



**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

November 12, 2024

4:00 p.m.	1. CALL TO ORDER	Board Chair
4:03 p.m.	2. CLOSED SESSION A. Approval of the Minutes for 10/14/2024 and 10/29/2024 B. Reportable Offenses – N.C.G.S.115C-288(g) C. Student Records - N.C.G.S.143-318.11(a)(1) D. Personnel – N.C.G.S.143-318.11(a)(6) E. Attorney-Client - N.C.G.S. 143-318.11(a)(3)	Board Chair
6:00 p.m.	3. OPEN SESSION CALL TO ORDER/ WELCOME/MOMENT OF SILENCE	Board Chair
6:03 p.m.	4. DISCUSSION AND ADJUSTMENT OF AGENDA	Board Chair
6:05 p.m.	5. SUPERINTENDENT’S REPORT	Dr. Leslie Alexander
6:10 p.m.	6. VALLE CRUCIS SCHOOL UPDATE	Dr. Leslie Alexander
6:15 p.m.	7. STUDENTS’ REPORT	Ms. Athena Elliott Ms. Mia Llibre
6:20 p.m.	8. SPECIAL RECOGNITION ★ Outgoing Board Members	Dr. Alexander Board Chair
6:40 p.m.	9. PUBLIC COMMENT	Board Chair

6:50 p.m.	10. SCHNEIDER ELECTRIC	Mr. Graham Lewis
7:05 p.m.	11. CONSENT AGENDA A. Approval of the Minutes for 10/14/2024 B. Field Trip Requests C. WHS/WIA: Arts Proficiency Endorsement D. Declaration of Surplus E. 2024-25 Budget Amendment #1 F. 2024-25 Preliminary Low-Performing School Improvement Plan for Bethel G. 2024-25 Preliminary Low-Performing School Improvement Plan for Green Valley H. Policies: • 3620: Extracurricular Activities and Student Organizations • 4040/7310: Staff-Student Relations • 4120: Domicile or Residence Requirements • 6200: Goals of School Nutrition Services • 6430: Purchasing Requirements for Equipment, Materials, and Supplies • 6450: Purchase of Services • 7130: Licensure • 7650: Employee Travel and Other Expense Reimbursement • 9110: Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk I. Personnel Report	Dr. Leslie Alexander
7:10 p.m.	12. POLICIES: SUBSTANTIVE FOR FIRST READ • 1402: Remote Participation in Board Meetings • 4002: Parental Involvement • 3410: Testing and Assessment Program	Dr. Wayne Eberle
7:20 p.m.	13. BOARD OPERATIONS	Board Chair
7:25 p.m.	14. BOARD COMMENTS	Board Chair
7:30 p.m.	15. ADJOURNMENT	Board Chair



WATAUGA COUNTY BOARD OF EDUCATION

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WATAUGA COUNTY BOARD OF EDUCATION MEETING

DATE: October 14, 2024

TIME: 3:30 p.m.

PLACE: Margaret E. Gragg Education Center

PRESENT:

- Gary Childers, Marshall Ashcraft, Jason Cornett, Jay Fenwick (remote), *BOE Members*
- Dr. Leslie Alexander, *Superintendent*
- Mr. Chris Campbell, *Board Attorney*
- Athena Elliott and Mia Llibre, *Student Board Representatives*

CALL TO ORDER

Board Chair Dr. Gary Childers called the meeting to order at 3:31 p.m.

WELCOME/MOMENT OF SILENCE

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

He acknowledged BOE candidates Adam Hege and Alison Idol who were present, as well as incumbent Marshall Ashcraft. Dr. Childers expressed gratitude for the countless people who have done so much to help the school system and community after the storm.

DISCUSSION AND ADJUSTMENT OF AGENDA

There was no adjustment to the agenda.

SUPERINTENDENT'S REPORT

- Hurricane Helene brought unprecedented devastation to the community, and our hearts go out to those who have lost loved ones and/or their homes. The storm also brought compassion, love, and many acts of service and kindness. The efforts that administrators, Central Office staff, and teachers have made to locate and care for students and families have been tremendous. There has been much media coverage in Watauga County over the past few weeks, with the vast majority of it highlighting our

community's strength and how they have come together. Dr. Alexander expressed how grateful she is to live here.

- In preparing for students to return to schools, NCDOT has informed WCS that the regular bus routes (and even the limited bus routes) are not accessible. The work of the Transportation Team this week is to identify close to seventy community bus stops, and then businesses and property owners must be contacted to obtain permission. The route times have to be calculated so that pick-up and drop-off times can be communicated, and procedures to ensure student safety at these locations must be developed.
- Recognition Dates:
 - National Principals Month
 - National School Lunch Week (October 7-11)
 - October 2: School Custodian Day
 - October 16: National Boss' Day
 - October 21-25: National School Bus Safety Week

STUDENTS' REPORT

- There will be a new generation of voters with students who turn 18 before November 5th. The Political Pioneers, a student organization at Watauga High School, is leading several initiatives to help students become more informed about the political landscape. Teachers, along with the school newspaper *Powderhorn*, have also provided resources for students to learn more about registering and about the candidates.
- Watauga High School has been extremely active in supporting and providing resources for community members. Directly after the hurricane, WHS became a distribution site by providing free water, food, toiletries, and baby products to members of the community. The Athletes for Good Club opened up a "Care Closet," which was a clothing store set up in the Media Center where anyone could get clothes for free. Many students have taken opportunities to volunteer during this time.
- October is Principal Appreciation Month, and there is gratitude for all of the principals who put in a tremendous amount of work for their students in order to provide them with the best education and learning experiences possible. At WHS, the Journalism students worked on a "thank you" video for Mr. Scott Strickler by interviewing students and allowing them to share ways that he has impacted students. In addition to the ways he shows support on a daily basis, Mr. Strickler encouraged students to be involved in volunteer efforts throughout the high school after the hurricane, and he planned events to unite students in a time of need.
- The Teacher Cadets program at Watauga High allows students to experience firsthand teaching in a live classroom setting. Students directly interact with younger children while interning at elementary schools throughout the district. This experience provides students insight into the nature and challenges of teaching, which is helping them grow as future teachers and as individuals.

SPECIAL RECOGNITION

★ AIG Promising District

Watauga County Schools was recognized as an AIG Promising District for its commitment to supporting academically and intellectually gifted (AIG) students. The recognition highlights the

district's comprehensive plan to nurture advanced learners, led by dedicated educators like district AIG Coordinator Jake Orange and each of the AIG teachers. Beth Cross, Assistant Director in the Office of Advanced Learning and Gifted Education at NCDPI, presented the award and said, "Watauga County Schools has implemented a comprehensive and thoughtful local AIG plan and program that continues to strive for excellence."

★ **National Principals Month**

October is National Principals Month, which is a time dedicated to celebrating school leaders. Dr. Alexander said, "I cannot tell you how dedicated and hard-working the principals are. (They) really care about their community and take care of them. I could not be more honored than to be able to work with this group." Much strength, grace, and determination have been needed since the storm, and the principals have consistently risen to the challenge.

The principals of Watauga County Schools are:

- Bethel: RICKY WARD
- Blowing Rock: MADISON HOLLAR
- Cove Creek: SCOTT CARTER
- Green Valley: GORDON PRINCE
- Hardin Park: TRAVIS GILLESPIE
- Mabel: ELIN REUBEN
- Parkway: MARTHA TRIMBLE
- Valle Crucis: BONNIE SMITH
- Watauga High: SCOTT STRICKLER

Bailey Little, *Director of Communications*, played a video highlighting students from each school sharing what they love most about their principal. Dr. Childers told the principals how grateful he is for the outstanding work they do.

VALLE CRUCIS SCHOOL UPDATE

The current Valle Crucis School experienced extreme and unprecedented flooding. There was up to four feet of water in parts of the building, and the gym and twenty rooms in the school were flooded. After being assessed by the County Inspector, there is a "Do Not Enter" sign on the doors of the school, and a "No Trespassing" sign at the entrances to the property. No one is allowed to enter the building without clearance from Eric Bolick, *Director of Facilities/Maintenance*.

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Area A: Cafeteria/Kitchen; Gym  
 Area B: Administrative Offices; Band  
 Area C: Classrooms

Storefronts and curtain walls are complete, and all areas are enclosed. The rough-ins are completed in all areas, the ceiling grid is being installed, and the trim-out is being worked on in areas B and C. Wood siding and natural adhered stone should be completed in November. Temporary permanent power is ready to be connected. The hurricane slowed that process, but it will move forward once Blue Ridge

Electric can allocate personnel to that project. Carpeting will start once power is connected to the building. The paving/grading company that was being used is currently off the project, and a new company is scheduled to come in next week. The roof is dry and dehumidifiers are going. The state wanted the civil engineer to revise the septic system design; so water and sewer lines will be secured once the design has been approved.

Dr. Alexander gave praise to BREMCO, the WCS Maintenance team, Valle Crucis Principal Dr. Bonnie Smith and her husband Wesley Smith, and the Valle Crucis faculty/staff for all of their hard work.

### **PUBLIC COMMENT**

There were four citizens who made public comments.

- Mary Trivette: Ms. Trivette expressed her appreciation for everyone's hard work to get students back in school. She wondered if there would be an opportunity to have closure with the current Valle Crucis, and she asked about the new school's completion date.
- Mitch Mayhew: Mr. Mayhew is the Valle Crucis PTO President. He commended Dr. Bonnie Smith, and expressed gratitude to the school system for everything they have been doing. He also extended an offer to help in whatever ways he could be of assistance.
- Mason Heistand: Ms. Heistand advocated for keeping all of the Valle Crucis students together (vs. separating them to two sites), even if it meant having on-site modular units.
- Matt Coleman: Mr. Coleman commended the school system for all they are doing to get students back in school, and he shared his hope and rationale for them being able to do so as soon as possible.

### **RETURN-TO-SCHOOL PLAN FOR VALLE CRUCIS**

Watauga County Schools will welcome students back to the classroom on Thursday, October 24th and will follow a regular schedule. October 21st-23rd will be Teacher Workdays to give teachers time to prepare classrooms, and to give bus drivers the opportunity to drive their updated routes which will include many new community stops. By October 22nd, the Transportation Team will have finalized bus routes, including drop-off and pick-up times. This information, along with relevant protocols needed to ensure student safety, will be provided to parents. For planning purposes, parents should be aware that because these are community stops, all students in K-8 must be picked up by an approved adult.

The current Valle Crucis School received the most damage from the storm, so those students will have to be relocated. K-5 students will have classes at the Valle Crucis Conference Center & Holy Cross, and students in grades 6-8 will have classes on the campus of Caldwell Community College.

Dr. Childers expressed appreciation for the community partners who have reached out and graciously offered spaces for Valle Crucis students. In particular, he thanked Brenda Binning with the Valle Crucis Conference Center and Ronnie Holste with CCC&TI. The BOE members are grateful for all of the forethought and efforts that have gone into the plans to reopen schools. They authorized the Superintendent to enter into any lease and licensing agreements for the community stops.

Jason Cornett made a motion to authorize the relocation of Valle Crucis students to two new locations. Jay Fenwick seconded the motion, and all Board members approved.

### **CONSENT AGENDA**

- A. Approval of the Minutes for 9/17/2024
- B. Field Trip Request Form
- C. Declaration of Surplus
- D. Approval to Purchase New School Bus Radios
- E. Personnel Report

Jay Fenwick's name was inadvertently left off of the previous month's minutes as a Board member who was present. Jason Cornett made a motion to approve the Consent Agenda, with the addition of Jay Fenwick's name to the open session minutes from 9/17/2024. Marshall Ashcraft seconded the motion, and it was unanimously approved.

### **BUDGET UPDATE/AUDIT REPORT**

Dr. Chris Blanton, Assistant Superintendent who has also served as Interim Chief Financial Officer for the last several weeks, recognized new Chief Financial Officer Mr. Joseph Nash. He acknowledged the hard work of the Finance Team which includes Stephanie Calbreath, Jennifer Mortensen, and Audrey Watson. He thanked the following people for their support and help: Jennifer Hendrix and Christy Parker of the Human Resources Team, Dr. Leslie Alexander, Board Attorney Chris Campbell and the Campbell Shatley law firm, CPA Shannon Dennison, Alexis Watson with NCDPI, Pam Satterfield with the North Carolina Association of School Business Officials, Executive Assistant Leigh Lyall, and Kathy Isenhour with HIL Financial Consultants. Ms. Isenhour will serve as a mentor for two years to CFO Joseph Nash at no cost.

Dr. Chris Blanton introduced Ms. Shannon Dennison of *Anderson, Smith and Wike* who spoke about the 2023-24 annual audit which had an unmodified (clean) opinion. During the audit, they became aware of certain matters that will provide opportunities for strengthening internal controls and operating efficiency. The district duplicated accounting entries for Child Nutrition revenue, so an adjustment was recorded to revenue and receivables. The Board approved a budget amendment for significant revenue that was not received or accrued, and the district had expenditures that exceeded the final Board-approved budget within the General Fund. The action plan is that management will implement procedures to ensure that funds are appropriately budgeted, there are no expenditures in excess of the budget, and payroll expenditures are properly coded and paid from allowable funds.

### **BOARD OPERATIONS**

- Jason Cornett made a motion for Dr. Gary Childers and Marshall Ashcraft to be 2024 NCSBA Voting Delegates. Jay Fenwick seconded the motion, and all Board members approved.
- The November BOE meeting will be held on Tuesday, November 12th.

**BOARD COMMENTS**

Dr. Childers congratulated *Watauga Democrat's* Editor-in-Chief Moss Brennan for being recognized with a wonderful write-up {in the *Columbia Journalism Review*} on his coverage of Hurricane Helene.

Marshall Ashcraft commented that he is so proud of the entire team that Dr. Alexander is leading.

**ADJOURNMENT**

Marshall Ashcraft made a motion to adjourn, Jason Cornett seconded, and it was unanimously approved. The meeting adjourned at 5:08 p.m.

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

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Dr. Leslie Alexander, *Superintendent*

# WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day and overnight trips must be submitted to the principal 15 days before the trip. Overnight and out of state field trips require the prior approval of the principal, transportation director, superintendent, and Board of Education. All trips utilizing rental or charter vehicles require the prior approval of the transportation director. No employee will transport students in a personal vehicle and no employee or volunteer driver will transport students in a 12-15 passenger van. No more than five students will be transported by a school system employee or volunteer in any one vehicle other than a school bus or activity bus. The superintendent has the discretion to approve field trips on an emergency basis when the timing is between regular Board of Education meetings. The superintendent shall notify the board at the next regularly scheduled meeting of any trips approved on an emergency basis and the rationale.

Sponsoring teacher: (Print) Olivia Tarnowski School: WHS / WIA

Cell phone number: 828-963-0178 Grade(s): 9-12 Number of students: 20

Departure date: January 29, 2025 Return date: February 1, 2025

Departure time: late afternoon Return time: mid-morning

## Educational purpose:

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

Orlando, FL: Universal Studios & Walt Disney World

Universal's Cabana Bay Beach Resort  
(6550 Adventure Way, Orlando, Florida)

Purpose of trip and how it relates to the curriculum: DECA Sports & Entertainment Marketing Conference:

This trip offers committed DECA students the opportunity to learn from industry professionals in Orlando (sports, entertainment, ads, hospitality, e-sports, etc.). Students hear from 9+ different guest speakers and get to network with each of them. Students learn about careers and experience what they learn/hear about in Orlando's theme parks.

## Supervision and Safety:

Names of all school staff chaperones: Olivia Tarnowski & Chris Tarnowski

Names of all non-school chaperones: \_\_\_\_\_

All chaperones have a background check completed: ☒ Sponsoring teacher initials: OT  
Are all site(s) accessible to students with disabilities? ☒ yes \_\_\_ no \_\_\_ How will students with disabilities be accommodated for site access and transportation? All sites meet ADA requirements.

