



**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
July 11, 2024

- | | | |
|-----------|---|--------------------------------------|
| 9:30 a.m. | 1. CALL TO ORDER | Board Chair |
| 9:32 a.m. | 2. BOE WORK SESSION <ul style="list-style-type: none">• Facilities• Human Resources• Student Achievement | Dr. Leslie Alexander/
Board Chair |
| 2:30 p.m. | 3. CLOSED SESSION <ul style="list-style-type: none">A. Approval of the Minutes for 6/17/2024B. Reportable Offenses – N.C.G.S.115C-288(g)C. Student Records - N.C.G.S.143-318.11(a)(1)D. Personnel – N.C.G.S.143-318.11(a)(6)E. Attorney-Client - N.C.G.S. 143-318.11(a)(3) | Board Chair |
| 4:00 p.m. | 4. OPEN SESSION CALL TO ORDER/
WELCOME/MOMENT OF SILENCE | Board Chair |
| 4:03 p.m. | 5. DISCUSSION AND ADJUSTMENT OF AGENDA | Board Chair |
| 4:05 p.m. | 6. SUPERINTENDENT’S REPORT | Dr. Leslie Alexander |
| 4:08 p.m. | 7. VALLE CRUCIS SCHOOL UPDATE | Dr. Leslie Alexander |
| 4:10 p.m. | 8. PUBLIC COMMENT | Board Chair |

4:20 p.m.	9. CONSENT AGENDA <ul style="list-style-type: none"> A. Approval of the Minutes for 6/17/2024 B. Declaration of Surplus C. Request for Adoption of Interim Continuing Budget Resolution D. School Fees & Student/Parent Mobile Device Agreement E. After School Rates & Fees F. Personnel Report 	Dr. Leslie Alexander
4:25 p.m.	10. POLICIES: SUBSTANTIVE FOR SECOND READ <ul style="list-style-type: none"> • 3220: Technology in the Education Program • 3225/4312/7320: Technology Responsible Use • 3420: Student Promotion and Accountability • 3460: Graduation Requirements • 3620: Extracurricular Activities and Student Organizations • 4002: Parental Involvement • 4040/7310: Staff-Student Relations • 4140 (New): Foreign Exchange Students • 4240/7312: Child Abuse and Related Threats to Child Safety • 4270/6145: Concussion and Head Injury • 5023/6128/7268 (New): Emergency Administration of Naloxone • 7130: Licensure • 8510: School Finance Officer 	Dr. Leslie Alexander
4:30 p.m.	11. POLICY: SUBSTANTIVE FOR FIRST READ <ul style="list-style-type: none"> • 4004/5021: Private Therapy Providers 	Dr. Leslie Alexander
4:40 p.m.	12. POLICY FOR REPEAL <ul style="list-style-type: none"> • 4134: Admission of Foreign Exchange Students 	Dr. Leslie Alexander
4:45 p.m.	13. BOARD OPERATIONS <ul style="list-style-type: none"> ➤ Grove Street Connector Project 	Board Chair
4:55 p.m.	14. BOARD COMMENTS	Board Chair
5:00 p.m.	15. ADJOURNMENT	Board Chair



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WATAUGA COUNTY BOARD OF EDUCATION MEETING

DATE: June 17, 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*
- Ms. Anna Gillespie, *Board Attorney*

OPEN SESSION

Jason Cornett made a motion at 5:59 p.m. to go into open session. Marshall Ashcraft seconded, and all Board members approved.

CALL TO ORDER

Board Chair Dr. Gary Childers called the meeting to order at 6:08 p.m.

WELCOME/MOMENT OF SILENCE

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

He acknowledged Scott and Laura Elliott who were in attendance, as well as Board of Education candidate Charlotte Mizell Lloyd.

DISCUSSION AND ADJUSTMENT OF AGENDA

Steve Combs made a motion to add another closed session to the agenda after Board Comments. Marshall Ashcraft seconded, and all Board members approved.

SUPERINTENDENT'S REPORT

- After welcoming everyone, Dr. Leslie Alexander shared how Watauga County Schools had wonderful 8th grade promotion ceremonies and end-of-year celebrations, and an impressive WHS/WIA graduation.
- Dr. Alexander extended thanks to several individuals and groups of people:
 - Teachers, principals, and families for supporting students through end-of-year exams;
 - Dr. Wayne Eberle for ensuring that all of the details for testing ran smoothly;
 - Mr. Phil Norman and the Curriculum Team for conducting a successful professional development day on June 6th (in which over 100 teachers attended) and for planning summer reading camps.
- On behalf of Watauga County Schools, Dr. Alexander expressed much gratitude to the County Commissioners for their recent allocation to our schools. They included funding for the proposed 3% raise that is anticipated, as well as for two nursing positions (so that a nurse can be kept in every school). The Commissioners agree that teacher recruitment and retention needs to remain a top priority for the district, and they are willing to increase funding over a three-year period so that the employee supplement can be increased by 25%. In addition, they committed to giving \$25,000 annually to reimburse teachers who receive their National Board Certification.
- A Leadership Retreat will be on June 19th, which will be a time for the Central Services Team and principals to review the progress from this past year and set goals for the upcoming school year.

VALLE CRUCIS SCHOOL UPDATE

- Area A: Cafeteria/Kitchen; Gym
- Area B: Administrative Offices; Band
- Area C: Classrooms Really great progress

Wood siding and natural adhered stone will be started the week of June 17. Metal roofing should be completed by the end of June. Site work and final storm drain system installations will occur in late June and July. Rok-On, storefront, and curtain wall has been mostly completed in areas B and C, and will soon be started in area A. The rough-ins (wiring, sprinkler system, etc.) for areas B and C are in the final stages, and work has been started in area A.

Dr. Alexander will meet with the architect and Town Manager on June 24th to review and assess the timelines that have been established.

11th GRADE STUDENT BOARD REPRESENTATIVE

Dr. Childers said that the Board members interviewed several very talented students last month for the 11th Grade Student Board Representative. Jay Fenwick made a motion for Ms. Athena Elliott to be selected for this position. Jason Cornett seconded the motion, and it was unanimously approved. Ms. Elliott expressed how honored she is to be chosen for this role.

SPECIAL RECOGNITION: Retirements of Two District Leaders

- ★ **Dr. Betsy Furr:** Superintendent Alexander shared the following: “Dr. Betsy Furr came to Watauga County Schools in 2017 after serving many years in Stanly County and Cabarrus County. Her roles

in our district have included Curriculum Specialist, Director of Instructional Support Services, Interim Chief Academic Officer, and Director of School and District Improvement. In each role, she has carried out her responsibilities with professionalism and grace and continually extended kind support and dedication. We truly appreciate Betsy's hard work and positive attitude, and we wish her a retirement filled with the same fun and warmth she has shared with us! I will tell you personally that I appreciate not only Dr. Furr's commitment and professionalism but also the fact that she brings a great deal of fun to our team. She understands the importance of relationships and she has been a true blessing to know. We wish her all the best." Comments were also made about Betsy Furr's energetic personality, love and passion for education, and sense of humor. Dr. Childers said that Dr. Furr came to Watauga County Schools with many credentials and capabilities, and he is grateful for all that she has done. Dr. Furr's husband was in attendance for the recognition.

- ★ **Patrick Sukow:** Dr. Alexander shared the following: "Patrick Sukow came to Watauga County Schools in December of 1999 as an Assistant Principal at Watauga High School. He later served as an Assistant Principal at Parkway before becoming the Blowing Rock Principal in July 2004. As the principal there for 20 years, he has held himself, the teachers, and the students to the highest standards so that they could achieve their best every day. I have appreciated getting to know Patrick this past year and his willingness to ask hard questions. Patrick has a real passion for education and Blowing Rock School; his leadership has been a wonderful asset to our district. We are grateful to Patrick for his commitment and devotion, and we wish him fulfillment in this next chapter!" Mr. Sukow spoke about how his focus has been to "be present and love kids." Board members said he is a servant leader and a man of great integrity, and that he has a heart for students and teachers. Mr. Sukow's wife and two sons were in attendance for the recognition.

PUBLIC COMMENT

Blowing Rock teacher Laurie Gill shared many accolades about retiring principal Patrick Sukow. She highlighted his commitment and endurance, and how he has always championed staff needs.

