCUSSION**

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

**B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES**

~~Per North Carolina High School Athletic Association rules, a~~All high school student-athletes and parents of high school student-athletes must view the CrashCourse concussion education video prior to each sport season.

**C. SCHOOL HEAD INJURY INFORMATION SHEET**

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

**D. REMOVAL FROM AND RETURN TO PLAY**

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-~~407.5712(23)~~ and any other applicable law or State Board policy or rule.

**E. RETURN TO LEARNING**

The superintendent or designee shall develop a plan that meets all the requirements of the State Board of Education for addressing the needs of students in grades pre-K through 12 who suffer concussions. The superintendent or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return-to-learn issues and other concerns related to concussion and brain injuries. Parents and students must be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

**F. EMERGENCY ACTION PLANS**

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-~~407.5812(23)~~, and (5) compliant with any other requirements of state law and State Board policy or rules.

**G. ATHLETIC TRAINERS AND FIRST RESPONDERS**

Each high school principal shall designate at least one licensed athletic trainer or first responder who meets the requirements of state law and State Board of Education policy. The principal shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the superintendent or designee, including, but not limited to, attendance at football games and practices and compliance with all applicable training and certification requirements.

To the extent funding and resources are available, the superintendent shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all high school and middle school sports.

**H. RECORD KEEPING**



The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy or rules.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See ~~Section~~subsection ~~GF.4~~ of policy 6140, Student Wellness.)

Legal References: G.S. 90 art 34; 115C-12(23), 407.55, ~~-407.57, -407.58, -407.70~~; S.L. 2011-147; ~~Article 34 Chapter 90~~; 16 N.C.A.C. 6E .0205, .0206; State Board of Education Policies ATHL-000, ATHL-003, SHLT-001; N.C. High School Athletic Association Handbook, available at <https://www.nchsaa.org/handbook>

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website <https://gfellerwallerlaw.unc.edu/http://tbicenter.unc.edu>; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <https://webservices.ncleg.gov/ViewDocSiteFile/16567>

Adopted: November 10, 2014

Revised: January 28, 2016; August 14, 2017; January 13, 2020 (Legal references only); October 5, 2020; June 28, 2021 (Legal references only); December 12, 2022 (Legal references only); DATE

# **EMERGENCY ADMINISTRATION OF NALOXONE**

*Policy Code: 5023/6128/7268*

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The Watauga County Board of Education recognizes the growing opioid overdose epidemic and its potential impact on the school system. Naloxone, an opioid antagonist approved by the federal Food and Drug Administration, can reverse the effects of an opioid overdose when administered in a timely manner. As part of its commitment to providing a healthy and safe environment for students, employees, and visitors, the board establishes this policy to address the use of naloxone in emergency situations in schools to prevent opioid overdose deaths.

## **A. AVAILABILITY OF NALOXONE**

To the extent funding, staff, and training are available, the superintendent or designee is authorized to obtain an adequate supply of naloxone for each school in the school system. The school nurse is responsible for monitoring the expiration dates of the school's naloxone and, prior to the expiration date, notifying the superintendent or designee of the need to procure a replacement.

Naloxone must be stored in accordance with the manufacturer's instructions in secure, but unlocked and easily accessible, locations. All employees trained to administer naloxone will be made aware of its storage locations.

Nothing in this policy should be construed to require the presence or use of school system-supplied naloxone on school property or at school events, unless otherwise required by law. The board cannot and does not guarantee that school system-supplied naloxone or a person trained in its use will be available in any particular situation.

## **B. ADMINISTRATION OF NALOXONE**

The principal at each school where naloxone is stored shall designate one or more school employees, as part of the medical care program under G.S. 115C-375.1, to receive training regarding the storage and emergency use of naloxone. Only trained employees are authorized to administer naloxone to persons suspected to be experiencing an opioid overdose on school property. The principal shall make reasonable efforts to notify other school employees as to who has received training in order to facilitate a prompt emergency response. A list of trained employees should be maintained at the school.

## **C. APPLICABILITY**

This policy applies only to the use of school system-supplied naloxone. Nothing in this policy is intended to regulate, restrict, or deter law enforcement officers, fire fighters, emergency medical technicians, paramedics, or other authorized individuals from administering their own supply of naloxone when responding in good faith to a suspected opioid overdose occurring on school property.