A safety/supervision plan for high risk and/or water activities has been shared with the parents. Please attach a copy of the plan to this form if applicable. Sponsoring Teacher Initials (If applicable) OT

**Transportation plan:**

Mode of transportation: \_\_\_ Yellow bus with wheelchair lift \_\_\_ Yellow bus without wheelchair lift  
\_\_\_ Activity bus with wheelchair lift \_\_\_ Activity bus without wheelchair lift \_\_\_ Rental car/minivan  
☒ Charter bus ☒ Other (Please explain) Plane (CLT to MCO & return)

Name of charter bus company (if checked above) Total Transportation Solutions in Orlando  
(If applicable, bus request form must be attached)

Driver/s: \_\_\_ Round trip mileage: \_\_\_ # of buses needed: \_\_\_  
Total cost per student \$ 1000 Source of funds: personal

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

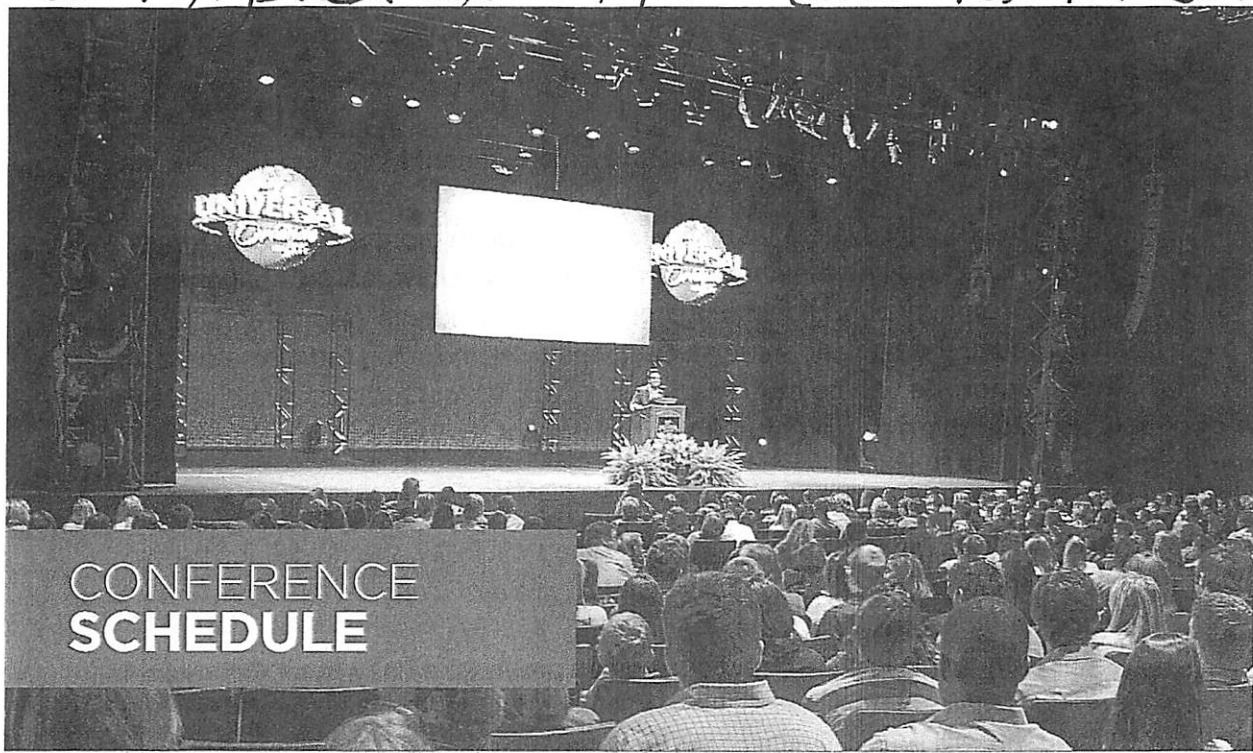
**Approval/Signatures:**

Sponsoring teacher signature: Olivia Tarnowski Date: 8 / 13 / 24  
Principal approval: [Signature] Date: 8 / 13 / 24

**Required signatures if applicable:**

Transportation Director approval: [Signature] Date: 8 / 27 / 24  
Superintendent approval: [Signature] Date: 10 / 21 / 24  
Board of Education approval: \_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

2024 Agenda as Sample (2025 has Not been released)



## CONFERENCE SCHEDULE

### WEDNESDAY JANUARY 31

- |                    |                                                                                       |
|--------------------|---------------------------------------------------------------------------------------|
| 8:00 AM            | Bus to Disney<br>Transportation Center<br><i>Pre-Registration Required</i>            |
| 6:00 PM - 9:00 PM  | Registration<br><i>Cabana Bay Beach Resort™</i>                                       |
| 6:30 PM - 11:00 PM | Shuttle to Universal's Cabana<br>Bay Beach Resort<br><i>Pre-Registration Required</i> |

### THURSDAY FEBRUARY 1

- |          |                                                                                                                                     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 AM  | Sound Stage 18 Theatre in<br>Universal CityWalk Opens<br><i>Located past the Universal Globe and next to<br/>Hard Rock Cafe®.</i>   |
| 9:15 AM  | Sports & Entertainment<br>Marketing Presentations<br><i>Including Universal Orlando™ executives<br/>and featured guest speakers</i> |
| 12:30 PM | Lunch (On Your Own)                                                                                                                 |
|          | Marketing GooseChase in the<br>Park (On Your Own)                                                                                   |

### FRIDAY FEBRUARY 2

- |          |                                                                                                                                     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 AM  | Sound Stage 18 Theatre in<br>Universal CityWalk Opens                                                                               |
| 9:15 AM  | Sports & Entertainment<br>Marketing Presentations<br><i>Including Universal Orlando™ executives<br/>and featured guest speakers</i> |
| 12:30 PM | Lunch (On Your Own)                                                                                                                 |
|          | Marketing GooseChase in the<br>Park (On Your Own)                                                                                   |

### SATURDAY FEBRUARY 3

- |                    |                                                                                                   |
|--------------------|---------------------------------------------------------------------------------------------------|
| 8:00 AM            | Bus to Disney Transportation<br>Center for DECA Day at Disney<br><i>Pre-Registration Required</i> |
| 6:30 PM - 11:00 PM | Shuttle to Universal's Cabana<br>Bay Beach Resort<br><i>Pre-Registration Required</i>             |

### SUNDAY FEBRUARY 4

- |         |           |
|---------|-----------|
| Morning | Departure |
|---------|-----------|

## Safety Plan for Hotel Pool: DECA Sports and Entertainment Marketing Conference

Students will follow the "buddy system" at all times and will be in groups of at least three students at all times when leaving their hotel room. The pool at Universal's Cabana Bay Beach Resort has lifeguards on duty during operating hours. During students' free time at the hotel, I will be circulating around the popular areas students may visit including the dining area and the lobby. **The other chaperone will be stationed at the Lazy River Courtyard, which includes one pool and one lazy river, during students' free time at the hotel to monitor and supervise.**

If students choose to go to the Lazy River Courtyard, they will follow the guidelines below:

1. Students are only allowed to visit the Lazy River Courtyard which includes one pool and one lazy river
2. Students will follow the directions posted around the Lazy River Courtyard to ensure their safety
3. Students will be respectful of the lifeguard on duty and will follow their directives
4. Students must adhere to Lazy River Courtyard pool and lazy river operating hours and our set curfew timelines
5. Lifejackets will be available for students who choose to wear one (the deepest point of the Lazy River Courtyard pool and lazy river is 5 feet)

This safety plan will be included in the contract that students and parents / guardians sign prior to departing for this trip.

## WATAUGA COUNTY FIELD TRIP REQUEST FORM

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

Day trips must be submitted to the principal 15 days before the trip. Overnight trip requests must be submitted to the superintendent by the first day of each month. Overnight field trips require the prior approval of the principal, transportation director, superintendent, and Board of Education. All trips utilizing rental or charter vehicles require the prior approval of the transportation director. No employee will transport students in a personal vehicle and no employee or volunteer driver will transport students in a 12-15 passenger van. No more than five students will be transported by a school system employee or volunteer in any one vehicle other than a school bus or activity bus.

Sponsoring teacher: (Print) Kim Henderson School: Cove Creek School  
Cell phone number: 910-612-11662 Grade(s): 8<sup>th</sup> Number of students: 32  
Departure time/date: Tuesday, April 29, 2025 Return time/date: Friday, May 2, 2025

### Educational purpose:

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

Please see attached itinerary for Washington, D.C. and surrounding area.  
Accommodation: Comfort Suites  
(17525 Gideon Drive; Woodbridge, Virginia)  
Purpose of trip and how it relates to the curriculum: Please see attached document for curriculum specifics.

### Supervision and Safety:

Names of all school staff chaperones: Kim Henderson, Lisa Bryant, Scott Carter

Names of all non-school chaperones: Parent chaperones are pending and will have completed the WCS background checks.

All chaperones have a background check completed:

Sponsoring teacher initials: \_\_\_\_\_

Are all site(s) accessible to students with disabilities? ☒ yes ☐ no How will students with disabilities be

accommodated for site access and transportation? No accommodations required at this time.

Sponsoring Teacher Initials N/A (If applicable) A safety/supervision plan for high risk and/or water activities has been shared with the parents. Please attach a copy of the plan to this form if applicable.

**Transportation plan:**

Mode of transportation: \_\_\_\_\_ Yellow bus with wheelchair lift \_\_\_\_\_ Yellow bus without wheelchair lift  
\_\_\_\_\_ Activity bus with wheelchair lift \_\_\_\_\_ Activity bus without wheelchair lift \_\_\_\_\_ Rental car/mini-van  
☒ Charter bus Other (Please explain) \_\_\_\_\_

Name of charter bus company (if checked above) Burke Educational Travel

(If applicable, bus request form must be attached)

Driver/s: Designated by Burke Travel Round trip mileage: \_\_\_\_\_ # of buses needed: \_\_\_\_\_

Total cost per student \$ included in trip cost Source of funds: trip cost per person,  
per person - see attached multiple fundraising opportunities,  
scholarship monies

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

**Approval/Signatures:**

Sponsoring teacher signature: [Signature] Date: 9/6/24

Principal approval: [Signature] Date: 9/7/24

**Required signatures if applicable:**

Transportation Director approval: [Signature] Date: 10/8/24

Superintendent approval: [Signature] Date: 11/4/24

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



# Burke Educational TRAVEL

A division of Burke International Tours/Christian Tours

P.O. Box 890 | Newton, NC 28658 | 828-465-3900



## Washington DC ~ Our Nation's Capital

April 29-May 2, 2025

## Cove Creek School

### Proposal

September 6, 2024 (Rev 9/9/24)

Ms. Kim Henderson

930 Vanderpool Rd  
Vilas, NC 28692

School Phone: 828-297-2781

[hendersonk@wataugaschools.org](mailto:hendersonk@wataugaschools.org)

### ITINERARY

#### Day 1 (Tuesday):

- Coach arrives for boarding at 6:30 am
- Depart the school at 7:00 am
- Rest or meal stops every two hours
- Lunch at University of Virginia Dining Hall (*included*)
- Self guided walking tour of University of Virginia
- Visit the Udvar Hazy Air and Space Museum
- Pizza dinner (*included*)
- Visit the Thomas Jefferson Memorial
- Check-in at Washington, DC area hotel (*3 nights – hotel security included*)

#### Day 2 (Wednesday):

- Continental breakfast (*included*)
- Docent led tour of the US Capitol Building
- Lunch at the Capitol (*voucher included*)
- Visit the Museum of African-American History & Culture
- Explore the National Museum of Natural History
- Visit Howard University
- Dinner (*included*)
- Walking tour of the WWII, Vietnam, Lincoln and Korean Memorials
- Return to the hotel for the evening (*hotel security*)

#### Day 3 (Thursday):

- Continental breakfast (*included*)
- Tram tour of Arlington National Cemetery
- Visit Iwo Jima, Marine Corp Memorial
- Lunch (*\$20 allowance included*)
- Explore the National Museum of American History
- Tour the Holocaust Museum (*pending availability*)
- Visit George Washington University
- Dinner at Pentagon City Mall (*\$20 allowance included*)
- Visit the MLK Jr. and the FDR Memorials
- Return to the hotel for the evening (*hotel security*)

#### Day 4 (Friday):

- Continental breakfast (*included*)
- Depart for home
- Cadet tour of the Virginia Military Institute (*pending availability*)
- Lunch in the VMI Mess Hall (*included – school to provide tax exempt form*)
- Fast food dinner en route (*\$15 allowance included*)
- Arrive at the school approximately 7:30 pm

**Purpose of this trip and how it relates to the curriculum:**

The purpose of this educational trip is to allow Cove Creek 8th Graders to explore Washington D.C., their nation's capital, as an extension to what they are currently learning about U.S. history in Social Studies and how to analyze multiple mediums of text for ELA. This experience engages multiple senses and hands-on exploration, which will increase their understanding and application of what is learned in school to their lives as future productive citizens of this community and this country. This application also falls under best practices for the 21st-century classroom.

**Specific Social Studies standards supported by this trip are as follows:**

1. 8.H.1 Apply historical thinking to understand the creation and development of N.C and U.S.
2. 8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
3. 8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation.
4. 8.C & G.1 Analyze how democratic ideals shaped government in N.C. and U.S.
5. 8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
6. 8.C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments.
7. 8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.
8. 8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.
9. 8.C & G.2.3 Explain the impact of human and civil rights issues in N.C. and U.S.
10. 8.C.1 Understand how different cultures influenced N.C. and U.S.
11. 8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.

**Specific ELA standards supported by this trip are as follows:**

1. SL.8.1 Engage in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
2. SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation

**Cost:** Trip cost is \$750 per student for quad hotel occupancy with private security on our floor from 10:30pm-5:00am for 3 nights. The cost is broken up into monthly payments as well as multiple fundraising opportunities. It includes 3 full meals per day with multiple choices available. It includes all transportation costs and snacks during travel. All attraction costs including taxes and gratuities are included in this trip cost. Please note that students will not need to bring any money with them on the trip except for personal souvenirs if so desired. Everything related to this trip is included in the single cost. Fundraising opportunities are available for students and families. Our teachers work hard to raise scholarship monies so that no student is unable to attend due to financial reasons.

## HIGH SCHOOL DIPLOMA ENDORSEMENTS

### Arts Proficiency Endorsement

As of 2024, the Arts Proficiency Endorsement is a part of State Board of Education policy, [Grad 007](#).

- Students in North Carolina public schools and public charter schools may earn one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for careers and/or college.
- Students may earn more than one diploma endorsement. Students are not required to earn an endorsement in order to receive a diploma.
- Based on State Board of Education policy ([GRAD-007](#)), the implementation of the diploma endorsements is required for all Local Education Agency high schools. This policy is optional for charter school boards of directors.

### ENDORSEMENT POLICY:

- a. The student shall complete a minimum of four NCSCOS arts courses.
- b. The student shall earn an unweighted GPA of 3.0 or higher in each arts credit.
- c. The student shall complete a minimum of 40 hours of arts-related extracurricular activities.
  - i. The student shall participate in an arts-related extracurricular activity approved by the local board of education.
  - ii. The student shall complete all of the required hours outside of instructional hours.
  - iii. The student shall not receive any course credit for participation in the activity.
  - iv. In accordance with State Board guidance, the student shall document the hours on the form provided to local boards of education.

**NOTE:** The NC-SIS will not be computing the Arts Endorsement this year. LEAs and others may use local processes to award the Arts Endorsement. It will not appear on the transcript this year.

## NCDPI SUPPORT AVAILABLE:

- Extracurricular Activities Form
- Course Guidance
- Extracurricular Activities Guidance
- Office of Academic Standards [External Implementation Guide](#)
- Main Website: [High School Diploma Endorsements](#)

## ARTS PROFICIENCY ENDORSEMENT COURSE GUIDANCE

All high school courses that follow the NC SCOS for Arts Education, Advanced Placement (AP), Cambridge International Education (CIE), and International Baccalaureate (IB) will satisfy the endorsement requirement. However, only those courses with officially recognized course codes will apply toward the endorsement. Please see the [Arts Education Course Manual](#) for more information on Arts Education Course Codes.

Any course that does not deliver the entirety of the Standard Course of Study of the arts education discipline should use a local elective code and will not apply toward the endorsement. This is consistent with the requirements of the Arts Education Graduation Requirement. These include:

- 51302X0: 9-12 Dance Local Elective
- 52962X0: 9-12 Music Local Elective
- 53802X0: 9-12 Theatre Arts Local Elective
- 54202X0: 9-12 Visual Arts Local Elective
- 57002X0: 9-12 Other Local Arts Elective
- 57005X0: 9-12 Other Local Arts Elective Honors

## ARTS-RELATED EXTRACURRICULAR GUIDANCE

**Activities must be approved by the local school board.** Local boards are encouraged to work with local district arts education leaders to curate an approved list of activities.

- Examples that would satisfy this requirement are creating, presenting, or responding to art; rehearsing for class at home; drawing in sketchbooks at home; participating in community-organized arts activities like community theatre or community band; or participating in all-state activities for which they are honored to participate.
- Additional examples of arts exposure that would satisfy this requirement are visiting an art museum, attending a concert or performance, or interviewing a local artist.