CONSENT AGENDA

- A. Approval of the Minutes for 5/13/2024
- B. Declaration of Surplus
- C. 2023-24 Budget Amendment #2
- D. 2024-25 School Nutrition New and Renewal Contracts
- E. Approval of Settlement and Release Agreement
- F. NC Driving School Contract
- G. Green Valley: Plan for ATSI (Additional Targeted Support & Improvement)
- H. Valle Crucis: Plan for ATSI (Additional Targeted Support & Improvement)
- I. LEA-Based Calendar Waiver Request for Weather-Related Causes
- J. Personnel Report

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

CURRICULUM UPDATE

Mr. Phil Norman (Chief Academic Officer) provided a curriculum update and highlighted the following:

- Summer Reading Camps will run from June 12-28 at Cove Creek and Green Valley for 2nd and 3rd graders. They are designed to provide intensive intervention for high-need students. (Everyone below proficiency is invited, and about 1/4th of the students who qualified attended.)
- Summer Staff Opportunities:
 - “Foundations of Math” is for teachers of students with persistent difficulties in Mathematics, and twenty-seven K-8 teachers took part in this.
 - “Developing Math Intervention Matrix” focused on Tier 2 Math interventions to provide additional student support, and twenty-three teachers participated.
 - Professional Development held on June 6th had 110 attendees across twenty-eight sessions.
- K-8 English Language Arts Textbook Adoption: Watauga County Schools had not adopted a new textbook in many years, and *Amplify* is the resource that was chosen.
- 2024 EOG Student Achievement Summary:
 - Reading: cohort increases in 4th, 6th, and 8th grades; slight increase in proficiency in grades 3-8
 - Math: cohort increases in 4th and 6th grades; overall increases in 3rd, 4th, 6th and 7th grades (leading to an increase in Math grades 3-8); decrease in 8th grade (as projected)
 - Science: small increase in proficiency in 8th grade; decrease in proficiency in 5th grade
 - WHS: slight increase in proficiency in Biology; increase in proficiency in English II; decrease in proficiency in Math I and III; increase in percentage of students who are workplace-ready on the ACT WorkKeys
- 2024-2025 Implications for Curriculum and Instruction Team:
 - K-8: new ELA adoption and restructuring collaboration for teachers; instructional focus on K-2 literacy; C&I support of collaborative teacher teams; student support systems built/reinforced/supported
 - WHS: increased focus on NC check-in data analysis by Math I and III PLT’s to impact instruction

Dr. Alexander commended the C&I Team for all of their hard work.

POLICIES: SUBSTANTIVE FOR FIRST READ

- 1127: Board Member Technology Use
- 3220: Technology in the Education Program
- 3225/4312/7320: Technology Responsible Use
- 3420: Student Promotion and Accountability
- 3460: Graduation Requirements
- 3620: Extracurricular Activities and Student Organizations
- 4002: Parental Involvement
- 4040/7310: Staff-Student Relations
- 4140 (New): Foreign Exchange Students
- 4240/7312: Child Abuse and Related Threats to Child Safety
- 4270/6145: Concussion and Head Injury
- 5023/6128/7268 (New): Emergency Administration of Naloxone
- 5071/7351: Electronically Stored Information Retention
- 6125: Administering Medicines to Students
- 7130: Licensure
- 7280: Prohibition Against Retaliation
- 8340: Insurance
- 8510: School Finance Officer

Board members asked questions for clarification on several policies.

- ❖ With policy 3620/Extracurricular Activities and Student Organizations, the Board was in agreement to keep the current practice of allowing dually-enrolled home-school students to participate in interscholastic athletics.
- ❖ In regards to policy 4270/6145/Concussion and Head Injury, it was decided that the Athletic Trainer will share any concussion information with the Superintendent, who will then share it with the Board.

Marshall Ashcraft made a motion to approve five policies (1127, 5071, 6125, 7280, 8340) on first read. Steve Combs seconded, and all Board members approved.

BOARD OPERATIONS

- Marshall Ashcraft will serve on the Calendar Committee for 2024-25.
- The July Board work session/retreat and BOE meeting will be on Thursday, July 11th.
- The August BOE meeting will be on Tuesday, August 6th.

BOARD COMMENTS

Dr. Childers, Marshall Ashcraft, and Dr. Alexander attended the North Carolina School Boards Association Summer Conference, which they all felt was worthwhile and informative.

Dr. Childers addressed the proposal of Senate Bill 912 (filed by Senator Ralph Hise), which Board members had only been made aware of the week prior. If passed, this Bill would align the electoral districts for the Watauga County Board of Education with the electoral districts set out for the Watauga County Board of Commissioners. Effective in December 2026, one member from each district would be elected (only by qualified voters residing in that district), and each member would be required to reside in that district to serve staggered four-year terms. (Effective only for the general election in 2024, three members would be elected to the Watauga County Board of Education each to serve a four-year term.)

All of the Board members expressed great concerns if the Bill were to pass, and Jay Fenwick shared useful data on what it would mean for the Watauga County Board of Education elections. The Board members recommended Dr. Childers to send an email on behalf of them to the *Rules and Operations Committee of the Senate* (prior to their meeting the following morning to discuss the Bill).

CLOSED SESSION

Marshall Ashcraft made a motion at 9:04 p.m. to re-enter into closed session. Steve Combs seconded, and it was approved by all Board members.

OPEN SESSION

Steve Combs made a motion at 10:09 p.m. to go into open session. Jason Cornett seconded, and all Board members approved.

ADJOURNMENT

Steve Combs made a motion to adjourn, Jason Cornett seconded, and it was unanimously approved. The meeting adjourned at 10:10 p.m.

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

Dr. Leslie Alexander, *Superintendent*

Declaration of Surplus Items - JULY

Date Approved: _____

Bethel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
33026	1	LAPTOP- PROBOOK	1	
33027	1	LAPTOP- PROBOOK	1	
33028	1	LAPTOP- PROBOOK	1	
29026	1	LAPTOP- PROBOOK	1	
29040	1	LAPTOP- PROBOOK	1	
29592	1	LAPTOP- PROBOOK	1	
29117	1	LAPTOP- PROBOOK	1	
29034	1	LAPTOP- PROBOOK	1	
<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> 8			<div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div> 0

Blowing Rock

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
200147	1	DESK - OLD WOODEN		1
200135	1	ARTWORK- CAVE SHAFT	1	
200252	1	ARTWORK- CARRIAGE HS@ CONE	1	
200301	1	ARTWORK- WATAUGA	1	
200142	1	ARTWORK- BLOWING ROCK	1	
201109	1	15 RADIO SET W/ BASE CHARGER		1
25719	1	PROJECTOR- EPSON		1
28455	1	PROJECTOR- POWERLITE		1
200941	1	SMARTBOARD		1
201073	1	PRINTER- HP	1	
NONE	1	SMALL WOODEN DESK	1	
NONE	1	SMALL WOODEN DESK ON WHEELS		1
NONE	1	2 DOOR CABINET ON WHEELS	1	
NONE	1	CART UTILITY BLACK	1	
NONE	1	CART UTILITY W/ CABINET	1	
<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> 15			<div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div> 6

Cove Creek

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
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800835	1 DOC CAMERA- ELMO		1
NONE	2 SPEAKER MOUNTS- GATOR FRAMEWORK	2	
NONE	5 MONITOR- DELL P170	5	
NONE	2 CASSETTE RECORDER- CALIFONE		2
NONE	2 CALCULATOR- FX-82- CASIO	2	
NONE	1 RECORDER / PLAYER		1
29087	1 LAPTOP- PROBOOK	1	
29091	1 LAPTOP- PROBOOK	1	
29095	1 LAPTOP- PROBOOK	1	
29105	1 LAPTOP- PROBOOK	1	
29109	1 LAPTOP- PROBOOK	1	
29110	1 LAPTOP- PROBOOK	1	
29111	1 LAPTOP- PROBOOK	1	
29113	1 LAPTOP- PROBOOK	1	
29243	1 LAPTOP- PROBOOK	1	
29447	1 LAPTOP- PROBOOK	1	
33035	1 LAPTOP- PROBOOK	1	
33036	1 LAPTOP- PROBOOK	1	
33037	1 LAPTOP- PROBOOK	1	
29019	1 LAPTOP- PROBOOK	1	
NONE	3 TABLES- CAFETERIA		3
NONE	27 CHAIRS		27
NONE	2 RISERS	2	

59

25

34

Green Valley

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
400547	1	AIR CONDITIONER- WINDOW UNIT		1
401077	1	TWO WAY RADIO- MOTOROLA	1	
401076	1	TWO WAY RADIO- MOTOROLA	1	
401079	1	TWO WAY RADIO- MOTOROLA	1	
401075	1	TWO WAY RADIO- MOTOROLA	1	
401080	1	TWO WAY RADIO- MOTOROLA	1	
NONE	1	TWO WAY RADIO- MOTOROLA	1	
400101	1	TWO WAY RADIO- MIDLAND	1	
400102	1	TWO WAY RADIO- MIDLAND	1	
400103	1	TWO WAY RADIO- MIDLAND	1	
NONE	1	DESK		1

11

9

2

Hardin Park

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
36069	1	PROJECTOR- EPSON		1
500209	1	DOC CAMERA		1
NONE	1	VACCUM		1
NONE	1	MONITOR-ACER	1	
500320	1	SCANNOR- SCANSNAP	1	
NONE	1	CHROMEBOX- ASUS	1	
28506	1	CHROMEBOX- ASUS	1	
NONE	1	AUTO RECORDER- PHILIPS GOGEAR		1
NONE	1	AUTO RECORDER- PHILIPS GOGEAR		1
NONE	5	WEBCAMS- LOGITECH	5	
501137	1	WEBCAM- QUICK CAM	1	
500442	1	CAMERA- POWERSHOT	1	
500440	1	CAMERA- POWERSHOT	1	
500443	1	CAMERA- POWERSHOT	1	
500444	1	CAMERA- POWERSHOT	1	
500441	1	CAMERA- POWERSHOT	1	
500567	1	CAMERA- POWERSHOT	1	
500564	1	CAMERA- POWERSHOT	1	
500415	1	CAMERA- POWERSHOT	1	
500437	1	CAMERA- POWERSHOT	1	
500414	1	CAMERA- POWERSHOT	1	
500438	1	CAMERA- POWERSHOT	1	
500412	1	CAMERA- POWERSHOT	1	
500408	1	CAMERA- POWERSHOT	1	
500413	1	CAMERA- POWERSHOT	1	
500568	1	CAMERA- POWERSHOT	1	
500059	1	SMARTBOARD		1
NONE	4	FILE CABINETS	4	
35			29	6