The superintendent or designee shall develop any administrative procedures necessary to implement this policy.

Legal References: G.S. 90-12.7, -21.14, -96.2; 115C-375.1

Cross References: Drugs and Alcohol (policy 4325), Prohibition of Drugs and Alcohol (policy 5025), Administering Medicines to Students (policy 6125), Drug-Free and Alcohol-Free Workplace (policy 7240)

Other Resources: *North Carolina Naloxone Distribution Toolkit*, N.C. Department of Health and Human Services, Division of Public Health, Injury and Violence Prevention Branch, available at <https://www.ncdhhs.gov/about/departments-initiatives/overdose-epidemic/syringe-and-naloxone-access>

Adopted: DATE

## **ELECTRONICALLY STORED INFORMATION RETENTION**

*Policy Code:*

**5071/7351**

Public record-keeping requirements and federal and state law require that the Watauga County school system properly manage its electronically stored information ("ESI"). To the extent required by law, school personnel shall maintain ESI in accordance with this policy and/or the applicable Records Retention and Disposition Schedule(s) ("Schedule") issued by the North Carolina Department of Natural and Cultural Resources.

School business-related ESI sent and/or received by an employee using a personal technology device or account is subject to this policy and policy 3228/7323, Use of Personal Technology to Conduct School Business:

### **A. SYSTEM-WIDE E-MAIL RETENTION AND EMPLOYEE RESPONSIBILITY FOR ESI**

All e-mails produced and received using the school system email system are the property of the school system and will automatically be retained by the school system for a minimum of three years. In some cases, business-related e-mails must be retained longer, according to the Schedule, and individual employees are required to review the Schedule and save such e-mails, in hard copy or electronic format, for the applicable time period. For ESI other than e-mail, each employee shall retain such records, in hard copy or electronic format, for the time period required by the Schedule.

### **B. LITIGATION HOLDS FOR ESI**

The school system will have an ESI team. The ESI team is a designated group of individuals who implement and monitor litigation holds, which are directives not to destroy ESI that might be relevant to a pending or imminent legal proceeding. The ESI team must include a designated school administrator, the school board attorney, and a member from the technology department. In the case of a litigation hold, the ESI team shall direct employees and the technology department, as necessary, to suspend the normal disposition procedure for all related records.

### **C. INSPECTION OF ESI**

Any requests for ESI records should be made in writing and will be reviewed by the records officer (see policy 5070/7350, Public Records – Retention, Release, and Disposition), in consultation with the school board attorney if needed, and released in accordance with North Carolina public records laws.

### **D. DELEGATED AUTHORITY**

The Watauga County Board of Education delegates to the superintendent or designees the right to implement and enforce additional procedures or directives relating to ESI retention consistent with this policy.

Legal References: Fed. R. Civ. P. 16, 26, 33, 37, 45; North Carolina Public Records Act, G.S. 132; *E-Mail as a Public Record in North Carolina: A Policy for Its Retention and Disposition*, N.C. Department of Natural and Cultural Resources (2009), available at [~~https://archives.ncdcr.gov/government/digital-records/digital-records-policies-and-guidelines~~](https://archives.ncdcr.gov/government/digital-records/digital-records-policies-and-guidelines); [~~https://archives.ncdcr.gov/government/digital-records/digital-records-policies-and-guidelines/e-mail-public-record-north~~](https://archives.ncdcr.gov/government/digital-records/digital-records-policies-and-guidelines/e-mail-public-record-north); *Program Records Schedule: Local Public School Units*, N.C. Department of Natural and Cultural Resources (2021), available at [~~https://archives.ncdcr.gov/documents/local-education-agenciesschedule~~](https://archives.ncdcr.gov/documents/local-education-agenciesschedule); *General Records Schedule: Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2021), available at [~~https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules/general-records-schedule-local-government~~](https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules/general-records-schedule-local-government)

Cross References: Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: June 8, 2015

Replaces: Policy 3.10.10, Electronic Stored Information Retention

Revised: January 28, 2016; June 11, 2018 (Legal references only); February 10, 2020; June 28, 2021; June 30, 2022; DATE

The Watauga County Board of Education (the “board”) recognizes that students may need to take medication during school hours. This may enable students to attend school, improve or maintain their health status, and/or improve their potential for learning. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student’s parent. In limited circumstances, as outlined in Section C, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the superintendent or designee in consultation with school nursing personnel, other treatment options exist and the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to “parent” include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term “health care practitioner” is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners.