The hours are **completed beyond instructional hours** (i.e. the hours during an arts education class do not count towards the 40 hours)

- Though “Extracurricular activities” are included in the law, (2)b clarifies that the student must complete all required outside of classroom instructional hours.

The student **does not receive any course credit** for participation in the activity.

- This means participation in recitals, concerts, performances, galleries, and other extra- and co-curricular activities must either;
  - Not be counted in the forty hours if graded.
  - Be included as an extracurricular activity for which students do not receive course credit.

Note: The non-graded extracurricular rehearsal or preparation hours for a graded event may count toward the 40 hours.

In effect for the 2024-2025 School Year: In order to satisfy the Arts Diploma Endorsement requirement, current tenth, eleventh, and twelfth grade students will be permitted to apply hours from retroactive activities they participated in during their high school enrollment, provided the following conditions are met:

1. Evidence of Participation: Students must provide convincing and verifiable documentation demonstrating their attendance or active participation in the activity.
2. Non-Curricular Activity: The activity must satisfy all other requirements regarding eligibility put forth in the policy.

## DIPLOMA ENDORSEMENT PROCEDURES

Local public school units will establish procedures for the review of criteria as well as the process for awarding endorsements. Diploma seals continue to be a local process, just like all of the other endorsements. An LEA may order their own using the images provided by NCDPI or may order seals from NCDPI Graphics. To access the seals, visit the [Endorsements](#) webpage. Seals will be updated by October 30, 2024.

### VI. Arts Proficiency Endorsement

- a. The student shall complete a minimum of four arts courses.
- b. The student shall earn an unweighted GPA of 3.0 or higher in each arts course.
- c. The student shall complete a minimum of 40 hours of arts-related extracurricular activities.
  1. The student shall participate in an arts-related extracurricular activity approved by the LEA/local board of education.
  2. The student shall complete all of the required hours outside of instructional hours.
  3. The student shall not receive any course credit for participation in the activity.
  4. The student shall document the hours on the form provided to the LEA/local boards of education from NCDPI.

The list below was developed by the Watauga High School Arts Department for approval by the WCS Board of Education.

**Performing Arts: Theatre, Vocal & Instrumental Musical Arts  
EXAMPLES, BUT NOT LIMITED TO:**

- Preparing and taking an audition for a district/region/state group.
- Attending the clinic/performance for a district/region/state group, if selected by audition.
- Preparing a solo/ensemble and performing it for Solo & Ensemble Music Performance Adjudication (SEMPA) Event.
- Participating in rehearsals & performances for community-based ensembles
- Participating in the WHS School Play/Musical
- Helping out K-8 school music programs by "filling in" or aiding with their performances
- Helping organize/participate in music library work.
- Providing lessons to younger musicians
- Helping organize/provide maintenance/repair to equipment.
- Attending and writing a response on a performance not affiliated with your course-specific assignments or your home school's season
- Taking private lessons
- Technical Crew Volunteer or Design Crew Volunteer in an amateur or professional theatrical/film setting
- Acting Work in an amateur or professional theatrical/film setting
- Production/Front of House Work in an amateur or professional theatrical/film setting
- Auditioning / Design submission for work in an amateur or professional theatrical/film setting
- Participating in a Dance Company (taking classes, performing in recitals)
- Dramaturgical Research Work
- Helping set-up, tutor, or mentor for younger classes.
- Attend training course work or receive certifications not offered through classwork
- Attendance at live theatrical performance which is outside of the scope of the home school's afterschool season
- Board /Leadership Position in an amateur theatrical/film LLC or 504-3C
- Playwriting

### Visual & Studio Arts : EXAMPLES, BUT NOT LIMITED TO:

- Preparing clay or materials for art dept - teaches studio maintenance and upkeep
  - Kiln room maintenance: kiln wash shelves, post repair and organization
  - Art Room Maintenance: Washing Supplies, Organizing Supplies, Hanging Artwork
  - General Studio Clean-up outside of regular schedule class time
- Help set up/take down art exhibit or event, such as Empty Bowls
- Museum visit
- Portfolio building/website creation outside of class/curriculum or applying to career or college with a portfolio creation (create additional original works of art)
- Art CV/Resume creation
- Paint a mural
- Assisting with props/painting for theater productions or other school events
- Writing a response to a piece of art
- Interviewing a local artist
- Start a community based art project (Ex. creating handmade cards to distribute during the holidays)
- Design a Poster/graphics for a cause
- Attend an art class or workshop outside of regular class (WAC or related institution - can be a free class)
- Art-related internship/Job
- Assisting a local artist
- Assisting in an art gallery
- Attend a pre-college summer program focused on the arts.
- Attend, help with planning, work at, or present at the NCEA state conference
- Prepare and deliver art lessons for after-school, church, camp, scout groups, museum/gallery
- Create and set up a shop for their artwork to sell in a market/online business

## Declaration of Surplus Items - NOVEMBER

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

### Bethel

| <u>Asset #</u>   | <u>Quantity</u> | <u>Description</u>    | <u>Usable</u>    | <u>Unusable</u>  |
|------------------|-----------------|-----------------------|------------------|------------------|
| NONE             | 1               | CHAIR, OFFICE LEATHER |                  | 1                |
| NONE             | 1               | CART- TECHNOLOGY      | 1                |                  |
| NONE             | 1               | MONITOR- DELL         |                  | 1                |
| <div></div><br>3 |                 |                       | <div></div><br>1 | <div></div><br>2 |

### Blowing Rock

| <u>Asset #</u>   | <u>Quantity</u> | <u>Description</u> | <u>Usable</u>    | <u>Unusable</u>  |
|------------------|-----------------|--------------------|------------------|------------------|
| <div></div><br>0 |                 |                    | <div></div><br>0 | <div></div><br>0 |

### Cove Creek

| <u>Asset #</u>   | <u>Quantity</u> | <u>Description</u> | <u>Usable</u>    | <u>Unusable</u>  |
|------------------|-----------------|--------------------|------------------|------------------|
| 300142           | 1               | DOC CAM- TT-02RX   |                  | 1                |
| 80027            | 1               | DOC CAM- TT-02s    |                  | 1                |
| 35506            | 1               | CHROMEBOOK- LENOVO |                  | 1                |
| <div></div><br>3 |                 |                    | <div></div><br>0 | <div></div><br>3 |

### Green Valley

| <u>Asset #</u>   | <u>Quantity</u> | <u>Description</u> | <u>Usable</u>    | <u>Unusable</u>  |
|------------------|-----------------|--------------------|------------------|------------------|
| <div></div><br>0 |                 |                    | <div></div><br>0 | <div></div><br>0 |

### Hardin Park

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u>    | <u>Usable</u> | <u>Unusable</u> |
|----------------|-----------------|-----------------------|---------------|-----------------|
| 300384         | 1               | SCANNER- SCANJET 8300 |               | 1               |
| 501078         | 1               | DOC CAM- IPEVO ZIGGY  |               | 1               |
| NONE           | 1               | SMALL SHELF           |               | 1               |
| NONE           | 1               | CUBBY UNIT 6 SECTION  |               | 1               |
| NONE           | 1               | CUBBY UNIT 9 SECTION  |               | 1               |

NONE

1 NIGHTSTAND

1

6

0

6

## Mabel

Asset #      Quantity      Description

Usable      Unusable

0

0

0

## Parkway

Asset #      Quantity      Description

700796      1 PIANO

700552      1 AMPLIFIER

NONE      1 SPEAKER SET- WALL MONTED

Usable      Unusable

1

1

1

3

2

1

## Valle Crucis

Asset #      Quantity      Description

29841      1 DESKTOP- DELL-OPTIPLEX

39673      1 DOC. CAMERA- IPEVO

300140      1 DOC CAMERA- ELMO

51720      1 CHROMEBOOK- LENOVO N23

Usable      Unusable

1

1

1

1

4

0

4

## Watauga High School

Asset #      Quantity      Description

37358      1 HP Chromebook

37195      1 HP Chromebook

38874      1 HP Chromebook

39275      1 HP Chromebook

39302      1 HP Chromebook

39330      1 HP Chromebook

29443      1 HP Probook 432

Usable      Unusable

1

1

1

1

1

1

1

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0

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0

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0

## Central Office

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u> | <u>Usable</u> | <u>Unusable</u> |
|----------------|-----------------|--------------------|---------------|-----------------|
|                | <hr/> 0         |                    | <hr/> 0       | <hr/> 0         |

## Technology Department

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u>               | <u>Usable</u> | <u>Unusable</u> |
|----------------|-----------------|----------------------------------|---------------|-----------------|
| 904001         | 1               | SERVER- DELL POWER EDGE          |               | 1               |
| 904002         | 1               | SERVER- DELL POWER EDGE          |               | 1               |
| 904003         | 1               | SERVER- DELL POWER EDGE          |               | 1               |
| 904005         | 1               | SERVER- DELL EQUALOGIC           |               | 1               |
| 38558          | 1               | BATTERY BACK UP- TRIPPLITE SMART |               | 1               |
| 29399          | 1               | LAPTOP- PROBOOK                  | 1             |                 |
| 29176          | 1               | LAPTOP- PROBOOK                  | 1             |                 |
| 29280          | 1               | LAPTOP- PROBOOK                  | 1             |                 |
| 29047          | 1               | LAPTOP- PROBOOK                  | 1             |                 |
| 400467         | 1               | LAPTOP- ELITEBOOK                | 1             |                 |
| 50472          | 1               | BATTERY BACK UP- APC SMART       |               | 1               |
| 50591          | 1               | BATTERY BACK UP- APC SMART       |               | 1               |
| 34934          | 1               | CHROMEBOOK- LENOVO               |               | 1               |
| 33021          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 33023          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 33025          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29299          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29173          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29178          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29197          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 33022          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 33024          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29177          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29459          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29599          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29064          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29363          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 33038          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29053          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 33039          | 1               | Hp Probook 430 laptop            | 1             |                 |
| 29081          | 1               | Hp Probook 430 laptop            | 1             |                 |

|       |                         |   |
|-------|-------------------------|---|
| 29076 | 1 Hp Probook 430 laptop | 1 |
| 29212 | 1 Hp Probook 430 laptop | 1 |
| 29078 | 1 Hp Probook 430 laptop | 1 |
| 29262 | 1 Hp Probook 430 laptop | 1 |
| 29263 | 1 Hp Probook 430 laptop | 1 |
| 29267 | 1 Hp Probook 430 laptop | 1 |
| 29279 | 1 Hp Probook 430 laptop | 1 |
| 29292 | 1 Hp Probook 430 laptop | 1 |
| 29167 | 1 Hp Probook 430 laptop | 1 |
| 29287 | 1 Hp Probook 430 laptop | 1 |
| 29014 | 1 Hp Probook 430 laptop | 1 |
| 29589 | 1 Hp Probook 430 laptop | 1 |
| 29126 | 1 Hp Probook 430 laptop | 1 |
| 29451 | 1 Hp Probook 430 laptop | 1 |
| 29222 | 1 Hp Probook 430 laptop | 1 |
| 29124 | 1 Hp Probook 430 laptop | 1 |
| 33034 | 1 Hp Probook 430 laptop | 1 |
| 33033 | 1 Hp Probook 430 laptop | 1 |
| 33032 | 1 Hp Probook 430 laptop | 1 |
| 29339 | 1 Hp Probook 430 laptop | 1 |
| 29131 | 1 Hp Probook 430 laptop | 1 |
| 29460 | 1 Hp Probook 430 laptop | 1 |
| 29467 | 1 Hp Probook 430 laptop | 1 |
| 29134 | 1 Hp Probook 430 laptop | 1 |
| 29130 | 1 Hp Probook 430 laptop | 1 |
| 34609 | 1 Hp Probook 430 laptop | 1 |
| 29146 | 1 Hp Probook 430 laptop | 1 |
| 29244 | 1 Hp Probook 430 laptop | 1 |
| 29227 | 1 Hp Probook 430 laptop | 1 |
| 29209 | 1 Hp Probook 430 laptop | 1 |
| 29200 | 1 Hp Probook 430 laptop | 1 |
| 29154 | 1 Hp Probook 430 laptop | 1 |
| 29316 | 1 Hp Probook 430 laptop | 1 |
| 29357 | 1 Hp Probook 430 laptop | 1 |
| 34775 | 1 Hp Probook 430 laptop | 1 |
| 29183 | 1 Hp Probook 430 laptop | 1 |
| 29205 | 1 Hp Probook 430 laptop | 1 |
| 29236 | 1 Hp Probook 430 laptop | 1 |
| 29156 | 1 Hp Probook 430 laptop | 1 |
| 29158 | 1 Hp Probook 430 laptop | 1 |
| 29231 | 1 Hp Probook 430 laptop | 1 |
| 29171 | 1 Hp Probook 430 laptop | 1 |
| 29190 | 1 Hp Probook 430 laptop | 1 |

|       |                         |   |
|-------|-------------------------|---|
| 29164 | 1 Hp Probook 430 laptop | 1 |
| 29168 | 1 Hp Probook 430 laptop | 1 |
| 29175 | 1 Hp Probook 430 laptop | 1 |
| 32532 | 1 Hp Probook 430 laptop | 1 |
| 29094 | 1 Hp Probook 430 laptop | 1 |
| 29202 | 1 Hp Probook 430 laptop | 1 |
| 29226 | 1 Hp Probook 430 laptop | 1 |
| 29240 | 1 Hp Probook 430 laptop | 1 |
| 29009 | 1 Hp Probook 430 laptop | 1 |
| 29591 | 1 Hp Probook 430 laptop | 1 |
| 33043 | 1 Hp Probook 430 laptop | 1 |
| 29469 | 1 Hp Probook 430 laptop | 1 |
| 432   | 1 Hp Probook 430 laptop | 1 |
| 29065 | 1 Hp Probook 430 laptop | 1 |
| 29152 | 1 Hp Probook 430 laptop | 1 |
| 29274 | 1 Hp Probook 430 laptop | 1 |
| 33044 | 1 Hp Probook 430 laptop | 1 |
| 29302 | 1 Hp Probook 430 laptop | 1 |
| 33042 | 1 Hp Probook 430 laptop | 1 |
| 33040 | 1 Hp Probook 430 laptop | 1 |
| 29067 | 1 Hp Probook 430 laptop | 1 |
| 29066 | 1 Hp Probook 430 laptop | 1 |
| 519   | 1 Hp Probook 430 laptop | 1 |
| 520   | 1 Hp Probook 430 laptop | 1 |
| 29155 | 1 Hp Probook 430 laptop | 1 |
| 29462 | 1 Hp Probook 430 laptop | 1 |
| 29230 | 1 Hp Probook 430 laptop | 1 |
| 29216 | 1 Hp Probook 430 laptop | 1 |
| 29188 | 1 Hp Probook 430 laptop | 1 |
| 29439 | 1 Hp Probook 430 laptop | 1 |
| 734   | 1 Hp Probook 430 laptop | 1 |
| 29587 | 1 Hp Probook 430 laptop | 1 |
| 29062 | 1 Hp Probook 430 laptop | 1 |

107

99

8

## Transportation Department

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u> |
|----------------|-----------------|--------------------|
|----------------|-----------------|--------------------|

| <u>Usable</u> | <u>Unusable</u> |
|---------------|-----------------|
|---------------|-----------------|

0

0

0

Maintenance Department

| <u>Asset #</u> | <u>Quantity</u>          | <u>Description</u> | <u>Usable</u>            | <u>Unusable</u>          |
|----------------|--------------------------|--------------------|--------------------------|--------------------------|
|                | <div></div> <div>0</div> |                    | <div></div> <div>0</div> | <div></div> <div>0</div> |

Child Nutrition

| <u>Asset #</u> | <u>Quantity</u>          | <u>Description</u> | <u>Usable</u>            | <u>Unusable</u>          |
|----------------|--------------------------|--------------------|--------------------------|--------------------------|
|                | <div></div> <div>0</div> |                    | <div></div> <div>0</div> | <div></div> <div>0</div> |



WATAUGA COUNTY  
BOARD OF  
EDUCATION

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

MEMORANDUM

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

FROM: Joseph Nash, Finance Officer

DATE: November 12, 2024

RE: 2024-25 Budget Amendment #1

Attached is Budget Amendment #1 that changes totals in Watauga County Schools 2024-25 adopted budget.