Mabel

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
29253	1	LAPTOP- PROBOOK	1	
80395	1	LAPTOP- PROBOOK	1	

29246	1	LAPTOP- PROBOOK	1
29470	1	LAPTOP- PROBOOK	1
29107	1	LAPTOP- PROBOOK	1
29251	1	LAPTOP- PROBOOK	1
29256	1	LAPTOP- PROBOOK	1
29260	1	LAPTOP- PROBOOK	1
29347	1	LAPTOP- PROBOOK	1
33045	1	LAPTOP- PROBOOK	1
33046	1	LAPTOP- PROBOOK	1
601087	1	LAPTOP- ELITEBOOK	1

12

12

0

Parkway

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
700062	1	DOC CAMERA- SMART		1
700135	1	SMARTBOARD		1
700147	1	SMARTBOARD		1
700451	1	SMARTBOARD		1
700605	1	LAPTOP- DELL INSPIRON		1
34753	1	DOC CAMERA- DUKANE		1
NONE	1	ROBOTICS SET (TECH PARTS)		1
NONE	1	PROJECTOR SCREEN		1

8

0

8

Valle Crucis

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
29059	1	LAPTOP- PROBOOK	1	
29309	1	LAPTOP- PROBOOK	1	
29322	1	LAPTOP- PROBOOK	1	
29324	1	LAPTOP- PROBOOK	1	
29327	1	LAPTOP- PROBOOK	1	
29328	1	LAPTOP- PROBOOK	1	
29335	1	LAPTOP- PROBOOK	1	
29361	1	LAPTOP- PROBOOK	1	

29435	1	LAPTOP- PROBOOK	1
29465	1	LAPTOP- PROBOOK	1
29588	1	LAPTOP- PROBOOK	1
301290	1	LAPTOP- PROBOOK	1
33029	1	LAPTOP- PROBOOK	1
33030	1	LAPTOP- PROBOOK	1

14

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14

0

Watauga High School

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
29024	1	LAPTOP- PROBOOK	1	
29404	1	LAPTOP- PROBOOK	1	
29258	1	LAPTOP- PROBOOK	1	
29245	1	LAPTOP- PROBOOK	1	
29259	1	LAPTOP- PROBOOK	1	
29249	1	LAPTOP- PROBOOK	1	
29247	1	LAPTOP- PROBOOK	1	
29352	1	LAPTOP- PROBOOK	1	
29436	1	LAPTOP- PROBOOK	1	
29366	1	LAPTOP- PROBOOK	1	
29416	1	LAPTOP- PROBOOK	1	
29255	1	LAPTOP- PROBOOK	1	
29350	1	LAPTOP- PROBOOK	1	
28463	1	LAPTOP- PROBOOK		1
903167	1	LAPTOP- LATITUDE		1

15

<input type="text"/>	<input type="text"/>
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13

2

Central Office

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
NONE	1	DESK CHAIR		1

1

<input type="text"/>	<input type="text"/>
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0

1

Technology Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>	<u>Usable</u>	<u>Unusable</u>
35976	1	BATTERY BACKUP		1
35975	1	BATTERY BACKUP		1
34743	1	BATTERY BACKUP		1
34742	1	BATTERY BACKUP		1
400523	1	DESKTOP- OPTIPLEX		1
29638	1	Dell Optiplex 790 Desktop		1
29662	1	Dell Optiplex 790 Desktop		1
29659	1	Dell Optiplex 790 Desktop		1
29643	1	Dell Optiplex 790 Desktop		1
29660	1	Dell Optiplex 790 Desktop		1
29647	1	Dell Optiplex 790 Desktop		1
29656	1	Dell Optiplex 790 Desktop		1
29651	1	Dell Optiplex 790 Desktop		1
29642	1	Dell Optiplex 790 Desktop		1
29645	1	Dell Optiplex 790 Desktop		1
29641	1	Dell Optiplex 790 Desktop		1
29661	1	Dell Optiplex 790 Desktop		1
29691	1	Dell Optiplex 790 Desktop		1
29698	1	Dell Optiplex 790 Desktop		1
29776	1	Dell Optiplex 790 Desktop		1
29800	1	Dell Optiplex 790 Desktop		1
29692	1	Dell Optiplex 790 Desktop		1
29710	1	Dell Optiplex 790 Desktop		1
29697	1	Dell Optiplex 790 Desktop		1
29812	1	Dell Optiplex 790 Desktop		1
700451	1	Smartboard		1
903072	1	Smartboard		1
900660	1	Smartboard		1
900385	1	Smartboard		1
80079	1	Smartboard		1
900389	1	Smartboard		1
903081	1	Smartboard		1
200807	1	Smartboard		1
200839	1	Smartboard		1
200089	1	Smartboard		1
200219	1	Smartboard		1
200828	1	Smartboard		1
200829	1	Smartboard		1
200843	1	Smartboard		1
35978	1	BATTERY BACKUP		1

35977	1 BATTERY BACKUP	1
34734	1 BATTERY BACKUP	1
400463	1 Smartboard	1
80085	1 SMARTboard	1
29720	1 DESKTOP- OPTIPLEX	1
29712	1 DESKTOP- OPTIPLEX	1
29824	1 DESKTOP- OPTIPLEX	1
29737	1 DESKTOP- OPTIPLEX	1
33842	1 SWITCH 2960-X	1
29536	1 SWITCH 2960-X	1
29537	1 SWITCH 2960-X	1
29552	1 SWITCH 2960-X	1
29550	1 SWITCH 2960-X	1
29543	1 SWITCH 2960-X	1
29547	1 SWITCH 2960-X	1
29544	1 SWITCH 2960-X	1
29541	1 SWITCH 2960-X	1
29540	1 SWITCH 2960-X	1
29546	1 SWITCH 2960-X	1
29548	1 SWITCH 2960-X	1
33843	1 SWITCH 2960-X	1
29542	1 SWITCH 2960-X	1
29545	1 SWITCH 2960-X	1
29538	1 SWITCH 2960-X	1
29553	1 SWITCH 2960-X	1
38556	1 SWITCH 2960-X	1
38557	1 SWITCH 2960-X	1
29539	1 SWITCH 2960-X	1
29549	1 SWITCH 2960-X	1
29493	1 SWITCH 2960-X	1
29555	1 SWITCH 2960-X	1
29556	1 SWITCH 2960-X	1
29557	1 SWITCH 2960-X	1
33826	1 SWITCH 2960-X	1
33825	1 SWITCH 2960-X	1
28856	1 GATEWAY- VOICE	1
33068	1 GATEWAY- VOICE	1
28872	1 GATEWAY- VOICE	1
NONE	1 BATTERY BACKUP- APC	1
28957	1 PROJECTOR- EPSON	1
35904	1 WIFI HOTSPOT	1
33134	1 CHROMEBOOK- 100e	1
29432	1 LAPTOP- PROBOOK	1

29595	1 LAPTOP- PROBOOK	1	
29248	1 LAPTOP- PROBOOK	1	
29224	1 LAPTOP- PROBOOK	1	
33130	1 CHROMEBOOK- 100e		1
33128	1 CHROMEBOOK- 100e		1
33129	1 CHROMEBOOK- 100e		1
33414	1 CHROMEBOOK- 100e		1
36068	1 CHROMEBOOK- 100e		1
34741	1 BATTERY BACKUP- TRIPP-LITE		1
35266	1 BATTERY BACKUP- TRIPP-LITE		1
35268	1 BATTERY BACKUP- TRIPP-LITE		1
38535	1 BATTERY BACKUP- TRIPP-LITE		1
34735	1 BATTERY BACKUP- TRIPP-LITE		1
34736	1 BATTERY BACKUP- TRIPP-LITE		1
34737	1 BATTERY BACKUP- TRIPP-LITE		1
32725	1 HiveAP 250	1	
32663	1 HiveAP 130	1	
35864	1 AP 250	1	
32551	1 HiveAP 130	1	
32667	1 HiveAP 130	1	
32660	1 HiveAP 130	1	
32550	1 HiveAP 130	1	
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32556	1 HiveAP 130	1	
32699	1 HiveAP 130	1	
32560	1 HiveAP 130	1	
32549	1 HiveAP 130	1	
32695	1 HiveAP 130	1	
32547	1 HiveAP 130	1	
32553	1 HiveAP 130	1	
32662	1 HiveAP 130	1	
32561	1 HiveAP 130	1	
32554	1 HiveAP 130	1	
32548	1 HiveAP 130	1	
32714	1 AP 250	1	
32767	1 AP 250	1	
33852	1 AP 250	1	
32713	1 AP 250	1	
32712	1 AP 250	1	
32864	1 AP 250	1	
32735	1 AP 250	1	

32729	1 AP 250
32803	1 AP 250
32775	1 AP 250
32734	1 AP 250
32715	1 AP 250
32723	1 AP 250
32716	1 AP 250
32720	1 AP 250
32733	1 AP 250
32732	1 AP 250
32902	1 AP 250
32626	1 AP 250
32760	1 AP 250
33866	1 AP 250
32893	1 AP 250
32867	1 AP 250
32672	1 AP 250
32631	1 AP 250
32589	1 HiveAP 130

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<input type="text"/>	<input type="text"/>
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52

93

Transportation Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>
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<u>Usable</u>	<u>Unusable</u>
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Maintenance Department

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>
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<u>Usable</u>	<u>Unusable</u>
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Child Nutrition

<u>Asset #</u>	<u>Quantity</u>	<u>Description</u>
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<u>Usable</u>	<u>Unusable</u>
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A diagram showing a horizontal line with three segments. The first segment is labeled '0', the second segment is empty, and the third segment is labeled '0'.