Unless otherwise indicated, the terms “medication” and “medicine” include any substance intended for use in the diagnosis, cure, mitigation, treatment, or prevention of any disease. The term includes all prescription medications and all such substances available over-the-counter without a prescription, such as drugs, herbs, alternative medicines, and supplements (hereinafter “over-the-counter drugs”). The administration of any prescription or over-the-counter drug to students by school employees is prohibited except when performed in accordance with Section A. The self-administration of any prescription or over-the-counter drug by students at school is prohibited and constitutes a violation of policy 4325, Drugs and Alcohol, except in the limited circumstances described in Section C.

The administration, including by parents, school employees, or self-administration, of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at school is prohibited unless the CBD or THC product is available by prescription only and has been approved by the U.S. Food & Drug Administration (FDA); and all requirements of this policy are met.

#### **A. MEDICATION ADMINISTRATION BY SCHOOL EMPLOYEES**

##### **1. Conditions for Administering Medication**

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

- a. **Parental Consent:** The student’s parent must make a signed, written request that authorizes school personnel to administer the medication to the student.

- b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- c. Certification of Necessity: The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with the child's name, the name of the medication, the exact dose to be given, the time/frequency the medication is to be given, the route of administration, the number of doses in the container, and the expiration date of the medication. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. Proper Administration: A trained school employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

## 2. Procedures for Administering Medications

The superintendent shall develop procedures for the implementation of this policy. These procedures and a copy of this policy must be made available to all students and parents each school year and will be posted on the Watauga County School System website. The superintendent's procedures should be developed according to the guidelines listed below.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- b. Procedures for medication administration must be consistent with recommendations of the School, Adolescence and Child Health Unit of the Whole Child Health Section of the Division of Children & Family Well-Being-Youth Branch of the N.C. Department of Health and Human Services~~Division of Public Health~~, as described in the *North Carolina School Health Program Manual*.

- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. Except as permitted by this policy, no student may possess, use, sell, deliver, or manufacture any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol, nor be under the influence of any drug in violation of that policy.
- e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible. Access to controlled substances should be limited to the school nurse, school staff person authorized to administer medication, and the principal or designee.
- f. All school personnel who will be administering medications must receive appropriate training from the school nurse or other qualified health personnel that includes safety and administration procedures and documentation of the training will be available on request.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing the student to self-administer the medication. Self-administration of a medication by a student is allowed only as specified in section C of this policy.
- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property, unless otherwise prohibited by this policy.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.



3. The school principal shall designate school staff to receive appropriate training and to administer medication in the absence of the school nurse or qualified nurse substitute. The principal will keep records of medication administered, including the time and name of the person administering the medication.
4. The School Nurse will:
  - a. Administer medication according to Watauga County School Board and School Health policies, School Nurse Standards of Practice, the North Carolina Nurse Practice Act, the NC School Health Program Manual, current addition, and North Carolina law regarding administration of medication;
  - b. Maintain current knowledge of the effective use of drugs and treatments used by the school aged child and the possible side effects;
  - c. Obtain all necessary training and possess the abilities to properly administer medication and perform treatments in the school setting, to monitor potential side effects, and to properly document such.

#### **B. EMERGENCY MEDICATION**

Students who are at risk for medical emergencies, such as those with diabetes, asthma, or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school sponsored activity, and/or while in transit to or from school or a school-sponsored event.

#### **C. STUDENT SELF-ADMINISTERING MEDICATIONS**

The board recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan.

The board also recognizes that students with diabetes may need to possess and self-administer certain medication on school property. Students are prohibited from self-administering medication at school unless (1) the medicine has been prescribed for the treatment of diabetes, asthma or anaphylactic reactions, including insulin or a source of glucose, a prescribed asthma inhaler, or a prescribed epinephrine auto-injector; (2) the medicine is administered in accordance with the student's individualized health care plan or emergency health care plan and any relevant administrative regulations; and (3) the requirements of this section are met. "Diabetes medication" means a medication prescribed

for the treatment of diabetes and includes insulin or glucose. The superintendent shall develop procedures for the possession and self-administration of such medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Authorization to Self-Administer Medication