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

| <u>Fund</u>                 | <u>Adopted<br/>Budget</u> | <u>Amendments</u> | <u>Amended<br/>Budget</u> |
|-----------------------------|---------------------------|-------------------|---------------------------|
| Local Current Expense       | \$ 16,265,022             | \$ 0              | \$ 16,265,022             |
| State Public School         | 36,567,254                | 258,116           | 36,825,370                |
| Federal Grants              | 2,513,744                 | 0                 | 2,513,744                 |
| School Nutrition            | 2,581,900                 | 0                 | 2,581,900                 |
| Extended Learning Centers   | 725,550                   | 0                 | 725,550                   |
| Capital Outlay              | 4,735,000                 | 0                 | 4,735,000                 |
| Special Revenue/Scholarship | 576,000                   | 0                 | 576,000                   |
| Total                       | \$ 63,964,470             | \$ 258,116        | \$ 64,222,586             |

**Watauga County Schools**  
**BUDGET AMENDMENT #1**  
**November 12, 2024**

Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2025.

*BA #1-1 Explanation:*

*This amendment is to budget additional appropriations received from the State for salaries, principal bonuses, technology, and summer school supplies. Additionally, adjustments were made to reconcile the purpose code used in the budget with the purpose code used on actual state expenditures.*

| <u>Account Number</u> | <u>Account Title</u>   | <u>Amount</u> |
|-----------------------|------------------------|---------------|
| 1.3100.000.000.000    | State Revenues         | 258,116       |
| 1.5000.000.000.000    | Instructional Services | (1,777,635)   |
| 1.6000.000.000.000    | Support Services       | 1,989,076     |
| 1.7000.000.000.000    | Auxiliary Services     | 46,675        |

### Low-Performing School Improvement Plans

Both Green Valley and Bethel schools have chosen student achievement goals that are specific, measurable, achievable, realistic and ambitious. As we set these goals by grade level, we made the decision based on students who had not achieved proficiency the year prior. We identified students who were within 5 scale score points of a passing score on the End of Grade Test. We understand that growth for all students is essential and of the utmost importance. However, as we are looking for realistic goals, those students who are currently closest to proficiency are the ones likely to attain a passing score on the EOG. We will work with the principals and staff of these schools to exceed growth. For the purposes of this calculation, we assumed an average growth and then determined the proficiency necessary to move these schools out of the low-performing status. As a reminder, School Report Card Grades are based on 80% proficiency and 20% Growth for the overall School Performance Grade (SPG). Once calculated, the overall score is then converted using a 15-point scale. In order to exit LPS, the school performance grade must meet or exceed 55. The table below shows last year's data and this year's goals. You will see the breakdown of these goals by grade level and subject area in the attached documentation.

| School          | 23-24<br>Overall<br>proficiency<br>(R/M/S)<br><br>80% of<br>SPG | 23-24<br>Overall<br>Growth<br><br>20% of<br>SPG | 23-24<br>School<br>Performance<br>Grade<br>(SPG) | 24-25<br>Goal for<br>Overall<br>Proficiency<br>(R/M/S)<br><br>80% of<br>SPG | 24-25<br>Minimum overall<br>proficiency to exit<br>LPS if growth<br>remains average | 24-25<br>Projected School<br>Performance grade if Goal<br>overall proficiency met |
|-----------------|-----------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Bethel          | 48.8%                                                           | 67.4                                            | 53/ D                                            | 61.7%                                                                       | 52%                                                                                 | 63/ C                                                                             |
| Green<br>Valley | 48.7%                                                           | 67.4                                            | 52/ D                                            | 60%                                                                         | 52%                                                                                 | 61/ C                                                                             |

Comprehensive Progress Report

Mission:

Our mission is to provide experiences that foster academic excellence, student leadership, and community involvement.

Vision:

Bethel School will serve as a model community school that goes beyond its doors to provide impactful opportunities for students.

Goals:

- Goal 1: Eliminate opportunity gaps by 2027
- Goal 2: Improve school and district performance by 2027
- Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



! = Past Due Objectives      KEY = Key Indicator

| Core Function:      |  |       | NC SBE Goal 1:                                                                                                                                                 |                       |             |             |
|---------------------|--|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|
| Effective Practice: |  |       | Eliminate opportunity gaps by 2027                                                                                                                             |                       |             |             |
|                     |  | G1.01 | School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390) | Implementation Status | Assigned To | Target Date |

**Initial Assessment:**

Bethel School has a school wide behavior matrix using the acronym ALL IN created by the principal and teachers. We have implemented a school-wide behavior system through Dojo and are using PBIS rewards to celebrate positive behaviors. We have started using a behavior flow chart to determine major and minor behaviors created by our district behavior specialist. All teachers were trained and provided collaborative time to determine best practices and how to implement this system. We are currently working on tying this in with Educator's Handbook and providing professional development for teachers in how to use Educator's Handbook.

The School Counselor works with students, teachers, and staff to address students' social/emotional needs. Many of our students fail to learn due to their mental health concerns or behavioral concerns that interfere with their ability to fully attend and engage in instructional activities. The School Counselor works with classroom teachers to improve the school and classroom environments and reduce disruptive and distracting behaviors. All staff are completing mental health training yearly to understand the needs of their students and how to best address those through a trauma-informed lens. Our school social worker and counselor work to provide resources to families such as home-based therapy, in-school therapy, and making sure basic needs are being met. By meeting all of these needs we are working and providing positive behavioral supports.

Limited Development  
09/24/2024

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |                                      |            |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------|------------|
| How it will look when fully met: | <ul style="list-style-type: none"> <li>• All staff will be using DOJO and Educators Handbook to document and communicate 100% of the time with parents and stakeholders.</li> <li>• We have clearly defined school rules and consequences and this is understood by students, teachers, and parents.</li> <li>• Rules are fairly and consistently enforced using the School Wide Behavior Matrix Expectations using the acronymn "ALL-IN," created by teachers with DPI.</li> <li>• School rules and expectations are modeled appropriately by consistently enforcing discipline with students.</li> <li>• Teachers and students created a School Wide Expectation Matrix.</li> <li>• DPI provided training on PBIS and School Expectations to teachers who then redelivered the training back at their home school.</li> <li>• Behavior is recorded in Educator's Handbook and DOJO to support and enforce discipline procedures by all staff.</li> <li>• All problems are quickly confronted in a timely manner.</li> <li>• Support for student management could be but is not limited to in school suspension or student detention, students earn positive behavior points and are awarded different prizes. Students receive positive office referrals and participate in monthly character award recognition.</li> <li>• Teachers are supported with discipline problems in classrooms by collaborating with Student Services team and administration to learn behavior management strategies.</li> <li>• Students will participate and earn different special events and trips to celebrate positive behavior.</li> <li>• Teachers communicate positive behavior using consistent ALL IN wording to communicate with parents.</li> <li>• We reintroduced ALL IN expectations to all staff members providing resources to teach these expectations in the classroom.</li> <li>•</li> </ul> |              | McKenzie Gheesling<br>(Elected 2024) | 05/20/2027 |
| Actions                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 of 6 (33%) |                                      |            |
| 11/1/24                          | Reintroduce school-wide expectations and behavior matrix to all staff at BOY staff meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              | Maura Miller<br>(elected 2024)       | 05/22/2024 |
| Notes:                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |                                      |            |
| 11/1/24                          | Expectations will be taught according to the school calendar focusing on coming back from breaks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              | McKenzie Gheesling<br>(Elected 2024) | 05/22/2024 |

Notes:

11/1/24 Teachers will acknowledge positive behavior regularly

Ricky Ward (Elected  
2024)

05/22/2024

Notes:

9/26/24 Parents and Staff will be trained in using Class Dojo.

Maura Miller  
(elected 2024)

08/12/2024

Notes:

9/26/24 Parents, students, and teachers have been provided a copy of the school-wide behavior matrix to communicate school-wide expectations.

Complete 08/21/2024

Hope Mough  
(Elected 2024)

08/21/2024

Notes: All parents received a copy of the expectations for every area in our school.

9/26/24 All staff members will be trained in using Educator's Handbook.

Complete 08/12/2024

Ricky Ward (Elected  
2024)

11/26/2024

Notes: PD will take place during a staff meeting.

**G1.02**

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

**Implementation  
Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

School wide I&E time to provide tiered interventions in math and reading to all students. We have a reading and math specialist to pull our tier 3 students. Other support staff are pulling small groups. We use Iready, Dibels, Aimsweb to determine the groups. We use IPST and Data Teams to determine the groups.

Limited Development  
09/24/2024

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

We know this objective is being fully met when we can see the results in student data. We will use Iready diagnostic screening data in both math and reading, Mclass reading data for grades Kindergarten through 3rd Grade, and EOG scores. We will be looking at tiers as a pathway to proficiency and how to best support students. In tier 1 students will receive classroom support from the classroom teacher refining basic skills needed to master standards. In tier 2 students will be served 2-3 sessions per week in a group size of no more than 8 students for 20 minute sessions focused on either a math or reading skill. Skills have been determined by using our Priority Standards document created by all grade level teachers. Student progress will be monitored using Aimsweb every 5-10 sessions. Students will also be informally assessed using common formative assessments created by PLC groups to track and identify learning needs more indepth. Goals are set for each student to track progress and plans are made around each goal. For tier 3, students are being served by our math and reading specialist in groups no larger than 3 students. We are using designated programs to

Maura Miller  
(elected 2024)

05/20/2027

provide interventions that are utilized by the EC classroom teachers only. All programs are research-based. Our EC students are pulled to work with teachers in small groups according to their IEP's. AIG is providing services to provide extension and enrichment for students according to their IEP's.

Students are provided quality instruction by using our district curriculums for math and reading. Teachers are trained in how to use the curriculum correctly. The curriculum differentiates instruction to meet the needs of all students. Students are discussed in weekly data teams. We do this to provide quality instruction to view the effectiveness of instruction. This helps to not over-identify students who may seem like they need special education services.

Students are showing growth and proficiency as they move through the different tiers in math and reading. We know this by analyzing the Iready diagnostic data for math and reading and viewing the EOG achievement scores.

We are providing effective and equitable services by using a district framework for IPST and Data Team discussions to monitor student proficiency.

Teachers establish tiered instruction by using a Math Matrix intervention program created by the district with research-based interventions. Our reading interventions come from our district curriculum as well as from Amplify. All staff and teachers are supporting groups and using resources to provide small group instruction.

Teachers meet weekly in a collaborative team to plan lessons with assessments using the district curriculums through a provided PLC framework to track what students need to know, learn, and be able to accomplish.

| Actions |                                                                                                                                                 | 0 of 6 (0%) |                                 |            |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------|------------|
| 9/26/24 | Attend all weekly collaborative team meetings to plan and assess student learning and proficiency.<br><i>Notes:</i>                             |             | Olivia Emmert<br>(Elected 2024) | 05/22/2024 |
| 9/26/24 | Teachers will participate in weekly data team meetings to analyze diagnostic data, common formative assessments, and EOG data.<br><i>Notes:</i> |             | Hope Mough<br>(Elected 2024)    | 05/22/2024 |

|               |                                                                                                                                                                                                                                                                                                                          |                                      |            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------|
| 9/26/24       | Teachers will attend professional development provided at the district level utilizing the curriculum representatives and central office staff.                                                                                                                                                                          | Melody Cook<br>(elected 2024)        | 05/22/2024 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                                                          |                                      |            |
| 11/1/24       | Tier 2 teachers will consistently and with fidelity deliver effective district approved interventions. Regularly progress monitoring after every 5-10 sessions.                                                                                                                                                          | Maura Miller<br>(elected 2024)       | 05/22/2024 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                                                          |                                      |            |
| 11/1/24       | Tier 3 interventionists will consistently and with fidelity deliver effective district approved interventions. Regularly progress monitoring after every 5-10 sessions.                                                                                                                                                  | McKenzie Gheesling<br>(Elected 2024) | 05/22/2024 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                                                          |                                      |            |
| 11/1/24       | Tier 1 teachers will use district provided resources to teach differentiated core instruction on grade level while extending instruction to meet the needs of higher-leveled learners. Teachers will assess students and learning using benchmark assessments, diagnostic assessments, and common formative assessments. | Ricky Ward (Elected 2024)            | 05/22/2024 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                                                          |                                      |            |

|                                                                       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |                                 |             |
|-----------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------|-------------|
| <b>Core Function:</b>                                                 |       | <b>NC SBE Goal 2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                   |                                 |             |
| <b>Effective Practice:</b>                                            |       | Improve school and district performance by 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |                                 |             |
|                                                                       | G2.01 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Implementation Status             | Assigned To                     | Target Date |
| <b>Initial Assessment:</b>                                            |       | We use Infinite Campus to provide communication about curriculum and grades. We use Dojo to provide two-way communication between parents and the school. Newsletters from teachers, specialty areas, and supports are sent home weekly and monthly. Our reading curriculum provides weekly newsletters to parents to explain what students will be doing and learning. Parents are notified when a student is placed in a tiered level of intervention.                                                                                                                                                                                                                                                                                                                                                                                                                          | Limited Development<br>09/24/2024 |                                 |             |
| <b>How it will look when fully met:</b>                               |       | <p>This objective will be fully met by providing curriculum and social emotional support. Parent conferences are held to communicate and demonstrate what students strengths are and weaknesses to improve on. Teachers provide newsletters to communicate what students are learning. School is providing weekly newsletters.</p> <p>The School Counselor meets with families to provide outside resources to help their students address any social emotional concerns. Counselor will provide resources for parenting courses, therapy resources, and any mitigating factor that affects a students learning. School Counselor provides monthly newsletter to educate family on the Social/Emotional topic and discussions of the month so they can work on specific skills with their child.</p> <p>Dojo provided digital two-way communication with parents school-wide.</p> |                                   | Maura Miller<br>(elected 2024)  | 05/20/2027  |
| <b>Actions</b>                                                        |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0 of 5 (0%)                       |                                 |             |
| 9/26/24 Attend collaborative team meetings weekly.                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   | Hope Mough<br>(Elected 2024)    | 05/22/2024  |
| <i>Notes:</i>                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |                                 |             |
| 9/26/24 Attend PD led by the district and curriculum representatives. |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   | Olivia Emmert<br>(Elected 2024) | 05/22/2024  |
| <i>Notes:</i>                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |                                 |             |

9/26/24 Attend weekly data team discussions.

McKenzie Gheesling  
(Elected 2024)

05/22/2024

Notes:

11/1/24 Provide a curriculum night and high school registration event

McKenzie Gheesling  
(Elected 2024)

05/22/2024

Notes:

11/1/24 Send home district curriculum parent notes from Iready and CKLA.

Maura Miller  
(elected 2024)

05/22/2024

Notes:

G2.02

Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)

Implementation  
Status

Assigned To

Target Date

Initial Assessment:

New curriculum is differentiated to meet the needs of all learners. AIG works to provide instruction and lessons to extend the instruction within the classroom. AIG and EC are involved in meeting with instructional teams. AIG and EC work to push in during instruction to modify and extend lessons. Students are provided multiple outlets to access instruction using curriculum online and providing student hard copies. Curriculum is differentiated based on student learning need and performance. Students are provided opportunities through AIG to create instruction based on student interest (Mock Trial, Battle of the Books, etc.) Alignment is determined using data from Mclass, Iready, Cogat, and EOGs as Summative Assessments. Formative Assessments used are created by teacher teams, and by professional learning communities. These data determine the groupings and making sure it's all aligned in AIG and EC goals and objectives.

Limited Development  
09/24/2024

How it will look  
when fully met:

Actions

Notes:

|                       |                       |
|-----------------------|-----------------------|
| <b>Core Function:</b> | <b>NC SBE Goal 3:</b> |
|-----------------------|-----------------------|

**Effective Practice:** Increase Educator preparedness to meet the needs of every student by 2027

|  |  |              |                                                                                                                                                                                                                    |                              |                    |                    |
|--|--|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
|  |  | <b>G3.01</b> | <b>The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|

**Initial Assessment:**

Principal is doing super observations on all teachers. Principal worked with other schools to provide common planning time for teachers to collaborate across grade levels and schools utilizing school-wide schedules. Worked to ensure adequate reading instructional time was provided within schedules to meet the new curriculum guidelines and the state Literacy Intervention Plan of at least 90 minutes. Teachers are provided professional development through staff meetings using our staff and district resources to provide professional development at school. Our district provides professional development. Principal creates opportunities for vertical teams to discuss and learn from each other about new curriculum and strategies for ELA and math this is due to Mclass, Iready, EOG monthly.