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: July 11, 2024

RE: Request for Adoption of Interim Continuing Budget Resolution

Background Information:

According to State Statute, school systems are required to operate under an adopted budget. The Department of Public Instruction could not compute and distribute State and Federal allotments by the start of the new Fiscal Year on July 1. Until State, Federal, and County allocations are received, the 2024-25 Uniform Budget cannot be prepared.

Consideration:

Pursuant to General Statute 115C-434, an interim budget will meet statutory requirements for operating under an adopted budget. So that Watauga County Schools may disburse funds in the new fiscal year until allocations are received and the Uniform Budget can be prepared, we ask the Board to adopt an Interim Budget, effective July 1, 2024. The Interim Budget would allow disbursements to continue at the prior year level until the new Budget Resolution is adopted.

WCS Student Fees

Grades	1:1 Technology Fee	School Fee	Total
K-2	\$0	\$8	\$8
3-5	\$7	\$8	\$15
6-8	\$17	\$8	\$25
9-12	\$20	\$15	\$35

The 1:1 Technology Fee covers Accidental Damage Policy which will provide coverage to repair, rebuild, or replace the damaged Mobile Computing Device with another of like kind and quality, whichever is less. If multiple instances of damage, occurring at different times during the school year, there will be a tiered deductible due for each claim. The following costs will be assessed for accidental damage:

- 1st instance - \$0
- 2nd instance - \$50
- 3rd instance - \$75
- 4th instance - \$100 and disciplinary action will be taken
- Lost/excessively damaged device - \$250
- Lost/damaged power cord - \$35

Student/Parent Mobile Computing Device Handbook

Watauga County Schools

2024-2025

Contents

Overview/Introduction	3
WCS Learning Goals	3
Deployment	4
Mobile Computing Device Loan	4
<i>Terms of Loan</i>	4
<i>Loss or Theft</i>	5
<i>Damage</i>	5
<i>Repossession</i>	6
<i>Appropriation</i>	6
<i>Modification to the One to One Program</i>	6
Lost or Stolen Device Procedure Flowchart	7
Expectation of Privacy for Student Mobile Computing Devices	8
General Use of the Mobile Computing Device	9
<i>Login Procedures</i>	9
<i>Email</i>	10
<i>Online user accounts</i>	10
<i>Usage Guidelines to avoid Repetitive Stress Injuries (Ergonomics)</i>	10
General Care of the Mobile Computing Device	11
<i>Cleaning Your Mobile Computing Device</i>	12
<i>General Security</i>	12
Internet Access/Filtering	13
Copyright	13
Empowered Use Guidelines	14
Parent Expectations	

WATAUGA COUNTY SCHOOLS

Student/Parent Mobile Computing Device Handbook August 2021

Overview/Introduction

Watauga County Schools (WCS) is committed to preparing students to be successful citizens in a global economy. Within the Global Learning Communities, WCS has implemented a Mobile Computing Device program for one-to-one computing. Now in its twelfth year, the one-to-one initiative in WCS continues to immerse our students into a technology-rich instructional environment to help ensure that our graduates are prepared for the workplace and life. Each school has an Instructional Technology Facilitator (ITF) on campus to assist students and staff with technology needs.

Students and parents must have an understanding of the procedures and policies for this program to be successful. Please read and sign the following student and parent guidelines/agreement. The signed Mobile Computing Device and Responsible Use Agreements establish a contract for the rules and responsibilities agreed to by the parties involved in the Mobile Computing Device program (i.e. WCS, the student, and the parents/guardians).

WCS Learning Goals

- Promote student learning beyond the classroom.
- Prepare students to be safe, responsible, and innovative digital citizens.
- Engage students in solving real-world problems by collaborating, communicating, creating and critically thinking within a global learning community.
- Enable students to be responsible for their own learning.
- Support faculty in the development of interdisciplinary, project-based learning environment.

Deployment

Parent(s)/guardian(s) will be informed by letter, email, and/or a phone message, of the location, date, and time of the mandatory one-to-one logistics. The parent and student must sign the Agreement in order for the student to be issued a Mobile Computing Device.

- A. Prior to students being issued a Mobile Computing Device:
 1. Parent/guardian must attend an orientation/meeting (mandatory for freshmen and new students at WHS and all students at K-8 schools)
 2. Parent/guardian and student must sign Student/Parent Mobile Computing Device Agreement and WCS Responsible Use Policy
 3. WCS must receive payment of student fee (includes the Mobile Computing Device fee)
 - Grades K-2 - \$8
 - Grades 3-5 - \$15
 - Grades 6-8 - \$25
 - Grades 9-12 - \$35
- B. WCS will send a report of all model, asset and serial numbers of student Mobile Computing Devices to local pawn shops and law enforcement agencies to assist in the event of loss or theft.

Note: As Watauga County Schools is providing a Mobile Computing Device for each student in Watauga County Schools, grades K-12, in order to meet the educational needs of the students, personal Mobile Computing Devices will not be permitted for use on the school network.

Mobile Computing Device Loan

Terms of Loan

1. WCS will issue a Mobile Computing Device to each student upon completion of the requirements listed in the ***Deployment*** section above, (Item A).
2. The Mobile Computing Device is either leased or owned by Watauga County Schools. A student's right of possession and use is limited to and conditioned upon full and complete compliance with the Board Policy - Technology Responsible Use policy code #3225/4312/7320, Internet Safety policy code #3226/4205, and other Guidelines as outlined in the Student/Parent Mobile Computing Device Handbook.
3. If a student violates the policies and guidelines outlined in the Student/Parent Mobile Computing Device Handbook and/or the Technology Responsible Use policy, including intentional damage, he/she may be subject to loss of privilege, disciplinary action and/or legal action.
4. A student's possession of the Mobile Computing Device terminates no later than the last day of the school year unless there is a reason for earlier termination by the District (including but not limited to, drop-out, expulsion, or transfer).
5. The Mobile Computing Devices will be covered by an Accidental Damage Policy as explained under the section titled "***Damage.***"
6. If a Mobile Computing Device is damaged, every effort will be made to repair the device in a timely manner. Loaner devices may be provided in exceptional circumstances.

Loss or Theft

Theft is determined by a police report documenting forced entry to a secured place containing the Mobile Computing Device or forcibly taking the Mobile Computing Device in any way from a student. Missing devices should be reported to the School Resource Officer, who will determine if the Mobile Computing Device was stolen. The burden is on the student to truthfully report the computer theft and articulate the details for the police report.

1. Insurance is included, as part of the student fee, to reduce the cost/liability in the event of theft.
2. In the event of theft, a replacement fee of up to \$250 will be assessed to the student/parent. The amount of the fee will be determined using the Lost or Stolen Device Procedure flowchart (included on page 6). We encourage parents to claim this theft on their home or vehicle insurance, if applicable. If a personal insurance policy will reimburse the value of a stolen device, the family must notify the school so they can be billed for the reimbursement amount.
3. WCS will coordinate with the SRO (or local law enforcement) to alert pawn shops and area law enforcement agencies of lost or stolen Mobile Computing Devices.

Loss is defined as a Mobile Computing Device reported missing by a student while it was left unattended or in an unsecured/unsupervised location. The burden is on the student to truthfully report the computer loss and articulate the details for the administrative report.

1. Lost Mobile Computing Devices must be reported to a school administrator and the WCS Student Help Desk no later than 48 hours after the device is noticed to be missing.
2. The student or parent/guardian will be responsible for the total cost of the Mobile Computing Device in the event the lost Mobile Computing Device is not found. Loss is not covered by insurance. The purchase price and insured value, of the Mobile Computing Device is \$250, which is the maximum cost a parent/guardian would be responsible for.