Before a student will be allowed to self-administer medication pursuant to this subsection, the student's parent must provide to the principal or designee all of the documents listed below:

- a. written authorization from the student's parent for the student to possess and self-administer the medication;
- b. a written statement from the student's health care practitioner verifying that:
  - 1) the student has diabetes or asthma, or an allergy that could result in anaphylactic reaction;
  - 2) the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
  - 3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device, and has been determined to be competent for self-administration;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's diabetes, asthma, or anaphylaxis episodes and for medication use by the student;
- d. a statement provided by the school system and signed by the student's parent acknowledging that the board of education and its employees and agents are not liable for injury arising from the student's possession and self-administration of the medication; and
- e. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse's designee, (1) the skill level necessary to use the medication and any device necessary for its administration; and (2) sufficient knowledge and maturity to be independent in the management of the medication with no oversight from school staff.

The student's parent must provide to the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the same school for 365 calendar days. Such permission must be renewed each school year.

## 2. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

## 3. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the school disciplinary policy. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to the diabetes, asthma, or anaphylactic medication.

The board does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

**Legal References:** Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. -705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-36, -307(c), -375.1, -375.2, -375.2A, -375.3; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

**Cross References:** Parental Involvement (policy 4002), Drugs and Alcohol (policy 4325), Emergency Epinephrine Auto-Injector Devices (policy 5024/6127/7266)

**Other Resources:** *North Carolina School Health Program Manual* (N.C. Dept. of Health and Human Services, Div. of Public Health, School Health Unit, 2020), available at <https://publichealth.nc.gov/wch/cy/schoolnurses/manual.htm>

Adopted: April 11, 2016

Revised: August 14, 2017 (Legal references only); July 9, 2018; April 8, 2019; June 8, 2020; September 13, 2021; May 8, 2023; DATE

Replaces: Board policy 5.03.10, Medication Administration

The Watauga County Board of Education (the “board”) intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

**A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS**

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator’s license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee’s license except as may be otherwise allowed by state and federal law and State Board policy.
3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

**B. EXCEPTIONS TO LICENSURE REQUIREMENTS**

**1. Adjunct CTE Instructors**

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

**2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages**

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. Cherokee Language and Culture Instructors

An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. Driver Education Instructors

An individual not licensed in driver education, is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy DRIV-003.

6. Service Members and their Spouses Relocating to North Carolina

A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by 50 U.S.C. 4025a or State Board of Education Policy LICN-001 will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

**C. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

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

**D. LICENSE CONVERSION**

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

#### **E. LICENSE RENEWAL**

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

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

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment. (See policy 1610/7800, Professional and Staff Development.)

#### **F. REPORTING MISCONDUCT**

Any administrator who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b), has resulted in a criminal charge or indictment for any of the crimes listed in G.S. 115C-270.35(b), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in dismissal, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the dismissal, determination of disciplinary action, or acceptance of resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, or resigns as the result of conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under 16 N.C.A.C. 6C .0604, the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, or resignation.

#### **FG. PARENTAL NOTIFICATION**

At the beginning of each school year, school system officials shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

#### **GH. EQUITABLE DISTRIBUTION OF TEACHERS**

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

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 50 U.S.C. 4025a; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.1, -270.15, -270.20, -270.21, -270.35, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -326.20, -333, -333.1; 16 N.C.A.C. 6C .0604, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, LICN-021, LICN-022, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI), available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 7800)

Adopted: February 9, 2015



Revised: September 11, 2017; May 21, 2018; March 11, 2019; September 9, 2019; May 11, 2020; February 8, 2021 and July 26, 2021 (Legal references only); December 13, 2021; May 8, 2023; March 11, 2024 {DATE}

Replaces: Policy 3.02.40, Qualifications of Certified Personnel

## PROHIBITION AGAINST RETALIATION

Policy Code:

7280

Board members and employees are expected to be honest and ethical in the performance of their duties and to comply with applicable federal, state, and local laws, policies, and regulations. The Watauga County Board of Education (the "board") encourages employees to report possible financial improprieties, ethical violations, and other illegal practices and intends that employees who report such matters in good faith will not be subject to retaliation or other adverse employment consequences.

School personnel have a duty to report suspected violations of any law, policy, or regulation, public policy, or an individual's ethical duties by the board of education, an individual board member, a school system employee, or an entity/person with whom the school system has a business relationship.