Limited Development  
09/24/2024

|                                         |  |  |  |  |  |  |
|-----------------------------------------|--|--|--|--|--|--|
| <b>How it will look when fully met:</b> |  |  |  |  |  |  |
| <b>Actions</b>                          |  |  |  |  |  |  |

*Notes:*

|  |  |              |                                                                                                                                  |                              |                    |                    |
|--|--|--------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
|  |  | <b>G3.02</b> | <b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|--------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|

**Initial Assessment:**

Instructional coaching support from the district is provided to all staff as part of on-going and job embedded professional development. We also embed PD during monthly faculty meetings. Grade level/content area meetings are focused on grade level knowledge and instructional practice. Looked at EOG data to determine strengths and weaknesses in specific grade levels.

Limited Development  
09/24/2024

|                                         |  |  |  |  |  |  |
|-----------------------------------------|--|--|--|--|--|--|
| <b>How it will look when fully met:</b> |  |  |  |  |  |  |
| <b>Actions</b>                          |  |  |  |  |  |  |



# Our Direction

**Bethel Elementary School**

**Date of Report: 11/7/2024**

## **Vision:**

Bethel School will serve as a model community school that goes beyond its doors to provide impactful opportunities for students.

## **Values:**

Together we strive to cultivate students who are confident, inclusive, responsible life-long learners.

Clear goals and high expectations for student achievement are the chief priorities of the school.

All students can learn.

Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs which may require special services and resources.

## **Mission:**

Our mission is to provide experiences that foster academic excellence, student leadership, and community involvement.

## **Goals:**

- Goal 1: Eliminate opportunity gaps by 2027

**Performance Measure(s)**

| Performance Indicator: School Wide Office Referrals |                     |              |
|-----------------------------------------------------|---------------------|--------------|
| Data Source: Educators Handbook                     | Baseline Year: 2024 | Baseline: 81 |
| Target Date: 2024-2025                              | Target: 70          | Actual: 4    |
| Target Date: 2025-2026                              | Target: 50          | Actual:      |
| Target Date: 2026-2027                              | Target: 42          | Actual:      |

| Performance Indicator: Social Emotional Pull-Outs/Referrals |                     |               |
|-------------------------------------------------------------|---------------------|---------------|
| Data Source: School Counseling Needs Log                    | Baseline Year: 2024 | Baseline: 317 |
| Target Date: 2024-2025                                      | Target: 200         | Actual: 52    |
| Target Date: 2025-2026                                      | Target: 150         | Actual:       |
| Target Date: 2026-2027                                      | Target: 100         | Actual:       |

- Goal 2: Improve school and district performance by 2027

**Performance Measure(s)**

| Performance Indicator: 3rd Grade ELA Achievement |                     |                 |
|--------------------------------------------------|---------------------|-----------------|
| Data Source: Reading EOG                         | Baseline Year: 2024 | Baseline: 58.3% |
| Target Date: 2025                                | Target: 46%         | Actual:         |
| Target Date: 2026                                | Target: 50%         | Actual:         |
| Target Date: 2027                                | Target: 54%         | Actual:         |

| Performance Indicator: 4th Grade ELA Achievement |                     |                 |
|--------------------------------------------------|---------------------|-----------------|
| Data Source: ELA EOG                             | Baseline Year: 2024 | Baseline: 46.7% |
| Target Date: 2025                                | Target: 66%         | Actual:         |
| Target Date: 2026                                | Target: 70%         | Actual:         |
| Target Date: 2027                                | Target: 72%         | Actual:         |

| Performance Indicator: 4th Grade Math Achievement |                     |                 |
|---------------------------------------------------|---------------------|-----------------|
| Data Source: Math EOG                             | Baseline Year: 2024 | Baseline: 46.7% |
| Target Date: 2025                                 | Target: 75%         | Actual:         |

|                   |             |         |
|-------------------|-------------|---------|
| Target Date: 2026 | Target: 78% | Actual: |
| Target Date: 2027 | Target: 82% | Actual: |

|                                                  |                     |                 |
|--------------------------------------------------|---------------------|-----------------|
| Performance Indicator: 5th Grade ELA Achievement |                     |                 |
| Data Source: ELA EOG                             | Baseline Year: 2024 | Baseline: 58.3% |
| Target Date: 2025                                | Target: 64%         | Actual:         |
| Target Date: 2026                                | Target: 68%         | Actual:         |
| Target Date: 2027                                | Target: 70%         | Actual:         |

|                                                   |                     |                 |
|---------------------------------------------------|---------------------|-----------------|
| Performance Indicator: 5th Grade Math Achievement |                     |                 |
| Data Source: Math EOG                             | Baseline Year: 2024 | Baseline: 58.3% |
| Target Date: 2025                                 | Target: 71%         | Actual:         |
| Target Date: 2026                                 | Target: 75%         | Actual:         |
| Target Date: 2027                                 | Target: 80%         | Actual:         |

|                                                      |                     |                 |
|------------------------------------------------------|---------------------|-----------------|
| Performance Indicator: 5th Grade Science Achievement |                     |                 |
| Data Source: Science EOG                             | Baseline Year: 2024 | Baseline: 66.7% |
| Target Date: 2025                                    | Target: 64%         | Actual:         |
| Target Date: 2026                                    | Target: 68%         | Actual:         |
| Target Date: 2027                                    | Target: 70%         | Actual:         |

|                                                  |                     |                 |
|--------------------------------------------------|---------------------|-----------------|
| Performance Indicator: 6th Grade ELA Achievement |                     |                 |
| Data Source: ELA EOG                             | Baseline Year: 2024 | Baseline: 54.6% |
| Target Date: 2025                                | Target: 75%         | Actual:         |
| Target Date: 2026                                | Target: 78%         | Actual:         |
| Target Date: 2027                                | Target: 80%         | Actual:         |
| Target Date:                                     | Target:             | Actual:         |

| Performance Indicator: 6th Grade Math Achievement |                     |                 |
|---------------------------------------------------|---------------------|-----------------|
| Data Source: Math EOG                             | Baseline Year: 2024 | Baseline: 45.5% |
| Target Date: 2025                                 | Target: 66%         | Actual:         |
| Target Date: 2026                                 | Target: 70%         | Actual:         |
| Target Date: 2027                                 | Target: 73%         | Actual:         |

| Performance Indicator: 7th Grade ELA Achievement |                     |                 |
|--------------------------------------------------|---------------------|-----------------|
| Data Source: ELA EOG                             | Baseline Year: 2024 | Baseline: 42.1% |
| Target Date: 2025                                | Target: 63%         | Actual:         |
| Target Date: 2026                                | Target: 67%         | Actual:         |
| Target Date: 2027                                | Target: 70%         | Actual:         |

| Performance Indicator: 7th Grade Math Achievement |                     |                 |
|---------------------------------------------------|---------------------|-----------------|
| Data Source: Math EOG                             | Baseline Year: 2024 | Baseline: 36.8% |
| Target Date: 2025                                 | Target: 63%         | Actual:         |
| Target Date: 2026                                 | Target: 67%         | Actual:         |
| Target Date: 2027                                 | Target: 70%         | Actual:         |

| Performance Indicator: 8th Grade ELA EOG Achievement |                     |                 |
|------------------------------------------------------|---------------------|-----------------|
| Data Source: ELA EOG                                 | Baseline Year: 2024 | Baseline: 55.6% |
| Target Date: 2025                                    | Target: 62%         | Actual:         |
| Target Date: 2026                                    | Target: 65%         | Actual:         |
| Target Date: 2027                                    | Target: 70%         | Actual:         |

| Performance Indicator: 8th Grade Math Achievement |                     |                |
|---------------------------------------------------|---------------------|----------------|
| Data Source: Math EOG                             | Baseline Year: 2024 | Baseline: 7.7% |
| Target Date: 2025                                 | Target: 54%         | Actual:        |
| Target Date: 2026                                 | Target: 60%         | Actual:        |
| Target Date: 2027                                 | Target: 63%         | Actual:        |

| Performance Indicator: 8th Grade Science Achievement |                     |                 |
|------------------------------------------------------|---------------------|-----------------|
| Data Source: Science EOG                             | Baseline Year: 2024 | Baseline: 55.6% |
| Target Date: 2025                                    | Target: 62%         | Actual:         |
| Target Date: 2026                                    | Target: 65%         | Actual:         |
| Target Date: 2027                                    | Target: 46%         | Actual:         |

| Performance Indicator: Grade 3 Math Achievement |                     |               |
|-------------------------------------------------|---------------------|---------------|
| Data Source: Math EOG                           | Baseline Year: 2024 | Baseline: 50% |
| Target Date: 2025                               | Target: 46%         | Actual:       |
| Target Date: 2026                               | Target: 50%         | Actual:       |
| Target Date: 2027                               | Target: 53%         | Actual:       |

- Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

**Performance Measure(s)**

| Performance Indicator: Number of parent involvement on Dojo |                     |               |
|-------------------------------------------------------------|---------------------|---------------|
| Data Source: Dojo                                           | Baseline Year: 2024 | Baseline: 197 |
| Target Date: 2025                                           | Target: 220         | Actual:       |
| Target Date: 2026                                           | Target: 225         | Actual:       |
| Target Date: 2027                                           | Target: 230         | Actual:       |
| Target Date:                                                | Target:             | Actual:       |

**Data Review:**

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

On September 24, 2024 Bethel's School Improvement Team completed a needs assessment. 2024 NC Teacher Working Conditions Survey, End-of-Grade Test, and NCSTAR Needs Assessment Data were reviewed.

**Student Outcome Data:**

The School Improvement Team noted successes in 5th grade Science, using grade level proficiency EOG scores. Improvements were noted in 3rd-5th grade ELA and Math. Areas of need include 6th-8th grade Math.

**Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:**

For the 2024-2025, school year, the 6 key indicators were reviewed and two priorities were identified. This year, Bethel School will focus on G1.01 and G1.02.

**Selected Indicators:**

**Eliminate opportunity gaps by 2027**

- G1.02 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)
- G1.01 School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)

**Improve school and district performance by 2027**

- G2.02 Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)
- G2.01 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

**Increase Educator preparedness to meet the needs of every student by 2027**

- G3.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)
- G3.02 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

Comprehensive Progress Report

Mission:

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

Vision:

At GV, every child will SOAR by Showing kindness in all situations, Overcoming obstacles, Achieving success with the help of teachers, families and community. Respecting themselves and others is essential, as it fosters a culture of mutual respect and understanding within the school community.

Goals:

- Goal 1: Eliminate opportunity gaps by 2027
- Goal 2: Improve school and district performance by 2027
- Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



I = Past Due Objectives      KEY = Key Indicator

|                       |                       |
|-----------------------|-----------------------|
| <b>Core Function:</b> | <b>NC SBE Goal 1:</b> |
|-----------------------|-----------------------|

**Effective Practice:** Eliminate opportunity gaps by 2027

|              |                                                                                                                                                                       |                              |                    |                    |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
| <b>G1.01</b> | <b>School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|

**Initial Assessment:**

Review GOLD behavior in all areas of school and on the bus frequently with students. Supervise students in the classrooms, hallways, outside recess time, car line and busses. Consistently teach, model, and reteach when necessary behavior expectations. Provide positive reinforcement and behavioral supports as needed and are currently using restorative practices in all classrooms.

Limited Development  
09/24/2024

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

|                |  |  |  |  |
|----------------|--|--|--|--|
| <b>Actions</b> |  |  |  |  |
|----------------|--|--|--|--|

*Notes:*

|              |                                                                                                                                                                                             |                              |                    |                    |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
| <b>G1.02</b> | <b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|

**Initial Assessment:**

We currently implement the MTSS framework that supports students in academics, behavior, and social and emotional needs. Our MTSS team uses data to inform their decision-making and problem-solving. We have tutors to help assist with students who are close to passing, or just passed, their EOGs. School-wide grade level and subject area data meetings are held twice a month and district-wide grade level meetings are held throughout each semester. All data team meetings include teachers and specialists, as well as school and district leaders. One full day data team meeting is offered in the first semester and a half day in the second semester.

Limited Development  
10/28/2024

Priority Score: 3

Opportunity Score: 2

Index Score: 6

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

Our objective will be fully met when we see improved results in our student data. We use our student data diagnostic test results from mClass in reading grades K-3, iReady reading grades 2-8, iReady math grades K-8, Aimsweb math grades K-8, and EOG/EOC state test scores in grades 3-8. We analyze diagnostic data at data day team meetings

Gordon Prince  
(standing)

06/11/2027

held during each semester, data grade level team meetings held bi-monthly, collaborative grade level meetings held weekly, and district grade level meetings held at least one each semester. Analyzing this data frequently helps teachers identify student trends, modify instruction, and develop pathways to proficiency for every student.

We implement the MTSS framework using data to inform decisions and help problem-solve student needs to map out a path to increase proficiency in reading and math. We implement Tier 1 instruction in core classes for all students. Teachers participate in professional development on the use of district curriculum for math and reading instructional materials and resources and are trained on how to use the curriculum to fidelity.

Tier 2 instruction is implemented with students who need additional help. Collaborative team meetings between teachers and instructional coaches using diagnostic results from mClass reading for grades K-3, iReady reading for grades 4-8, and Aimsweb math K-8 diagnostics results, along with individual student needs and abilities, help to identify students who need Tier 2 services. Tier 2 progress is monitored every 5-10 intervention sessions held with the students during their IE and/or math blocks by teachers and tutors. When Tier 2 interventions are not helping a student progress, the IPST framework is applied to determine if the student would be better served in Tier 3 instruction or if more differentiated instruction is needed for that student.

We implement Tier 3 instruction for students who need significant support. These students are pulled by our instructional specialists for more intensive instruction and intervention above and beyond what they receive in the traditional classroom setting. Tier 3 progress is monitored every 10-15 intervention sessions held with students during the pull-out time with their specialists by the instructional specialists and their teachers. When Tier 3 interventions are not helping a student make progress, the IPST framework is applied to identify what modifications and/or next steps are needed for the student to improve in proficiency.

#### Actions

10/30/24 Full day data team meeting to initially review test scores, diagnostic data, EVAAS predicted data, and plan interventions and group students based on their needs.

1 of 9 (11%)

Complete 09/24/2024

Gordon Prince  
(standing)

09/30/2024

*Notes:* Data team includes grades 3-8 teachers, specialists, administration, and district-level support.

10/30/24 2nd semester data team meetings to review MOY test scores, diagnostic data, EVAAS predicted data, and plan and modify interventions and grouping of students based on their needs.

Gordon Prince  
(standing)

03/01/2025

*Notes:* Target date may be moved depending on weather and end of 1st semester.

10/31/24 Collaborative grade level meetings to discuss diagnostic data, track student progress, plan and/or modify upcoming instruction

Donna Greene  
(standing)

06/11/2027

*Notes:*

10/30/24 Bi-monthly data team meetings by grade level and support specialists and administration

Gordon Prince  
(standing)

06/11/2027

*Notes:*

10/31/24 Teachers and tutors/specialists meet to progress monitor Tier 2 students every 5-10 intervention sessions.

Gordon Prince  
(standing)

06/11/2027

*Notes:*

10/31/24 Teachers and instructional specialists meet to progress monitor Tier 3 students every 10-15 intervention sessions.

Donna Greene  
(standing)

06/11/2027

*Notes:*

10/31/24 Data team meeting to discuss end-of-year EOG/EOC results to place students, plan and/or modify curriculum and instruction for the following year based on their specific student needs.

Libby Diehl  
(standing)

06/11/2027

*Notes:*

11/1/24 Tier 2/3 intervention utilizing district approved resources delivered consistently and with fidelity to identified students.

Donna Greene  
(standing)

06/11/2027

*Notes:*

10/31/24 District grade level meetings for professional development on current grade level curriculum and plan/discuss upcoming curriculum.

Gordon Prince  
(standing)

06/13/2027

*Notes:*

## Implementation:

10/30/2024

### Evidence

09/24/2024 - data team meeting documents are included in evidence folder G1.02

### Experience

09/24/2024 - feedback was positive - all members of the data team were able to analyze and effectively plan interventions by group to effectively meet the needs of all students.