Damage

1. WCS will provide *Accidental Damage Protection* for student Mobile Computing Devices.
2. The *Accidental Damage Policy* will provide coverage to repair, rebuild or replace the damaged Mobile Computing Device with another of like kind and quality, whichever is less.
3. If there are multiple instances of damage, occurring at different times during the school year, there will be a tiered deductible due for each insurance claim. When additional claims are made by the same student for damages, the following tiered costs will be assessed:
 - a. 1st instance = \$0
 - b. 2nd instance = \$50
 - c. 3rd instance = \$75
 - d. 4th instance = \$100 and disciplinary action will be taken
 - e. Lost/excessively damaged device = \$250
 - f. Lost/damaged power cord \$35
4. **The student and/or the student's parent/guardian shall be responsible for compensating the school district for any losses, costs or damages that are not covered by the *Accidental Damage Policy*. The student and/or parent/guardian is liable for replacement(s) costs resulting from intentional damage and/or neglect as outlined in this document.**
5. If unapproved changes or software installs are made to the Mobile Computing Device, the Mobile Computing Device will be re-imaged/reset to its original configuration and the student may be subject to disciplinary action.

Repossession

WCS reserves the right to repossess the Mobile Computing Device at any time if the student does not fully comply with all terms of this agreement. Computers left unattended will be turned in to the WCS Help Desk or appropriate building personnel.

Appropriation

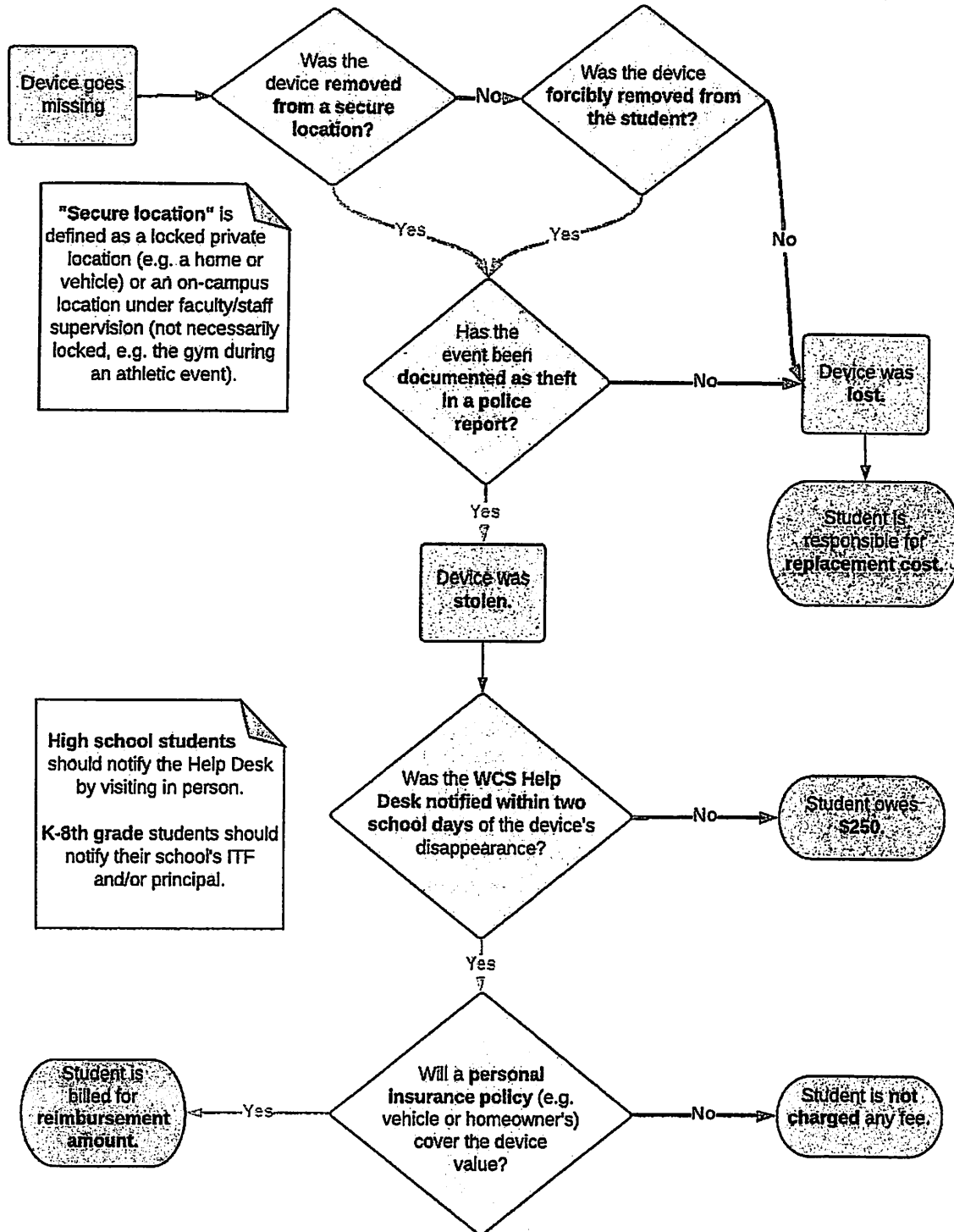
Failure to return the property at the designated times and/or the continued use of it for non-related school purposes may be considered unlawful appropriation of Watauga County School's property subject to legal action.

Modification to the One to One Program

Watauga County Schools reserves the right to revoke or modify the program or its terms at any time.



Lost or Stolen Device Procedure: Fee Assessment



This flowchart represents the procedure outlined on page five of the Watauga County Schools *Student/Parent Mobile Computing Device Handbook*, which is available on the district website.

Expectation of Privacy for Student Mobile Computing Devices

1. The Mobile Computing Devices are considered property of Watauga County Schools and are not subject to the same privacy expectations as private property. However, there is a limited expectation of privacy afforded to the student Mobile Computing Devices when taken off a WCS campus.
2. While connected to the WCS network (on our school campuses), WCS has the right to monitor the Mobile Computing Devices in the following ways:
 - a. Teachers and administrators may remotely view and control student Mobile Computing Devices while in class. This is required for effective classroom management.
 - b. Teachers and administrators may search the device for inappropriate material if they have reasonable suspicion of its existence.
 - c. Technology staff will have the ability to remotely control student Mobile Computing Devices to troubleshoot technical issues.
 - d. Technology staff will have the ability to monitor all network traffic to troubleshoot network issues.
 - e. All Internet traffic will pass through the content filter. This filter will log all attempts to access inappropriate material. Repeated attempts will result in disciplinary action.
 - f. Restrictions on the Mobile Computing Device will block the student from certain functions such as accessing administrative software or installing certain programs/apps or extensions. Any attempt to circumvent these restrictions, on or off campus, will be seen as a violation of this contract and appropriate disciplinary action will be taken.
3. While not connected to the WCS network, the following will apply:
 - a. All Internet traffic will pass through a local copy of the WCS content filter. This filter will log all attempts to access inappropriate material. Repeated attempts may result in disciplinary action.
 - b. The district will not have the right or ability to remotely access the Mobile Computing Device's web camera.
 - c. Restrictions on the Mobile Computing Device will block the student from certain functions such as accessing administrative software or installing certain programs/apps or extensions. Any attempt to circumvent these restrictions, on or off campus, will be seen as a violation of this contract and appropriate disciplinary action may be taken.

General Use of the Mobile Computing Device

Each 6-12th grade student is required to bring his/her Mobile Computing Device to school each day, transported in the school-issued protective case/sleeve, with a fully charged battery. Each K-5th grade student will keep their device at school unless a specific learning activity requires it to be sent home as requested by the teacher or if a remote learning day is anticipated. In this situation, the device must be transported in the school-issued protective case/sleeve. Students will not be given the use of a loaner Mobile Computing Device if he/she leaves his/her Device at home or fails to charge the Device. Students leaving Mobile Computing Devices at home will be required to complete assignments using alternate means (as determined by the teacher).

1. A small area for downloading/accessing files is provided on the Mobile Computing Device. If a Mobile Computing Device is experiencing a technical issue, it is likely to be reimaged/reset, which will destroy all local data that is not backed up.
2. Students should be mindful not to cause a tripping hazard when it is necessary to plug in their Mobile Computing Devices both at home and school.
3. Mobile Computing Devices are not allowed on overnight trips or field trips without the express written approval of the lead chaperone and/or teacher and the parent/guardian.
4. The use of the Internet at school is a privilege, not a right, and inappropriate use may result in suspension/termination of user privileges.
5. Student Mobile Computing Devices will be subject to routine monitoring by teachers, administrators, and technology staff as described in the "*Expectation of Privacy...*" section. While off campus, parental monitoring is highly recommended.
6. Periodic Mobile Computing Device checks will be conducted during the school year, inspecting for physical damage and/or loss. Students/parents may be billed for repairs throughout the school year in accordance with the procedures described in the "*Mobile Computing Device Loan*" section, subsection "*Damage.*"

Login Procedures

1. Students will log in to the WCS network by using their assigned username and password whether using the device on a WCS campus or at home.
2. Do not share passwords. Students are responsible for anything done using their login information, regardless of the actual user of the Device.

Email

1. WCS will provide email accounts to students through Google Apps.
2. Students will abide by all email guidelines as outlined in the WCS Board Policy – Technology Responsible Use #3225/4312/7320.

Online user accounts

Students may be asked to create age-appropriate online user accounts, (e.g. Quizlet, flipgrid) for educational purposes only. Teachers will be responsible for supervising the use of these accounts during instructional time. Parents/guardians will be notified of the use of such accounts either within the course syllabus at the beginning of each semester or through other means deemed appropriate and timely by the teacher and/or administrator.