The employee should report the suspected violation using the process described in policy 7220, Grievance Procedure for Employees, unless a policy with a more specific reporting or complaint procedure applies. Any complaint alleging a violation by the superintendent or the board should be filed with the board chair for investigation. The board chair will report the complaint to the board and the board will authorize a prompt and thorough investigation or take other action as necessary.

The board prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who (1) in good faith, has made or intends to make a report of wrongdoing described in this policy; or (2) has refused to carry out a directive which may constitute a violation of federal, state, or local law, policy, or regulation or poses a substantial or specific danger to public health and safety.

To be protected by this policy, employees who report violations or suspected violations must be acting in good faith based on a reasonable belief that the reported information represents ~~an unlawful activity, wrongdoing of the sort described in this policy, or practice~~. The protection extends to those whose allegations are made in good faith but prove to be mistaken. The board reserves the right to discipline employees who know or have reason to believe that the report is inaccurate. Further, except as otherwise required by law, the provisions of this policy apply only to those situations in which an employee brings the alleged ~~unlawful activity, policy, or practice~~ wrongdoing to the attention of school officials or the board and provides school officials or the board with a reasonable opportunity to investigate and correct the alleged ~~unlawful activity~~ wrongdoing. If necessary, school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

Each employee will receive a copy of this policy and will sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy

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4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Grievance Procedure for Employees (policy 7220), Code of Ethics for School Board Members (policy 1320), Board Member Conflict of Interest (policy 1321), Ethics and the Purchasing Function (policy 6401/9100), Discrimination and Harassment in the Workplace (policy 7232), Staff Responsibilities (policy 7300), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)

Adopted: February 9, 2015

Revised: July 11, 2016; April 12, 2021; DATE

The Watauga County Board of Education (the "board") will maintain insurance or other liability coverage adequate to safeguard the school system's property and assets. Each fiscal year, the finance officer shall make recommendations to the superintendent on the amounts and types of liability coverage~~insurance~~ that should be obtained, such as errors and omissions, general liability, boiler & machinery, real and personal property, auto liability and workers' compensation. Costs associated with maintaining adequate liability coverage~~Insurance premiums~~ will be included in the budget as a necessary expense. The finance officer will maintain custody of liability coverage~~insurance~~ policies and insurance programs.

Legal References: G.S. 115C-36, -47, -317.1, -435, -523.1, -523.2

Cross References: Insurance for Student Transportation Services (policy 6330), Defense of Board Employees (policy 7610)

Adopted: February 8, 2016

Replaces: Policy 6.03, Insurance and policy 3.11.02, Workers' Compensation

Revised: February 10, 2020 (Legal references only); DATE

**A. SELECTION AND EVALUATION**

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

**B. DUTIES**

The school finance officer is the financial leader of the school system and is responsible for the school system's fiscal affairs~~provides critical services for the effective planning and use of fiscal resources.~~ The school finance officer shall be responsible to the superintendent for:

1. maintaining the general ledger system and keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, and the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. utilizing an encumbrance system for tracking obligations;
3. overseeing the school system purchasing and contracting processes, including giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented~~establishing procedures to assure compliance with the preaudit requirements;~~
4. ~~approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;~~
- 5.4. establishing providing the board and school system personnel with guidance and procedures related to financial matters, including procedures related to salary and absence data as required by the State Board of Education, procedures to assure compliance with preaudit and disbursement requirements, and procedures as described in 20 N.C.A.C. 03.0409(a)(3) and 20 N.C.A.C. 03.0410(a)(2), for preauditing obligations that will be incurred by electronic payment and for disbursing funds by electronic transaction;
- 6.5. ensuring that school system personnel are adequately trained about the procedures to be followed for electronic transactions;
- 7.6. signing and issuing all checks, drafts, and state warrants by the school system;