### Sustainability

09/24/2024 - monthly meeting to review student progress and growth

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |       |                                                                                                                                                                                                                    |                                   |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | G2.01 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status             | Assigned To | Target Date |
| Initial Assessment:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |       |                                                                                                                                                                                                                    | Limited Development<br>10/28/2024 |             |             |
| We began the year with open house where teachers gave an overview of course and behavior expectations. Information was shared with parents at that time. A school-wide newsletter is sent home bi-monthly to parents highlighting what is going on in the school and information is shared about upcoming events. Information about accessing our school SIS is also included in this newsletter. Teachers have been asked to regularly communicate with parents through classroom and/or grade level newsletters providing more classroom/grade specific detail. |  |       |                                                                                                                                                                                                                    |                                   |             |             |
| How it will look when fully met:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |       |                                                                                                                                                                                                                    |                                   |             |             |
| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |       |                                                                                                                                                                                                                    |                                   |             |             |

Notes:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |       |                                                                                                                                        |                                   |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | G2.02 | Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106) | Implementation Status             | Assigned To | Target Date |
| Initial Assessment:                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |       |                                                                                                                                        | Limited Development<br>10/28/2024 |             |             |
| Discussions are currently taking place to make sure we are working collectively to improve instruction and student achievement. Tier 1 instruction is priority. As students bring a variety of instructional needs to the classroom, as we serve a large population of Tier 2 and Tier 3 students, it is becoming increasingly more important that lessons are designed with grade-level academic standards while differentiating for each student's needs. |  |       |                                                                                                                                        |                                   |             |             |
| How it will look when fully met:                                                                                                                                                                                                                                                                                                                                                                                                                            |  |       |                                                                                                                                        |                                   |             |             |
| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |       |                                                                                                                                        |                                   |             |             |

Notes:

|  |  |       |                                                                                                                                                                                                             |                       |             |             |
|--|--|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|
|  |  | G3.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
|--|--|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|

Initial Assessment:

School-wide grade level and subject area data team meetings are held twice a month and district-wide grade level meetings are held throughout each semester. All data team meetings include teachers and specialists, as well as school and district leaders. We have Title 1 funding which supports parent/teacher Title 1 informational meetings throughout the year by grade span.

Limited Development  
10/28/2024

How it will look when fully met:

Our objective will be fully met when we see improved results in our student data. We use our student data diagnostic test results from mClass in reading grades K-3, iReady reading grades 2-8, iReady math grades K-8, Aimsweb math grades K-8, and EOG/EOC state test scores in grades 3-8. We analyze diagnostic data at data day team meetings held during each semester, data grade level team meetings held bi-monthly, collaborative grade level meetings held weekly, and district grade level meetings held at least one each semester. Analyzing this data frequently helps teachers identify student trends, modify instruction, and develop pathways to proficiency for every student.

We implement the MTSS framework using data to inform decisions and help problem-solve student needs to map out a path to increase proficiency in reading and math. We implement Tier 1 instruction in core classes for all students. Teachers participate in professional development on the use of district curriculum for math and reading instructional materials and resources and are trained on how to use the curriculum to fidelity.

Tier 2 instruction is implemented with students who need additional help. Collaborative team meetings between teachers and instructional coaches using diagnostic results from mClass reading for grades K-3, iReady reading for grades 4-8, and Aimsweb math K-8 diagnostics results, along with individual student needs and abilities, help to identify students who need Tier 2 services. Tier 2 progress is monitored every 5-10 intervention sessions held with the students during their IE and/or math blocks by teachers and tutors. When Tier 2 interventions are not helping a student progress, the IPST framework is applied to determine if the student would be better served in Tier 3 instruction or if more differentiated instruction is needed for that student.

Gordon Prince  
(standing)

06/13/2025

We implement Tier 3 instruction for students who need significant support. These students are pulled by our instructional specialists for more intensive instruction and intervention above and beyond what they receive in the traditional classroom setting. Tier 3 progress is monitored every 10-15 intervention sessions held with students during the pull-out time with their specialists by the instructional specialists and their teachers. When Tier 3 interventions are not helping a student make progress, the IPST framework is applied to identify what modifications and/or next steps are needed for the student to improve in proficiency.

Super observations of all faculty members are held once every year in the first three months of school. After the first super observation, regular classroom observations are conducted throughout the remainder of the year based on teacher contract. Follow up conferences are held within two weeks after the observations to provide feedback on the observed classroom instructional strategies and student learning, encourage reflection on their teaching, and help share best practices to improve student outcomes. Routine walk-throughs and check-ins with teachers occur weekly with many informal meetings to address any immediate concerns.

#### Actions

0 of 11 (0%)

10/30/24 Conduct super observations on each teacher by the end of November in NCEES. Provide teachers with constructive, specific feedback during post-observation conferences.

Notes:

Gordon Prince  
(standing)

06/13/2025

10/31/24 Routine classroom walk-throughs and check-ins with teachers with many informal meetings to address any immediate concerns.

Notes:

Gordon Prince  
(standing)

06/13/2025

10/31/24 Beginning teacher weekly check-ins to offer support and encouragement.

Notes:

Gordon Prince  
(standing)

06/13/2025

10/31/24 Complete full day data team meeting to initially review test scores, diagnostic data, EVAAS predicted data, and plan interventions and group students based on their needs.

Notes:

Gordon Prince  
(standing)

06/13/2025

10/31/24 2nd semester data team meetings to review MOY test scores, diagnostic data, EVAAS predicted data, and plan and modify interventions and grouping of students based on their needs.

Gordon Prince  
(standing)

06/13/2025

Notes:

10/31/24 Bi-monthly data team meetings by grade level and support specialists and administration.

Gordon Prince  
(standing)

06/13/2025

Notes:

10/31/24 Collaborative grade level meetings to discuss diagnostic data, track student progress, plan and/or modify upcoming instruction.

Donna Greene  
(standing)

06/13/2025

Notes:

10/31/24 Teachers and tutors/specialists meet to progress monitor Tier 2 students every 5-10 intervention sessions.

Gordon Prince  
(standing)

06/13/2025

Notes:

10/31/24 Teachers and instructional specialists meet to progress monitor Tier 3 students every 10-15 intervention sessions.

Donna Greene  
(standing)

06/13/2025

Notes:

10/31/24 District grade level meetings for professional development on current grade level curriculum and plan/discuss upcoming curriculum.

Gordon Prince  
(standing)

06/13/2025

Notes:

10/31/24 Data team meeting to discuss end-of-year EOG/EOC results to place students, plan and/or modify curriculum and instruction for the following year based on their specific student needs.

Libby Diehl  
(standing)

06/25/2025

Notes:

G3.02

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

Implementation  
Status

Assigned To

Target Date

Initial Assessment:

Active participation and engagement in PD activities lead to larger changes in instructional practices and several district-wide PD days have been built in to the calendar. School leadership is looking into ways to provide more PD at the school level that will help our teachers stay focused on our goals for this year.

Limited Development  
10/28/2024

How it will look  
when fully met:

Actions

Notes:

Core Function:

CSI and/or ATSI School Indicators

Effective Practice:

Provide supports (personnel, programmatic, financial, etc.) for instructional priorities

|  |  | CSI-ATSI.02 | The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171) | Implementation Status | Assigned To | Target Date |
|--|--|-------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|
|--|--|-------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|

Initial Assessment:

We have tutors to help assist with students who are close to passing, or just passed, their EOGs in grades 3-8. We are working with App State interns to help with K-2 interventions. Teachers will continue to work with their Tier 2 students during class instruction and 6-8 study strategies classes allow for more time to dive deeper into instruction and intervention with individual students. Specialists will work with Tier 3 students in both reading and math.

Limited Development  
10/28/2024

How it will look  
when fully met:

When this objective is fully met, students in K-8 are served by core teachers through Tier 1 instruction, K-3 Tier 2 students are served by Appalachian State interns in the subject of reading, K-8 students who were close to passing, or just passed, their EOGs in grades 3-8 are served by highly qualified tutors, and all Tier 3 students are served by instructional specialists in both reading and math in grades K-8.

Teachers will continue to work with their Tier 2 students during class instruction and 6-8 study strategies classes allow for more time to dive deeper into instruction and intervention with individual students. Our master schedule allows time for multiple common plannings for all core academic teachers per week. Teachers meet weekly to analyze classroom, formative, diagnostic, data and plan according to student needs.

In addition to curriculum-based professional development provided by the county, teachers are offered opportunities for in-school professional development each semester. Through Title 1 funding, teachers are provided professional development and the support and time needed during school hours to investigate, analyze, and plan instructional strategies, methods, activities, and interventions according to student specific data.

Gordon Prince  
(standing)

06/13/2025

Actions

0 of 9 (0%)

10/30/24 Create and implement a master schedule that prioritizes student learning with minimal interruptions. This schedule will focus on reading and math interventions specifically and will prioritize core teacher collaboration and planning.

Gordon Prince  
(standing)

06/13/2025

Notes:

|               |                                                                                                                                                                                                                                                                                       |                             |            |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------|
| 10/31/24      | Within the 2024-25 school year, our school identified the socioeconomic resource inequities, as a result, our school plans to mitigate this inequity by specifically targeting tiered instruction provided by teachers, tutors, instructional specialists, AIG, ITF, and EC teachers. | Gordon Prince<br>(standing) | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 10/31/24      | Offer in-school professional development each semester to support specific requests and needs identified by classroom observations/walk-throughs.                                                                                                                                     | Libby Diehl<br>(standing)   | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 11/1/24       | Identify students within several points of passing the EOG for targeted support by tutors.                                                                                                                                                                                            | Gordon Prince<br>(standing) | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 11/1/24       | Teachers provide materials and strategies to tutors to ensure effective use of time and resources.                                                                                                                                                                                    | Gordon Prince<br>(standing) | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 11/1/24       | Identify student who would benefit from personalized online learning (25% IReady) and ensure they participate 45-60 minutes/week.                                                                                                                                                     | Gordon Prince<br>(standing) | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 11/1/24       | Interventionists ensure Tier 3 intervention is consistently and effectively delivered through I/E using the time allotted through the master schedule, appropriate district approved resources, and regular progress monitoring.                                                      | Donna Greene<br>(standing)  | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 11/1/24       | EC teachers ensure EC services are consistently and effectively delivered using the time allotted through the master schedule, appropriate district approved resources, and regular progress monitoring.                                                                              | Gordon Prince<br>(standing) | 06/13/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |
| 11/1/24       | Teachers ensure Tier 2 intervention is consistently and effectively delivered through I/E using the time allotted through the master schedule, appropriate district approved resources, and regular progress monitoring.                                                              | Gordon Prince<br>(standing) | 06/23/2025 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                       |                             |            |

# Our Direction

Green Valley Elementary

Date of Report: 11/7/2024

## Vision:

At GV, every child will SOAR by Showing kindness in all situations, Overcoming obstacles, Achieving success with the help of teachers, families and community. Respecting themselves and others is essential, as it fosters a culture of mutual respect and understanding within the school community.

## Values:

At GV, we emphasize the importance of GOLD character by Growing in mind, body, and spirit while Owning your actions, Leading by example, and encouraging students to Dream big and strive for their goals.

## Mission:

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

## Goals:

- Goal 1: Eliminate opportunity gaps by 2027

### Performance Measure(s)

|                                                                                                                       |                     |               |
|-----------------------------------------------------------------------------------------------------------------------|---------------------|---------------|
| Performance Indicator: Decrease the total number of overall referrals resulting in an in-school suspension each year. |                     |               |
| Data Source: Educator's Handbook                                                                                      | Baseline Year: 2024 | Baseline: 46% |
| Target Date: 2025                                                                                                     | Target: 44%         | Actual:       |
| Target Date: 2026                                                                                                     | Target: 42%         | Actual:       |
| Target Date: 2027                                                                                                     | Target: 40%         | Actual:       |

|                                                                                                                           |                     |               |
|---------------------------------------------------------------------------------------------------------------------------|---------------------|---------------|
| Performance Indicator: Decrease the total number of overall referrals resulting in an out-of-school suspension each year. |                     |               |
| Data Source: Educator's Handbook OSS                                                                                      | Baseline Year: 2024 | Baseline: 13% |
| Target Date: 2025                                                                                                         | Target: 11%         | Actual:       |
| Target Date: 2026                                                                                                         | Target: 9%          | Actual:       |
| Target Date: 2027                                                                                                         | Target: 7%          | Actual:       |

- Goal 2: Improve school and district performance by 2027

**Performance Measure(s)**

|                                                 |                     |                 |
|-------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 3 Math Achievement |                     |                 |
| Data Source: Grade 3 Math EOG                   | Baseline Year: 2024 | Baseline: 43.3% |
| Target Date: 2025                               | Target: 62%         | Actual:         |
| Target Date: 2026                               | Target: 64%         | Actual:         |
| Target Date: 2027                               | Target: 66%         | Actual:         |

|                                                    |                     |               |
|----------------------------------------------------|---------------------|---------------|
| Performance Indicator: Grade 3 Reading Achievement |                     |               |
| Data Source: Grade 3 Reading EOG                   | Baseline Year: 2024 | Baseline: 40% |
| Target Date: 2025                                  | Target: 48%         | Actual:       |
| Target Date: 2026                                  | Target: 50%         | Actual:       |
| Target Date: 2027                                  | Target: 52%         | Actual:       |

|                                                 |                     |                 |
|-------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 4 Math Achievement |                     |                 |
| Data Source: Grade 4 Math EOG                   | Baseline Year: 2024 | Baseline: 48.4% |
| Target Date: 2025                               | Target: 62%         | Actual:         |
| Target Date: 2026                               | Target: 64%         | Actual:         |
| Target Date: 2027                               | Target: 66%         | Actual:         |
| Target Date:                                    | Target:             | Actual:         |

| Performance Indicator: Grade 4 Reading Achievement |                     |                 |
|----------------------------------------------------|---------------------|-----------------|
| Data Source: Grade 4 Reading EOG                   | Baseline Year: 2024 | Baseline: 38.7% |
| Target Date: 2025                                  | Target: 50%         | Actual:         |
| Target Date: 2026                                  | Target: 52%         | Actual:         |
| Target Date: 2027                                  | Target: 54%         | Actual:         |

| Performance Indicator: Grade 5 Math Achievement |                     |               |
|-------------------------------------------------|---------------------|---------------|
| Data Source: Grade 5 Math EOG                   | Baseline Year: 2024 | Baseline: 50% |
| Target Date: 2025                               | Target: 53%         | Actual:       |
| Target Date: 2026                               | Target: 55%         | Actual:       |
| Target Date: 2027                               | Target: 57%         | Actual:       |

| Performance Indicator: Grade 5 Reading Achievement |                     |                 |
|----------------------------------------------------|---------------------|-----------------|
| Data Source: Grade 5 Reading EOG                   | Baseline Year: 2024 | Baseline: 46.7% |
| Target Date: 2025                                  | Target: 59%         | Actual:         |
| Target Date: 2026                                  | Target: 61%         | Actual:         |
| Target Date: 2027                                  | Target: 63%         | Actual:         |

| Performance Indicator: Grade 5 Science Achievement |                     |                 |
|----------------------------------------------------|---------------------|-----------------|
| Data Source: Grade 5 Science EOG                   | Baseline Year: 2024 | Baseline: 46.7% |
| Target Date: 2025                                  | Target: 59%         | Actual:         |
| Target Date: 2026                                  | Target: 61%         | Actual:         |
| Target Date: 2027                                  | Target: 63%         | Actual:         |
| Target Date:                                       | Target:             | Actual:         |

| Performance Indicator: Grade 6 Math Achievement |                     |                 |
|-------------------------------------------------|---------------------|-----------------|
| Data Source: Grade 6 Math EOG                   | Baseline Year: 2024 | Baseline: 61.5% |
| Target Date: 2025                               | Target: 71%         | Actual:         |
| Target Date: 2026                               | Target: 73%         | Actual:         |

|                   |             |         |
|-------------------|-------------|---------|
| Target Date: 2027 | Target: 75% | Actual: |
|-------------------|-------------|---------|

|                                                    |                     |                 |
|----------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 6 Reading Achievement |                     |                 |
| Data Source: Grade 6 Reading EOG                   | Baseline Year: 2024 | Baseline: 65.4% |
| Target Date: 2025                                  | Target: 61%         | Actual:         |
| Target Date: 2026                                  | Target: 63%         | Actual:         |
| Target Date: 2027                                  | Target: 65%         | Actual:         |

|                                                 |                     |                 |
|-------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 7 Math Achievement |                     |                 |
| Data Source: Grade 7 Math EOG                   | Baseline Year: 2024 | Baseline: 59.5% |
| Target Date: 2025                               | Target: 71%         | Actual:         |
| Target Date: 2026                               | Target: 73%         | Actual:         |
| Target Date: 2027                               | Target: 75%         | Actual:         |

|                                                    |                     |                 |
|----------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 7 Reading Achievement |                     |                 |
| Data Source: Grade 7 Reading EOG                   | Baseline Year: 2024 | Baseline: 51.4% |
| Target Date: 2025                                  | Target: 70%         | Actual:         |
| Target Date: 2026                                  | Target: 72%         | Actual:         |
| Target Date: 2027                                  | Target: 74%         | Actual:         |

|                                                 |                     |                 |
|-------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 8 Math Achievement |                     |                 |
| Data Source: Grade 8 Math EOG                   | Baseline Year: 2024 | Baseline: 18.8% |
| Target Date: 2025                               | Target: 50%         | Actual:         |
| Target Date: 2026                               | Target: 52%         | Actual:         |
| Target Date: 2027                               | Target: 54%         | Actual:         |

|                                                    |                     |                 |
|----------------------------------------------------|---------------------|-----------------|
| Performance Indicator: Grade 8 Reading Achievement |                     |                 |
| Data Source: Grade 8 Reading EOG                   | Baseline Year: 2024 | Baseline: 37.5% |
| Target Date: 2025                                  | Target: 70%         | Actual:         |
| Target Date: 2026                                  | Target: 72%         | Actual:         |

|                                                    |                     |               |
|----------------------------------------------------|---------------------|---------------|
| Target Date: 2027                                  | Target: 74%         | Actual:       |
| Performance Indicator: Grade 8 Science Achievement |                     |               |
| Data Source: Grade 8 Science EOG                   | Baseline Year: 2024 | Baseline: 50% |
| Target Date: 2025                                  | Target: 70%         | Actual:       |
| Target Date: 2026                                  | Target: 72%         | Actual:       |
| Target Date: 2027                                  | Target: 74%         | Actual:       |

- Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

**Performance Measure(s)**

|                                                                       |                     |              |
|-----------------------------------------------------------------------|---------------------|--------------|
| Performance Indicator: Increase parental engagement at school events. |                     |              |
| Data Source: Title 1 Parent Attendance Sheets                         | Baseline Year: 2024 | Baseline: 88 |
| Target Date: 2025                                                     | Target: 90          | Actual:      |
| Target Date: 2026                                                     | Target: 92          | Actual:      |
| Target Date:                                                          | Target: 94          | Actual:      |

|                                                                          |                     |               |
|--------------------------------------------------------------------------|---------------------|---------------|
| Performance Indicator: Increase parental engagement in school-wide news. |                     |               |
| Data Source: Weeagle Views                                               | Baseline Year: 2024 | Baseline: 215 |
| Target Date: 2025                                                        | Target: 300         | Actual:       |
| Target Date: 2026                                                        | Target: 350         | Actual:       |
| Target Date: 2027                                                        | Target: 400         | Actual:       |

|                                                                                                      |                     |              |
|------------------------------------------------------------------------------------------------------|---------------------|--------------|
| Performance Indicator: Increase teacher-parent engagement/involvement through classroom newsletters. |                     |              |
| Data Source: Teacher Created Newsletters for Parents                                                 | Baseline Year: 2024 | Baseline: 10 |
| Target Date: 2025                                                                                    | Target: 12          | Actual:      |
| Target Date: 2026                                                                                    | Target: 14          | Actual:      |
| Target Date: 2027                                                                                    | Target: 16          | Actual:      |

**Data Review:**

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

EVAAS, data team meetings, long-term goal setting

### Student Outcome Data:

Data team meetings to review diagnostic assessments, mClass/DIBELS, NC Check-ins, etc.

EOY 2025 test score proficiency data on the EOG/EOC.

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

Indicators chosen:

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

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

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

### Selected Indicators:

#### Eliminate opportunity gaps by 2027

|       |                                                                                                                                                                                      |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G1.02 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

G1.01 School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)

**Improve school and district performance by 2027**

G2.02 Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)

G2.01 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

**Increase Educator preparedness to meet the needs of every student by 2027**

G3.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

G3.02 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

**Provide supports (personnel, programmatic, financial, etc.) for instructional priorities**

CSI-ATSI.0 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

## **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 Non-Public 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 .02040207; State Board of Education Policies ~~ATHL-001, -005, -008; 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; DATE

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

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

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

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

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

**B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS**

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

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

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

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

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

maturity level;

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

### C. REPORTING INAPPROPRIATE CONDUCT

#### 1. Reporting by Employees

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

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

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

#### 2. Reporting by Students

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

#### 3. Report of Criminal Misconduct

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

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

In accordance with Section F of policy 7130, Licensure, 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, .0605, .0608; State Board of Education Policies EVAl-014, EVAl-035, LICN-007

Cross References: Governing Principle – Removal of Barriers (policy 1700), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Interim Title IX Sexual Discrimination Harassment – Prohibited Conduct and Reporting Process Grievance Procedures (policy 1725/4035/7236), Interim Title IX Sexual Harassment Discrimination 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; DATE

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

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are "grandfathered" into the system under subsection C.6, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

**A. DOMICILE AND RESIDENCE DEFINED**

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

**B. MEETING DOMICILE REQUIREMENTS**

**1. Domicile of Students Generally**

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

**2. Domicile of Emancipated Students**

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

**3. Domicile of Students with Divorced or Separated Parents**

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

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

**C. MEETING RESIDENCE REQUIREMENTS**

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

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

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

required under G.S. 115C-366, and the commanding officer indicates the time period that such military orders will be in effect.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

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

#### **D. REMOTE ENROLLMENT OF CHILDREN OF MILITARY FAMILIES**

A student who is not domiciled in the school system attendance area is permitted to enroll by remote means, including electronic means, prior to commencement of the student's residency in the school system attendance area if all of the following apply.

1. The student's parent or legal guardian is on active military duty and is transferred or pending transfer pursuant to an official military order to a military installation or reservation in North Carolina.
2. Upon request by the school system, the parent or legal guardian provides a copy of the official military order transferring to the military installation or reservation.
3. The parent or legal guardian completes and submits the school system's enrollment forms and documentation, except that proof of residency and documentation related to disciplinary actions required under policy 4115, Behavior Standards for Transfer Students, will not be required until the student transfers into the school system.

The school system will make available to a student who registers to enroll pursuant to this section the same opportunities available to a domiciled student, such as requesting or applying for school assignment, registering for courses, and applying for any other programs that require additional request or application. A student enrolled pursuant to this section may not attend school until proof of residency is provided.

#### **E. PARTICIPATION IN JROTC BY HOME SCHOOL STUDENTS**

A home school student who resides within the assignment area of a school that maintains a Junior Reserve Officers' Training Corps (JROTC) unit shall be permitted membership in

the JROTC unit of the school without regard to domicile if the student is otherwise qualified for membership but for lack of enrollment in the school.

**F. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM**

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

**G. APPEAL OF ADMISSION DECISIONS**

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

Legal References: 10 U.S.C. 2031(gf); Elementary and Secondary Education Act, 20 U.S.C. 6303 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References: Student and Parent Grievance Procedure (policy 4010), Children of Military Families (policy 4050), Behavior Standards for Transfer Students (policy 4115), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075)

Adopted: November 10, 2014

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

Revised: September 11, 2017; October 5, 2020; February 14, 2022; June 30, 2022; DATE

The Watauga County Board of Education (the "board") recognizes that it is important for students to receive proper nutrition so that they are ready and able to take advantage of educational opportunities.

The goals of the school nutrition services program are as follows:

1. enhancing students' ability to learn by offering a variety of safe, nutritious, and appealing food and beverage options for student meals at school;
2. minimizing obesity and encouraging lifelong healthy eating habits consistent with the health education curriculum; and
3. providing courteous service to students, employees, and authorized visitors.
4. operating the school nutrition program efficiently so that earnings may be used to reduce the cost of food, serve better food, or provide free or reduced price meals to eligible students;

Legal References: 7 C.F.R. Part 210; G.S. 115C-47(22), -263, -264; ~~State Board of Education Policy SHLT-000~~

Cross References:

Adopted: March 9, 2015

Revised: August 14, 2017 (Legal references only); DATE (Legal references only)

## **PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS, AND SUPPLIES**

*Policy Code:*

**6430**

All purchases of apparatus, supplies, materials, and equipment will be made in accordance with all applicable state laws and regulations, including Article 8 of Chapter 143, and Articles 6E and 6G of Chapter 147 of the North Carolina General Statutes, Watauga County Board of Education (the "board") policy, and school system purchasing procedures. Purchasing contracts subject to the E-Verify requirement will contain a provision stating that the contractor and contractor's subcontractors must comply with the requirements of G.S. Chapter 64, Article 2. Purchases using federal funds must also be made in accordance with all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.) All employees involved in purchasing must be familiar with applicable requirements.

The purchasing officer shall ensure that written specifications for desired products are descriptive and clear and incorporate the quality requirements and service needs of the school system. There is no minimum number of bids, proposals, or quotes required for the purchase of apparatus, supplies, materials, and equipment (whether formally or informally bid); however, at least two bids, proposals, or quotes should be obtained when feasible.

The appropriate school system employee shall review submissions of bids, proposals, or quotes to determine if they are responsive to the system's specifications and make recommendations to the superintendent or designee. The superintendent or designee may award the contract based upon such recommendations if it is within their authority to contract as provided in policy 6420, Contracts with the Board, or may make a recommendation to the board for award of the contract by the board.

Apparatus, supplies, materials, and equipment must be purchased in accordance with the following requirements.

### **A. FORMAL BIDS (EQUAL TO OR MORE THAN \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures equal to or more than \$90,000 must be secured through the competitive bid process governed by G.S. 143-129. The superintendent, in consultation with the purchasing officer, is authorized to determine the best method for formally bidding a product or, as appropriate, utilizing one of the exceptions to formal bidding as provided below in Section E. The purchasing officer shall oversee the use of any purchasing method and ensure that all state requirements are met, including advertisement, sealed bids, maintaining records, and public opening of bids. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases.

Awards will be made to the lowest responsible bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality,

performance, and the time specified in the proposal for the performance of the contract. To be eligible for an award of a contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. All contracts awarded must be in writing.

The board permits the use of the following processes for contracts that require formal bidding.

1. **Competitive Sealed Bids**

A competitive sealed bid (or invitation to bid) may be used to request the cost of particular goods by providing detailed specifications in advance.

2. **Reverse Auction**

Pursuant to G.S. 143-129.9(a)(1), the school system may use reverse auctions as an alternative to sealed bid procedures. For purposes of this policy, "reverse auction" means a real-time purchasing process in which bidders compete to provide goods at the lowest selling price in an open and interactive environment. The superintendent, in consultation with the purchasing officer, shall determine whether reverse auctions are appropriate for a specific purchase or category of purchases. To conduct a reverse auction, the purchase officer may use a third party, may use the state's electronic procurement system, or, if appropriate equipment is available, may conduct the auction using school system equipment.

3. **Exceptions to Formal Bids**

Any of the processes outlined below in Section E may be used in lieu of formal bidding, so long as all requirements of state law are met.

**B. INFORMAL BIDS (\$30,000 TO \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures of at least \$30,000 but less than \$90,000 must be secured through the informal bidding process governed by G.S. 143-131. The superintendent, in consultation with the purchasing officer, is authorized to determine the best method for securing informal bids on a product. The purchasing officer shall oversee the use of any purchasing method and ensure that all state requirements are met, including maintaining records of all bids submitted. Records of informal bids will not be available for public inspection until the contract has been awarded. Awards will be made to the lowest responsible, responsive bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract.

1. **Competitive Sealed Bids**

Informal bid requirements may be met by the use of sealed bids. The purchasing officer may utilize the methods for formal competitive bids provided in Section A or may determine other appropriate methods for soliciting sealed bids. The bid specifications must include the time, date, and place for opening bids. No advertisement for bids is necessary (unless the formal bid process is used); however, the purchasing officer may advertise for bids as he or she deems appropriate.

2. Quotations

Informal bid requirements may be met by the solicitation of quotes from prospective vendors. Quotations may be solicited and submitted via telephone, fax, e-mail, or the North Carolina E-Procurement system. Telephone quotes must be placed in writing before a final contract will be awarded. Written quotations must be on the vendor's letterhead or an official quotation form.

3. Reverse Auction

A reverse auction may be used to solicit informal bids, consistent with the process provided in Section A.2.

4. Exceptions to Informal Bids

Any of the processes outlined below in Section E may be used in lieu of informal bidding, so long as all requirements of state law are met.

C. LOCAL REQUIREMENTS FOR PURCHASES FOR LESS THAN \$30,000

When competitive bidding is not statutorily required, purchases should be made under conditions that foster competition among potential vendors. Purchasing decisions should be made after considering price, quality, suitability for specified need, energy costs when applicable under policy 6445/6535 Energy Efficiency, and the timeliness of delivery and performance. The board may refuse to enter into a contract with a supplier or contractor whose performance on a previous contract was found to be unsatisfactory by the superintendent or the board.

If informal bidding is used, the informal bidding process described in Section B, above, will be followed.

D. ELECTRONIC BIDDING

Pursuant to G.S. 143-129.9(a)(2), the school system may receive bids electronically in addition to or instead of paper bids. If electronic bids are used for purchases that must be formally bid, procedures for receipt of electronic bids must be designed to ensure the security, authenticity, and confidentiality of the bids to at least the same extent as provided

with paper bids. The superintendent, in consultation with the purchasing officer, shall determine whether electronic bidding is appropriate for a specific purchase or category of purchases.

**E. EXCEPTIONS TO THE FORMAL AND INFORMAL BIDDING REQUIREMENTS**

The school system may utilize the following purchasing options instead of pursuing competitive bidding. Formal or informal bidding is not required if any of these processes are used. The purchasing officer shall gather information to document the basis for the use of any exceptions to the competitive bidding requirements. The superintendent, in consultation with the purchasing officer, may determine that using one of the following exceptions is appropriate for a specific purchase or group of purchases.

**1. Purchases from Other Governmental Agencies**

Pursuant to G.S. 143-129(e)(1), the school system may contract for the purchase, lease, or other acquisition of apparatus, supplies, materials, or equipment from any other federal, state, or local governmental agency.

**2. Special Emergencies**

Pursuant to G.S. 143-129(e)(2), competitive bidding is not required in cases of special emergencies involving the health and safety of people or their property. For an emergency to exist under the statute, the following factors must exist: (1) the emergency is present, immediate, and existing; (2) the harm cannot be averted through temporary measures; and (3) the emergency was not self-created by the school system.

**3. Competitive Group Purchasing**

Pursuant to G.S. 143-129(e)(3), the school system may make purchases or order repair work involving a combination of installation labor and equipment acquisition for heating and cooling systems through a competitive bidding group purchasing program, through which another entity uses a competitive process to establish contracts on behalf of multiple entities at discount prices.

**4. State Term Contract**

Pursuant to G.S. 143-129(e)(9), the school system may purchase products included in state term contracts with the state vendor for the price stipulated in the state contract, if the vendor is willing to extend to the school system the same or more favorable prices, terms, and conditions as established in the state contract.

**5. Sole Source Items**

Pursuant to G.S. 143-129(e)(6), upon approval of the board of education, the school

system may purchase an item through a single or sole source contract under the following circumstances: (1) when performance or price competition is not available; (2) when a needed product is available from only one source of supply; or (3) when standardization or compatibility is the overriding consideration. When requesting a purchase under the sole source exception, the purchasing officer shall provide the board with documentation that justifies the use of the exception.

6. "Piggybacking" or Previously Bid Contracts

Pursuant to G.S. 143-129(g), upon approval of the board of education, the school system may purchase from any supplier that, within the previous 12 months, has contracted to furnish the needed item to the federal government, to any state government, or to any agency or political subdivision of the federal government or any state government. Before recommending a purchase using the piggybacking exception, the purchasing officer shall ensure that the following requirements are met: (1) the price and other terms and conditions of the contract are at least as favorable as the prior contract; (2) the contract was entered into following a public, formal bidding process substantially similar to that required by North Carolina General Statutes; (3) the same vendor is used; and (4) notice of intent to award the contract without bidding is publicly advertised at least 10 days prior to the regularly-scheduled board meeting at which the contract will be approved. Before approving the contract, the board must determine that using the contract is in the best interest of the school system.

7. Purchases of Information Technology Goods and Services

Pursuant to G.S. 143-129(e)(7) and G.S. Chapter 143B, Article 15), the school system may purchase or lease information technology through contracts established by the Department of Information Technology. The purchasing officer shall work with the information technology department to ensure that any such purchases meet the needs of the school system.