Usage Guidelines to avoid Repetitive Stress Injuries (Ergonomics)

Ergonomics is defined as the science of making things fit people instead of asking people to fit things. Ergonomics uses knowledge from anatomy, mechanics, physiology and psychology to utilize human energy most effectively. Please read the following guidelines to promote safe, comfortable and efficient use of the student Mobile Computing Device.

1. The school-issued protective case/sleeve is designed to carry the MCD either separately or in a student's backpack.
2. Use a pillow, folded blanket or towel to raise the seat high enough so that your elbows are bent at about 90 degrees and hands and wrists are in a neutral posture. If the chair is not high enough or the work surface is not low enough, place the Mobile Computing Device on your lap, but make sure your knees are level with your hips.

3. Reduce pressure on your neck by tucking in your chin to view the monitor rather than bending your neck down. If possible, lower your eyes instead of bending your head forward to see the screen.
4. Make sure the screen is adjusted to minimize glare.
5. Take frequent mini breaks and change your work posture often. For example, place the Mobile Computing Device in your lap to achieve better wrist position for approximately 30 minutes. Then, switch and place the Mobile Computing Device on a table to achieve better neck position.
6. The arm support and padding of work surfaces is also important when working at a table or desk with hard leading edges. Use a pillow or folded towel as a wrist rest or arm support while typing.
7. If seated in a chair that does not provide adequate lumbar support, use a rolled up towel or small pillow as a lumbar support device.

General Care of the Mobile Computing Device

1. Students are responsible for the Mobile Computing Device they have been issued. Mobile Computing Devices in need of repair must be reported to the WCS Help Desk. Failure to report damage by the next school day may result in disciplinary action.
2. Guidelines to follow:
 1. Always close the lid before moving and/or transporting your Mobile Computing Device, taking care not to close the lid on objects inside it.
 2. For prolonged periods of inactivity, you should shut down the Device completely before closing the lid in order to conserve the battery.
 3. Please be aware that overloading a student's backpack will cause damage. Please store the Mobile Computing Device in a separate section of the backpack, using the school-issued protective case/sleeve to store the device inside a student backpack. Textbooks, notebooks, binders, etc. should not be in the same section of the backpack as the Mobile Computing Device itself. Never sit or place any object on the backpack.
 4. When using the Mobile Computing Device, keep it on a flat, solid surface so that air can circulate. For example, using a Mobile Computing Device while it is directly on a bed or carpet can cause damage due to overheating.
 5. Liquids, food and other debris can damage the Mobile Computing Device. You should avoid eating or drinking while using the Mobile Computing Device. DO NOT keep food or food wrappers in the Mobile Computing Device bag.
 6. Take extreme caution with the screen. The screens are very susceptible to damage from excessive pressure or weight. In particular, avoid picking up the Mobile Computing Device by the screen. K-1st grade devices have a touch screen which is to be touched with fingers or a stylus.
 7. Dimming the LCD brightness of your screen will extend the battery run time. For help, consult your teacher, technician or technology specialist.
 8. Never attempt repair or reconfiguration of the Mobile Computing Device. Under no circumstances are you to attempt to open or tamper with the internal components of the Mobile Computing Device. Nor should you remove any screws; doing so will render the warranty void and may result in disciplinary action.
 9. Take care when inserting cords, cables and other removable storage devices to avoid damage to the Mobile Computing Device ports.
 10. Do not expose your Mobile Computing Device to extreme temperatures or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Mobile Computing Device.
 11. Keep your Mobile Computing Device away from magnetic fields, which can erase or corrupt your data. This includes but is not limited to large speakers, amplifiers, transformers, and old style television sets.

Cleaning Your Mobile Computing Device

Routine maintenance on Mobile Computing Devices will be done by the school technology support personnel. However, students are encouraged to perform simple cleaning procedures as outlined below:

1. Always disconnect the Mobile Computing Device from the power outlet before cleaning.
2. Never use liquids directly on the Mobile Computing Device screen or keyboard.
3. Clean the screen with soft, lightly dampened, lint free cloth or use anti-static screen cleaners or wipes.
4. Wash hands frequently when using the Mobile Computing Device to avoid buildup on the touch pad. Grease and dirt can cause the cursor to jump around on the screen
5. Clean the touch pad with a lightly dampened cloth.

General Security

1. Never leave your Mobile Computing Device unattended or unsecured. Mobile Computing Devices should be secured in a designated storage facility or a secured locker. Unsupervised Mobile Computing Devices will be confiscated by staff, and disciplinary actions may be taken.
2. Each Mobile Computing Device has several identifying labels (i.e., WCS asset number and serial number). Under no circumstances are you to modify or destroy these labels.

Internet Access/Filtering

1. As required by the Children's Internet Protection Act, a current content filtering solution is maintained by the district for school use on this Mobile Computing Device. This is a "good faith" effort to block all inappropriate content, but the district cannot guarantee that access to all inappropriate sites will be blocked because no content filter is 100% effective. It is the responsibility of the user and parent/guardian to follow guidelines for appropriate use of the network and the Internet. WCS will not be responsible for any problems suffered while on the network or the Internet. Use of any information obtained through the Internet is at the user's own risk.
2. A local copy of the district content Internet filter will continue to filter content outside the WCS network (e.g. when the student is connected to a home wireless network). It is the responsibility of the user and parent/guardian to follow guidelines for appropriate use of the Internet. WCS will not be responsible for any problems suffered while on the Internet. Use of any information obtained through the Internet is at the user's own risk.
3. Attempting to disable or circumvent Watauga County Schools' Internet content filter and firewall, including using or attempting to use proxies to access sites that would otherwise be restricted, is not permitted and may result in disciplinary action.

Copyright

Compliance with federal copyright law is expected of all. "Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including email and Web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Utilizing sites selling written papers, book reports, and other student work or any act of plagiarism is not permitted.

Empowered Use Guidelines¹

By providing technology to students, Watauga County Schools empowers them to create, collaborate, communicate, and think critically as citizens in a rapidly changing global society. To this end, we encourage students to engage in the following behaviors when using their technology:

1. Be responsible with your WCS-issued device and the WCS network.

- a. Use only your own WCS-issued device on the WCS network.
- b. Take your device to your school's ITF and/or the WHS Help Desk if it is in need of repairs.
- c. Use your device in the same condition it was issued to you. Leave the case and internal parts intact, carry the device in its protective case/sleeve, and please don't decorate the device itself with stickers or other markings.
- d. Use the district network as it is configured (e.g. access authorized resources, log in using your own credentials, work within the content filter and/or firewall).
- e. Avoid activities that could cause network congestion (e.g. streaming high-quality audio or video).
- f. In general, use your WCS-issued device and the WCS network for legal, school-appropriate activity.

2. Be respectful of yourself and others by demonstrating strong digital citizenship.

- a. Properly cite all digital resources, and honor copyright and Creative Commons licensing.
- b. Engage in positive conversations online; seek to listen, understand, and build a strong digital school community.
- c. Use only the username(s) and password(s) issued specifically to you by WCS.
- d. If you ever encounter digital content that concerns you or makes you uncomfortable, speak to a teacher or another adult in your school for help.

3. Be empowered to use technology for great things.

- a. Communicate clearly and respectfully to share your thoughts, expand your knowledge, and generate new ideas.
- b. Think critically about all information you encounter online, and seek out corroborating evidence and contrasting viewpoints to build fully-informed viewpoints.
- c. Collaborate with fellow learners – whether in Watauga County or around the globe – to teach, learn, and create together.
- d. Create new, unique, awe-inspiring work – writing, video, music, visual art, or whatever else you can imagine – to show the world what you know and are capable of.

¹ Inspired by and adapted from McLeod, S. (2014, March 21). Instead of an AUP, how about an EUP (Empowered Use Policy)? Retrieved May 09, 2017, from <http://dangerouslyirrelevant.org/2014/03/instead-of-an-aup-how-about-an-eup-empowered-use-policy.html>

Parent Expectations

1. This is an exciting learning opportunity for your student(s). Participate with them as they learn to use this instructional tool to enhance their educational experience.
2. While the school system does provide Internet content filtering for the security of your student, there is no substitute for parental supervision when using the Mobile Computing Device. Parents are ultimately responsible for monitoring student use of the Mobile Computing Device and Internet at home.
3. Parents should review the Watauga County Technology Responsible Use policy and the Mobile Computing Device Handbook with their child to ensure they are familiar with and adhere to these policies and guidelines.
4. Parents should ensure that repairs, loss, theft and/or damages are reported to the WHS Help Desk no later than the next school day.
5. Parents should review the Watauga County Technology Responsible Use policy and the Mobile Computing Device Handbook with their child.
6. Use of the Mobile Computing Device by other family members is not allowed. Parents/legal guardians may use the Mobile Computing Devices to assist their child who is assigned the Mobile Computing Device with homework and school assignments or to learn what their student is doing with this instructional tool. The Mobile Computing Devices may not be used by other family members for personal or business use.
7. Parents are responsible for ensuring the return of the Mobile Computing Device and all accessories at the end of the current school year or before the student withdraws from school.

NOTE: Students who are 18 years or older or who are legally deemed an emancipated minor are considered adult students and assume a legal, ethical and financial obligations related to using the Mobile Computing Device.