- ~~8-7.~~ investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
- 9-8. receiving and depositing all moneys accruing to the school system;
9. ensuring that federal funding expenditures comply with federal regulations and specific grant requirements (see policy 8305, Federal Grant Administration);
10. creating analyses of financial, personnel, and student data and records for administrative decision-making and preparing required reports;
- ~~10.~~ preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
- ~~11.~~
- ~~11.~~ preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
- 12.
- ~~12.~~ providing the board a quarterly budget-to-actual statement that includes budgeted accounts; actual payments made; amounts encumbered, including electronic obligations; and the amount of the budget that is unobligated for all major funds;
- 13.
- ~~13.~~ providing a copy to the board and notice to the county commissioners of any report received from the Teachers' and State Employees' Retirement System containing a list of employees whose retirement in the upcoming year would likely result in an assessment to the board for additional employer contribution;
- ~~14.~~ ~~performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;~~
- ~~15-14.~~
- ~~16-15.~~ submitting reports to the Secretary of the Local Government Commission as required by law;
- ~~17-16.~~ receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the superintendent and board of such funds;
- ~~18-17.~~ reviewing school improvement plans that provide for the transfer of funds between funding allotments or lease purchase contracts;
- ~~19-18.~~ evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the

superintendent and board as provided in board policy 6425, Continuing Contracts;

20-19. assisting the superintendent in the development of the budget and managing all activity for a balanced budget that is in compliance with state law;

21-20. prescribing the form and detail of records maintained by the school treasurers;

21. ensuring the quality of fiscal operations at the individual schools through periodic audit reviews of fiscal records and ensuring corrective action is taken, as necessary;

22. maintaining a legally compliant payroll system and making salary deductions as provided in policy 7620, Payroll Deductions;

23. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and

24. maintaining custody of insurance liability coverage policies and programs as provided in policy 8340, Insurance;

25. providing all required materials for the annual independent audit (see policy 8310, Annual Independent Audit); and

24-26. performing such other duties as may be assigned by law, the superintendent, or rules and regulations of the State Board of Education and the Local Government Commission.

### C. PROFESSIONAL EDUCATION

The finance officer shall complete all continuing professional education required by the State Board of Education, including the conflict of interest training described in policy 7730, Employee Conflict of Interest, regarding the making and administering of contracts.

### C.D. FIDELITY BOND

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

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528; 135-8(f)(2)(f); 20 N.C.A.C. 03.0409, 20 N.C.A.C. 03.0410; State Board of Education Policy FINO-000

Cross References: Preaudit and Disbursement Certifications (policy 6421), Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Employee Conflict of Interest (policy 7730), Budget Resolution (policy 8110), Federal Grant Administration (policy 8305), Annual

Independent Audit (policy 8310), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

Adopted: February 8, 2016

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

Revised: March 15, 2018; September 10, 2018; February 8, 2021(Legal references only); DATE



**Watauga County Schools**  
**2024-2025 Calendar Committee**

<b>Member Name</b>	<b>Representative School/ Area</b>
<b>Dr. Wayne M. Eberle II- Chair</b>	<b>Central Office</b>
<b>Dr. Chris Blanton- Co-Chair</b>	<b>Central Office</b>
<b>Eric Bolick</b>	<b>Maintenance Dept.</b>
<b>Marshall Ashcraft</b>	<b>Board of Education</b>
<b>Pam West</b>	<b>Bethel</b>
<b>Melody Cook</b>	<b>Bethel</b>
<b>Susan Trew</b>	<b>Blowing Rock</b>
<b>Tonya Hamby-Ward*</b>	<b>Blowing Rock</b>
<b>Kylie Bolick*</b>	<b>Cove Creek</b>
<b>Amy Warren</b>	<b>Cove Creek</b>
<b>Jennie Weschler</b>	<b>Green Valley</b>
<b>Brooke Moretz*</b>	<b>Green Valley</b>
<b>Rebecca Pitts*</b>	<b>Hardin Park</b>
<b>Claudine Lovins</b>	<b>Hardin Park</b>
<b>Annie Johnson</b>	<b>Mabel</b>
<b>Pace Cooper</b>	<b>Mabel</b>
<b>Char Chiarolanzio</b>	<b>Parkway</b>
<b>Melissa Van Lenten</b>	<b>Parkway</b>
<b>Natasha Lyons</b>	<b>Valle Crucis</b>
<b>Jana Yount</b>	<b>Valle Crucis</b>
<b>Dr. Brantley Wallace</b>	<b>Parent Rep (CC)</b>
<b>Kim Shockey</b>	<b>Parent Rep (VC)</b>
<b>Sumer Williams</b>	<b>Watauga High School</b>
<b>James Priest</b>	<b>Watauga High School</b>

**\* Denotes members in year 1 of Calendar Committee service**