Watauga County Schools One-to-One Mobile Computing Device Initiative

Student Mobile Computing Device Agreement

THIS FORM IS TO BE COMPLETED BY THE **PARENT AND STUDENT**. PLEASE PRINT ALL INFORMATION.

Student Last Name	Student First Name	Student Middle Name	Student Grade
Parent/Guardian Last Name	Parent/Guardian First Name	Student ID #	
Home Phone	Work Phone	Cell Phone	Other Phone

I, the Watauga County Schools (WCS) student named above, have read (or have had read to me) WCS Technology Responsible Use policy (#3225/4312/7320). My signature below indicates I understand and will abide by this policy and the procedures and guidelines in the WCS Student/Parent Mobile Computing Device Handbook at all times. I understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken.

- ✓ I understand the Mobile Computing Device ("Device") is property of Watauga County Schools and is assigned to me.
- ✓ I will use my assigned Device appropriately for school purposes.
- ✓ I will care for my assigned Device and not leave it unsupervised in unsecured locations.
- ✓ I will be responsible for all damage or loss to my assigned Device caused by neglect or abuse.
- ✓ I will report the loss or theft of my assigned Device as outlined in the Student/Parent Mobile Computing Device Handbook.
- ✓ I will not loan my assigned Device to another individual.
- ✓ I will charge my assigned Device before each school day.
- ✓ I will not disassemble or attempt any repairs on my assigned Device.
- ✓ I will carry my assigned Device in its school-issued protective sleeve/case.
- ✓ I will not place stickers, drawings, markers, etc. on my assigned Device.
- ✓ I will not deface the serial number/asset number stickers on my assigned Device.
- ✓ I agree to return my assigned Device, power cord, and other accessories in working condition.
- ✓ I understand I may be criminally charged if my assigned Device is not returned at the designated time.

Student Signature

Date

Parent Signature

Date

Watauga County Schools One-to-One Mobile Computing Device Initiative

Parent / Guardian Agreement for Student Use of Mobile Computing Device

THIS FORM IS TO BE COMPLETED BY THE PARENT/GUARDIAN. PLEASE PRINT ALL INFORMATION.

I, the parent/guardian of the student named below, hereby give permission for my child to use the Mobile Computing Device and network resources provided by Watauga County Schools. I have read (or have had read to me) Watauga County Schools' Technology Responsible Use policy (#3225/4312/7320) and the WCS Student/Parent Mobile Computing Device Handbook. I understand the Mobile Computing Device is property of Watauga County Schools and is assigned to my student for learning purposes only.

I understand that network/Internet access is intended for educational purposes. Watauga County Schools, in accordance with federal law and WCS Board Policy #3226/4205, provides technology protection measures (i.e. network filtering) to restrict my child's access to questionable materials. If my student uses the Mobile Computing Device at home, I accept responsibility for my child's Internet activity during home use of the Device.

I understand parents/guardians/adult students will file a police report in case of theft/vandalism and will be responsible for insurance deductible in the event of accidental damage.

- 1st instance = \$0
- 2nd instance = \$50
- 3rd instance = \$75
- 4th instance = \$100 and disciplinary action will be taken
- Lost device/excessive damage = \$250
- Lost/damaged power cord = \$35

Student Name *(please print)*

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date _____

Student Responsible Use Policy Assent and Equipment Receipt / Return Log

[illegible]

Watauga County Schools One-to-One Mobile Computing Device Initiative

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- Lost device/excessive damage = \$250
- Lost/damaged power cord = \$35

Student Name *(please print)*

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date

Student Responsible Use Policy Assent and Equipment Receipt / Return Log

		9th	10th	11th	12th
Device Asset #					
Device Serial #					
RUP Assent	<i>Init.</i>				
	<i>Date</i>				
Equip. Issued	<i>Init.</i>				
	<i>Date</i>				
Equip. Ret'd	<i>Init.</i>				
	<i>Date</i>				

Watauga County Schools
2024 – 2025
After School Rates and Fees
Presented to the BOE 7/11/24

AFTER SCHOOL - MONTHLY FEES PER CHILD

<u># days per</u> <u>week</u>	<u>REGULAR</u> <u>RATE</u>	<u>**Reduced</u> <u>Rate</u> <u>Scholarship</u>	<u>WCS</u> <u>Employee</u> <u>Scholarship</u>
*3 days or less,	\$210.00	N/A	\$38.00
4	\$275.00	\$138.00	\$45.00
5	\$286.00	\$143.00	\$55.00

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

1	\$35.00	\$18.00	\$10
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*The reduced rate is available only to low-income families who do not qualify for child care subsidies from the Department of Social Services and who meet specific criteria.

**Increase in rates from 2023-24 (between \$3-6 per schedule) due to salary/hourly employee rate increases.

Other fees and charges:

Unscheduled use rate Afterschool: \$60/day

Unscheduled use rate Holiday/Snow Day: \$40/day

Late payment fee: \$15.00 first 2 times, \$20.00 thereafter

Late pickup charge: \$1.00 per minute after 6:00

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

Last Revision
7/8/24

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.

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,The%20Learning%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

Adopted: August 3, 2015

Revised: August 14, 2017 (Legal references only); May 21, 2018; May 8, 2023; July 11, 2024

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

Adopted: June 8, 2015

Revised: November 14, 2016; January 13, 2020; January 10, 2022; July 11, 2024

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.

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).

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.

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.

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.

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)

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; July 11, 2024

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.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

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

Types of Courses	State Requirements/ Local Recommendations
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)

Types of Courses	State Requirements/ Local Recommendations
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"> • Completion of IEP objectives • Career Portfolio
Total Credits	22** beginning with the Class of 2025 23 for Class of 2021- Class of 2024

* 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

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.

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.

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 diploma endorsements as described in State Board Policy GRAD-007. 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- 47, -81.25(c)(10)(c), -81.45(d), -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; July 11, 2024

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 meet all applicable eligibility standards of law and the State Board of Education, 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.

d. Home School Students

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 two classes 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.

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.

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; July 11, 2024

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);
- q. supportive services available to students, including health services;
- 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;
- s. how to reach school officials in emergency situations during non-school hours;
- 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);
- u. information about the school breakfast program;
- v. information about the availability and location of free summer food service program meals for students when school is not in session;
- w. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- 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;

- y. education rights of homeless students (see policy 4125, Homeless Students);
 - z. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
 - 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);
 - 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);
 - 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
 - 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, parents do not 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/1NAxshMNpjgmoD4hnknqHSujYOOQk80dkDw8FWpQfbNuk/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)

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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, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a student and resulting in dismissal, disciplinary action, or resignation.

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 .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; July 11, 2024

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 12th 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: July 11, 2024

Replaces: Board policy 4134 Admission of foreign Exchange Students

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: **4240/7312**

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, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a child and resulting in dismissal, disciplinary action, or resignation in accordance with Section F of policy 7130, Licensure.

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, (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.0608; 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; July 11, 2024

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 for interscholastic athletic competition adopted by the State Board of Education as required by G.S. 115C-407.57 and initially established in the Gfeller-Waller Concussion Awareness Act of 2011. 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

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-407.57 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-407.58, 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 subsection F.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; 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/>; *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); July 11, 2024

EMERGENCY ADMINISTRATION OF NALOXONE

Policy Code: 5023/6128/7268

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: July 11, 2024

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.

G. 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.

H. 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; July 11, 2024

Replaces: Policy 3.02.40, Qualifications of Certified Personnel

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. 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 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;
4. 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;
5. ensuring that school system personnel are adequately trained about the procedures to be followed for electronic transactions;
6. signing and issuing all checks, drafts, and state warrants by the school system;
7. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
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;
 11. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
 12. 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;
 13. 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;
 14. 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;
 15. submitting reports to the Secretary of the Local Government Commission as required by law;
 16. receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the superintendent and board of such funds;
 17. reviewing school improvement plans that provide for the transfer of funds between funding allotments or lease purchase contracts;
 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;
 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;
 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;

- 24. maintaining custody of 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
- 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.

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); July 11, 2024

The Board does not permit private outside providers, such as Applied Behavior Analysis (“ABA”) therapists, physical therapists (“PTs”), occupational therapists (“OTs”), and mental health providers, to accompany students on campus during the school day. Students wishing to receive private ABA therapy should do so off campus and outside of school hours.

I. STUDENTS WITH DISABILITIES

Watauga County Schools is responsible for providing all students with special needs accommodations, specially designed instruction, related services, supplemental aides, and supports they need to access their educational services. Private providers working with students with special needs may be permitted to collaborate with school staff.

Parents may invite their private providers to participate in IEP or 504 team meetings, as individuals with knowledge or special expertise about their child, or to provide written recommendations to the school. Parents are also encouraged to provide consent for any private providers to exchange information and records with school staff regarding the child’s services and needs.

a. ABA and IEP Documents

The Individuals with Disabilities Education Act (“IDEA”) does not require a methodology, such as ABA, be written into IEPs, but it does ask that Evidence Based Practices (“EBPs”) be used to the extent practicable. Watauga County Schools teachers are trained in and implement multiple EBPs in the classroom and whole school environment. A methodology, such as ABA, consists of multiple EBPs.

IEP teams must put a comprehensive program in place to accommodate various instructional strategies and methodologies. Specifying a methodology within the IEP may limit the ability of the school district to do so.

ABA is not a related service under IDEA and the choice of educational methodology is left to the school-based educators by IDEA.

b. Modified Day for Private Outside Provider Services

Watauga County Schools is required to serve eligible student’s educational needs through their IEP. The provision of outside services during the school day may impede the ability of Watauga County Schools to provide a student with a free appropriate public education.

A parent may request their child be placed on a modified school day in order to receive private outside provider services. If such a request is made, the student’s IEP Team shall conduct a meeting to determine whether placement on a modified day is educationally necessary for the child.

c. Removal of Students for Private Outside Provider Services Without Modified Day

If the IEP Team has determined that a modified day is not educationally necessary for a student, but the student's parent or guardian has indicated they intend to take their child out of school each day, or on a regular basis, for outside provider services, certain consequences may apply.

If a child is removed from school prior to 11:30 a.m., the student will be considered absent for the entirety of the school day. If a physician has prescribed a therapy to which this policy applies, these absences will be treated as excused medical absences with appropriate documentation provided as required by Board Policy 4400.

Nothing in this policy changes the requirements to report excessive, unexcused absences under G.S. 115C-378.

Consistent removal of a student from the school day by a parent for the purpose of receiving services from a private outside provider may impact the ability of Watauga County Schools to gather complete data on a student's academic levels and impede the student's ability to make progress on IEP goals. Removal from the school day may also result in the student missing services to which they are entitled by their IEP.

Legal References: G.S. 115C-378

Cross References: Special Education Program/Rights of Students with Disabilities (policy 3520), Attendance (4400)

Adopted:

ADMISSION OF FOREIGN EXCHANGE STUDENTS

Policy Code:

4134

The board recognizes the cultural benefits of foreign student exchange programs and authorizes the schools to accept foreign exchange students under the following conditions:

1. Admission of foreign exchange students must be consistent with all state and federal rules and regulations and the requirements of the Department of Homeland Security and the U.S. Citizenship and Immigration Services.
2. The student demonstrates adequate proficiency in oral and written English to perform in classes without individual instruction.
3. Foreign exchange students may be accepted in the school system when there is space available. The school system is not required or obligated to add classes to accommodate foreign exchange students.
4. The foreign exchange student will be subject to all policies and regulations governing student behavior and discipline, and will be responsible for the same costs and fees paid by Watauga County residents unless a waiver is approved.
5. Foreign exchange students shall document that they have completed all immunizations required by North Carolina law.
6. No student may be enrolled at any school without the recommendation of the principal and the approval of the superintendent.

The board also encourages its students to participate in exchange programs. A student who chooses to participate in exchange opportunities must develop a written plan concerning credits, graduation expectations, and conditions of the program. This plan should be developed with the student's parents, principal, and guidance counselor and will be placed in his or her permanent record before departure.

Legal References: G.S. 115C-36, -366, -366.1

Cross References: Immunization and Health Requirements (policy 4110), Tuition for Discretionary Admission (policy 4135), Student Behavior Policies (4300 series), Student Fees (regulation 4600-R)

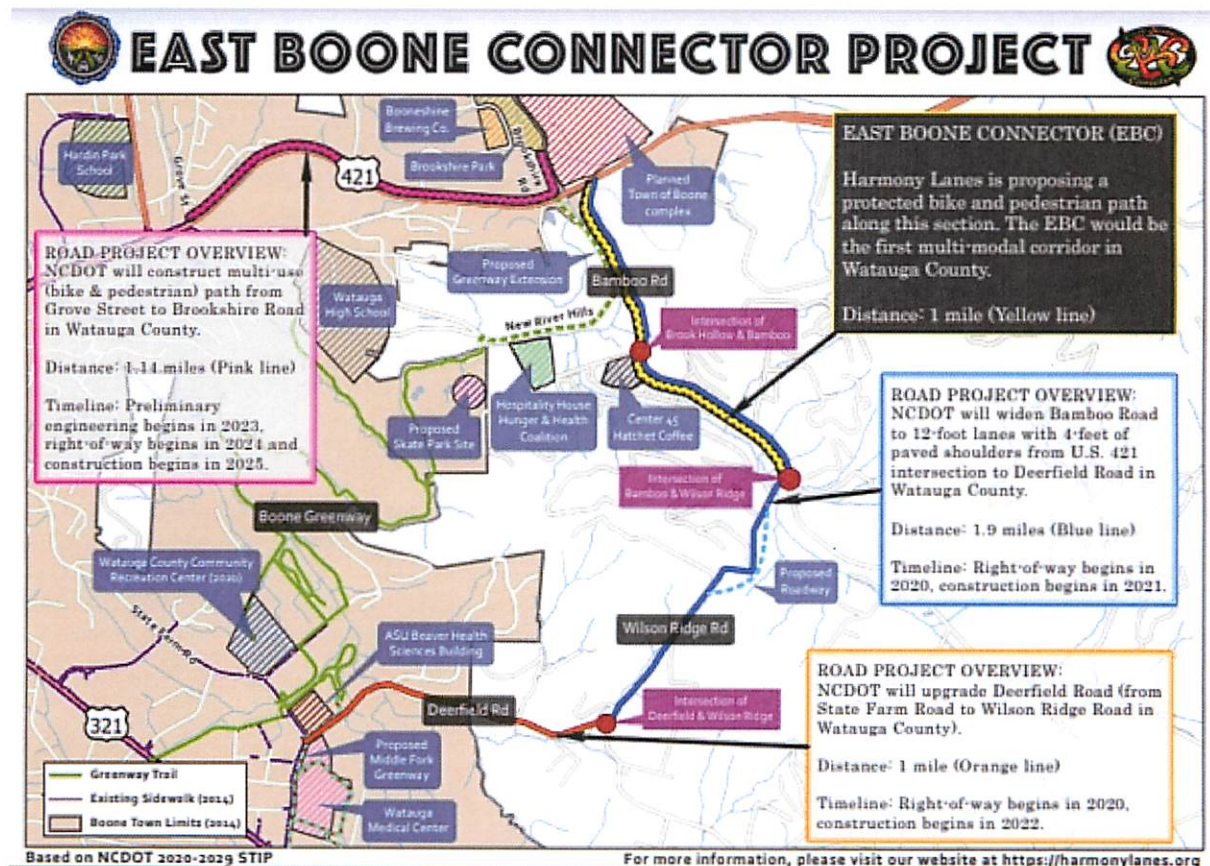
Replaces: 5.02.10 Admission of Foreign Exchange Students

Adopted: September 12, 2016

The Grove Street Connector Project will install one 10-foot wide multimodal path beginning at Brookshire Road and ending Grove Street, and another 10-foot wide multimodal path beginning at approximately 1626 U.S Highway 421 South and ending at New River Hills. Both paths will follow the current traffic to ensure adequate safety. These multimodal paths will connect the Perkinsville area to the existing Greenway Trail, which will in turn lead to the connection of the Perkinsville area to the Wellness District (the Doctors Drive area of Town) and the greater Boone Greenway Trail.

These multimodal pathways will create a safer zero-emission transit option for students and families who either walk their children to school due to the lack of a family vehicle, or will provide the option for students and families to access both Hardin Park Elementary School and Watauga High School using low or zero-emission based forms of transportation (i.e biking, walking, etc.). The Grove Street Connector Project is part of the larger East Boone Connector project.

The East Boone Connector will run on the west side of Bamboo Rd. from US 421 to the Wilson's Ridge intersection. The multi-modal path will be separated from traffic by a curb and grass/landscaping to protect users. The East Boone Connector will be the first on-street protected multi-modal path in Boone. It will allow East Boone pedestrians and cyclists to access the Boone Greenway, services like the Hospitality House and businesses like Center 45 climbing gym and Hatchet Coffee at Bamboo Rd., the future town complex at Brookshire Park, the future Grove Street connector greenway, and Rocky Knob Mountain Bike Park.





WATAUGA COUNTY BOARD OF EDUCATION

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

Kenan Hall, Agreement Specialist
U.S. Department of Transportation
1200 New Jersey Avenue, SE
Washington, DC 20590

Re: Town of Boone Grove Street Connector Multi-Modal Pathway Project

Dear Kenan,

We, the Watauga County Board of Education, are writing to support the Town of Boone's grant application for the Grove Street Connector Project for the Active Transportation Infrastructure Investment Program grant. This project has the potential to significantly improve the safety and well-being of our community.

Our largest two schools in Watauga County are Hardin Park Elementary School and Watauga High School. These schools are located adjacent to the proposed Grove Street Connector Project, so this project will have an immense impact on the students and families we serve. Safety in schools is our priority; however, we have no control over the safety of our pedestrian students and families who often walk or bike their children to school.

By funding the Grove Street Connector project, our students will have a safe and equitable pathway to their education. Thank you for considering our support for the Grove Street Connector Project. We are confident that this project will only positively affect our students and families who call Boone and Watauga County home.

Sincerely,

Dr. Gary Childers, *Board Chair*

Mr. Steve Combs, *Board Vice-Chair*

Date

Date