In addition, the school system also may purchase information technology goods and services by using a request for proposal (RFP) pursuant to G.S. 143-129.8, provided that the following requirements are met: (1) notice of the request is provided consistent with the formal bidding notice requirements and (2) contracts are awarded to the person or entity that submits the best overall proposal as determined by the purchasing officer and superintendent. The RFP should describe the scope of work, general terms and conditions, specifications of the product needed by the school system, and the application process. The information technology supervisor shall assist the purchasing officer in reviewing the responsiveness of any RFP submitted pursuant to this subsection. RFPs will be evaluated using the "best value" method as defined in G.S. 143-135.9(a)(1) so that the system may select the most appropriate technological solution to meet the school system's objectives. However, if the purchasing officer considers the

purchase to be highly complex or is unable to clearly determine what the optimal solution for the school system is, the "solution-based solicitation" or "government-vendor partnership" method may be used. The purchasing officer may negotiate with the proposer to obtain a final contract that meets the best needs of the school system, so long as the alterations based on such negotiations do not deprive proposers or potential proposers of the opportunity to compete for the contract and do not result in the award of the contract to a different person or entity than would have received it if the alterations had been included in the RFP.

8. Gasoline, Fuel, and Oil Purchases

Pursuant to G.S. 143-129(e)(5), the school system may purchase gasoline, fuel, and oil products without using formal competitive bidding. However, such purchases are subject to the informal bidding requirements provided above.

9. Used Products

Pursuant to G.S. 143-129(e)(10), the school system may purchase previously used apparatus, supplies, materials, or equipment without using formal competitive bidding. Before purchasing used products, the purchasing officer shall ensure that the products are in good, usable condition and will be sufficient to meet the school system's needs for a reasonable period of time.

10. Published Materials

Pursuant to G.S. 115C-522(a), compliance with Article 8 of Chapter 143 of the General Statutes is not mandatory for the purchase of published books, manuscripts, maps, pamphlets, and periodicals. Such purchase shall be made in accordance with Section C of this policy .6430.

F. LEASE PURCHASE CONTRACTS AND OTHER CONTRACTS FINANCED OVER TIME

Lease purchase contracts, contracts that include options to purchase, and leases for the life of equipment all must be bid consistent with the requirements of G.S. 143-129 and 143-131. The purchasing officer shall ensure that such contracts meet the legal requirements and the provisions of policy 6420, Contracts with the Board.

G. USE OF SCHOOL SYSTEM TERM CONTRACTS

The school system may create and use term contracts for items that are routinely purchased by the school system. If the estimated expenditure for a routine item under the term contract is equal to or exceeds \$90,000, the contract must be formally bid. If the estimated expenditure is at least \$30,000 but less than \$90,000, the contract must be informally bid. The purchasing officer may incorporate the use of a term contract in the bidding specifications. If term contracts are used, the board attorney, in consultation with the

purchasing officer, shall review the contracts.

#### **H. HISTORICALLY UNDERUTILIZED BUSINESSES**

The board affirms the state's commitment to encouraging the participation of historically underutilized businesses in purchasing functions. The board will comply with all legal requirements and the standards in policy 6402, Participation by Historically Underutilized Businesses.

Legal References: 2 C.F.R. 200.317-3276; G.S. 64 art. 2; 115C-36, -522; 143 art. 8; 143B art. 15; 147 art. 6E, art. 6G; Sess. Law 2013-128

Cross References: Participation by Historically Underutilized Businesses (policy 6402), Organization of the Purchasing Function (policy 6410), Contracts with the Board (policy 6420), Energy Efficiency (policy 6445/6535), Federal Grant Administration (policy 8305)

Adopted: February 8, 2016

Revised: February 12, 2018; July 25, 2023; January 16, 2024; DATE (Legal references only)

Services will be purchased in a manner consistent with the purchasing goals of the Watauga County Board of Education (the "board"). The board generally does not require competitive bidding for the purchase of services; however, contracts for services will be made under conditions that foster competition among potential providers when feasible and after careful pricing.

No contract may be entered into with a restricted company, as listed by the state treasurer in accordance with G.S. 147, art. 6E or 6G, except as permitted by those laws.

Purchases using federal funds must be made in accordance with the terms and conditions of the federal award and all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.)

Contracts entered into with entities or individuals to provide a driver education program for students must be awarded on a competitive basis through requests for proposals to contract and in accordance with the requirements of State Board of Education Policy DRIV-001.

This policy does not apply to contracts for architectural, engineering, surveying, and construction management at risk services, which are governed by policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.

Legal References: 2 C.F.R. 200.317-200.3276; G.S. 115C-36; 143-64.31; 147 art. 6E, art. 6G; 16 N.C.A.C. 6E .0303; State Board of Education Policy DRIV-001

Cross References: Goals of the Purchasing Function (policy 6400), Federal Grant Administration (policy 8305), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Adopted: February 8, 2016

Revised: May 9, 2016; July 10, 2017; February 12, 2018; March 11, 2019; July 26, 2021 (Legal references only); DATE (Legal references only)

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 .0602, .0604, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, EVAL-035, LICN-001, LICN-005, LICN-007, 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; DATE (Legal references only)

Replaces: Policy 3.02.40, Qualifications of Certified Personnel

## **EMPLOYEE TRAVEL AND OTHER EXPENSE REIMBURSEMENT**

*Policy Code:*

**7650**

The Watauga County Board of Education (the "board") may reimburse employees for reasonable and necessary travel and other expenses incurred while performing school system business. All employee requests for reimbursement for travel or other expenses are subject to this policy. The superintendent and finance officer are responsible for developing and disseminating forms for requesting travel and other expense reimbursement, for maintaining and disseminating current information concerning applicable reimbursement rates, and for establishing any procedures or regulations necessary to implement this policy.

### **A. EMPLOYEE RESPONSIBILITY FOR CONTROLLING TRAVEL EXPENSES**

The board intends that its employees who are required to travel do so in reasonable comfort. All employees traveling on school system business are expected to exercise good judgment in distinguishing between reasonable comfort and extravagance and to exercise the same care in incurring expenses that a prudent person would exercise if traveling on personal business and expending personal funds. Reimbursement will not be approved for excess costs or additional expenses that are for the convenience or personal preference of the employee. Unless specifically approved by the board in advance, unauthorized expenses include, but are not limited to, alcohol or tobacco, entertainment activities (e.g., sporting events, pay TV, movies), personal services (e.g., spa, laundry), personal items (e.g., toiletries, magazines, souvenirs), supplemental insurance on rental cars, fines for traffic violations, and meals, lodging, or other expenses for spouses, children, guests, or pets. Employees are responsible for being aware of applicable reimbursement rates and any other limitations established by the superintendent or finance officer prior to travel.

### **B. APPROVAL FOR TRAVEL**

Out-of-county travel by any employee except the superintendent must receive prior written approval of the employee's supervisor on the designated travel authorization form. The request for approval must include an estimate of the anticipated cost of the travel and related expenses. Travel requests that exceed the amount budgeted for such purposes will be denied. The superintendent or designee shall have the authority to approve travel reimbursement from local funds in excess of state established per diem rates for lodging and meals at his/her discretion. Travel by the superintendent and board shall be approved annually using the Blanket Authorization Form.

### **C. REIMBURSEMENT FOR TRAVEL EXPENSES**

Employees may request reimbursement of actual expenses for mileage, meals, lodging, and other business-related expenses, such as conference registration fees and parking fees, incurred on approved trips for official school system business. Travel that does not directly benefit the school system is not reimbursable.

The reimbursement rates for mileage, meals, lodging, and other travel expenses will be in accordance with those established for state employees. Reimbursements will not exceed the annual budget allocated to the respective employee or department. All reimbursements are contingent upon funds available.

All claims for reimbursement of travel expenses must (1) include a copy of the approved travel request form; (2) be in writing, itemized, and supported with original receipts, except that no receipt is required for meals that will be reimbursed at the state-approved flat rates; (3) document the official school business purpose for which the expenses were incurred; (4) include a copy of the agenda if the travel was to a conference, meeting, or similar event if meal reimbursement is being requested; (5) be signed by the employee; and (6) be approved by the employee's supervisor, or in the case of the superintendent, by the board chair. All claims must be submitted in accordance with any additional requirements, procedures, or deadlines established by the superintendent or finance officer.

In extenuating circumstances, such as when lodging is not reasonably available at the state-approved rate, authorization for reasonable costs in excess of the state-approved rates may be approved by the employee's supervisor and the superintendent or designee, or in the case of the superintendent, by the board chair.

No advance payment of travel expenses is permitted.

#### **D. CANCELLED TRIPS**

If an employee cancels a trip for which (1) trip-related expenses have been prepaid by the school system, or (2) a penalty or charge resulting from the cancellation is incurred, the employee is responsible for reimbursing the school system for all funds advanced or expended by the school system as a result of the cancellation unless otherwise approved by the superintendent or designee. Failure to reimburse the school system as required may result in disciplinary action and/or actions to recover the amounts owed.

#### **E. MILEAGE REIMBURSEMENT FOR USE OF PERSONAL VEHICLE**

Employees who use their personal vehicle to travel in the performance of their official job duties will be reimbursed at the rate for state employees for mileage incurred when traveling for job-related activities, subject to budgetary limitations. The superintendent may establish criteria for determining which employees are eligible for this mileage reimbursement. Reimbursement will not be authorized for travel between the employees' residence and the first or last scheduled stop of the day.

Mileage reimbursement requests for all employees except the superintendent must be approved by the employee's immediate supervisor and submitted as directed by the finance officer or superintendent.

**F. REIMBURSEMENT OF OTHER BUSINESS EXPENSES**

Employees purchasing merchandise or other items on behalf of the school system with personal funds must have prior approval of their supervisor and may be reimbursed for reasonable costs. Requests for reimbursement must follow the procedures established by the finance officer. All requests for reimbursement must be accompanied by a statement of the business purpose for the expense and a detailed receipt. Employees who are authorized to use school system procurement cards will not be reimbursed for purchases made using personal funds without prior approval of the superintendent or designee.

**G. RESPONSIBILITY FOR MONITORING COMPLIANCE WITH THIS POLICY**

The superintendent is responsible for monitoring employee compliance with this policy. The board chair is responsible for monitoring the superintendent's compliance with this policy.

Legal References: G.S. 115C-36, -47(21), 138-6; 2 C.F.R. 200.4754

Cross References: Board Member Compensation and Expenses (policy1330)

Other Resources: *North Carolina Budget Manual*, Section 5 (Office of State Budget and Management), available at <https://www.osbm.nc.gov/budget/budget-manual>

Adopted: July 11, 2016

Replaces: Board policy 6.04, Management of Funds (in part)

Revised: May 8, 2023; DATE (Legal references only)

# **USE AND SELECTION OF ARCHITECTS, ENGINEERS, SURVEYORS, AND CONSTRUCTION MANAGERS AT RISK**

*Policy Code:*

**9110**

## **A. USE OF ARCHITECTS AND/OR ENGINEERS**

To the extent required by North Carolina General Statute 133-1.1, a registered architect or registered engineer, or both, will be used to design and inspect school system buildings being repaired or constructed. In addition, architects and/or engineers may be used for services, such as:

1. preparing feasibility studies for additions, alterations, or renovations of existing facilities;
2. providing consulting services on technical matters;
3. providing services related to long-range planning or facility design; and
4. assisting in the preparation and submission of any documents requested by other governmental agencies.

## **B. SELECTION PROCESS FOR ARCHITECTURAL, ENGINEERING, SURVEYING, AND CONSTRUCTION MANAGEMENT AT RISK SERVICES**

Except as otherwise permitted under G.S. 115C-521(g), the procurement of architectural, engineering, surveying, or construction management at risk services for facility design, construction, and related services will be accomplished in accordance with the following requirements. Any purchase of services using federal funds must also be made in accordance with the terms and conditions of the federal award and all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. (See also policy 8305, Federal Grant Administration.)

1. Projects with an Estimated Professional Fee of \$50,000 or More
  - a. The superintendent shall solicit proposals from service providers for selection based upon qualifications using the following or similar criteria:
    - 1) training and experience of the service provider, especially in school-related projects;
    - 2) planning ability and promptness;
    - 3) experience in specification writing, including reputation for accuracy and sufficiency of detail;

- 4) experience in the construction of K-12 buildings;
  - 5) reputation for quality of design and construction in appearance and utility;
  - 6) history of thorough inspections and follow-through with jobs;
  - 7) timely completion of projects within the established budgets;
  - 8) relationships with contractors and designers; and
  - 9) any other factors the superintendent deems relevant.
- b. The superintendent shall provide a list of qualified service providers to the Watauga County Board of Education (the "board") for consideration and selection unless the estimated professional fee for the project is within the superintendent's authority to contract as provided in policy 6420, Contracts with the Board. The list shall not include any company whose name appears on the state treasurer's lists of restricted companies, developed in accordance with G.S. 147, art. 6E or art 6G.
- c. A North Carolina resident firm will be granted a preference over a nonresident firm if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The solicitation documents must require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.
- d. Fees will be negotiated with the selected firm. If a fair and reasonable fee cannot be agreed upon, the board or superintendent will select the next best qualified firm and negotiate fees. The contract with the firm must be reviewed by the board attorney and meet all applicable laws and board policies. The contract must have board approval unless the board has delegated this authority to the superintendent in policy 6420.
2. Projects with an Estimated Professional Fee of Less than \$50,000
- a. The process established in subsection B.1 is not required unless otherwise directed by the board or superintendent for a specific project.
  - b. When the estimated professional fee for a project is estimated to be within the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall have

authority to select the firm. Board approval of the firm is not required. The contract with the firm must meet all applicable laws and board policies and must be consistent with G.S. 147, art. 6E and art. 6G.

- c. When the professional fee is estimated to exceed the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall recommend one or more firms to the board for consideration. The board will approve the selection of the firm. The contract with the firm must be reviewed by the board attorney, be approved by the board, meet all applicable laws and board policies, and be consistent with G.S. 147, art. 6E and art. 6G.

Legal References: 2 C.F.R. 200.317-200.3276; G.S. 115C-521(g); 133, arts. 1 and 3; 143-64.31, -64.32; 147 art. 6E, art. 6G

Cross References: Contracts with the Board (policy 6420), Federal Grant Administration (policy 8305), Site Selection (policy 9010), Facility Design (policy 9020)

Adopted: April 11, 2016

Revised: May 9, 2016; February 13, 2017; February 12, 2018; February 11, 2019; DATE (Legal references only)

## REMOTE PARTICIPATION IN BOARD MEETINGS

Policy Code:

1402

The Watauga County Board of Education (the “board”) acknowledges that attendance at board meetings is essential for its members to perform their official duties and to add to the diversity of thought and opinion in the board’s deliberations. The board strongly encourages its members to be physically present for all board meetings. The board recognizes, however, that extenuating circumstances may occasionally prevent one or more members from being physically present at a meeting. It further recognizes that advances in technology, such as audio and video conferencing, have made it possible for members to communicate and deliberate with each other from remote locations. Therefore, to promote full participation of board members while ensuring access and transparency for the public as required by the Open Meetings Law, G.S. 143-318.9 *et seq.*, the board authorizes remote participation in board meetings subject to existing board operational policies, state law, and the following procedures and requirements.

### A. DEFINITIONS

The following definitions apply in this policy:

#### 1. Official Meeting of the Board

An official meeting of the board is an official meeting as defined by G.S. 143-318.10 and policy 1300, Board Meetings, and includes a board meeting, board committee meeting, public hearing, quasi-judicial hearing, or any other gathering that constitutes an official meeting subject to the open meetings law. References to “meeting” in this policy mean an official meeting of the board.

#### 2. Remote Participation

Remote participation occurs when a member participates in an official meeting of the board or any part thereof via electronic means from a place other than the physical location of the meeting designated in the public notice for the meeting.

#### 3. Wholly Remote Meeting

A wholly remote meeting is an official meeting of the board or any part thereof in which all members participate remotely by simultaneous communication via conference telephone, conference video, or other electronic means. A wholly remote meeting has no physical location.

#### 4. State-Declared Emergency

A state-declared emergency exists when there has been a declaration of a state of emergency by the Governor or resolution of the General Assembly pursuant to G.S. 166A-19.20 that is applicable to the area under the board’s jurisdiction.

5. ~~Locally Declared Emergency~~

~~A locally declared emergency exists when there has been a declaration of a local state of emergency by the governing body of a municipality or county in accordance with G.S. 166A-19.22 that is applicable to area under the board's jurisdiction.~~

B. AUTHORIZED CIRCUMSTANCES FOR REMOTE PARTICIPATION

1. Meetings During a State-Declared Emergency

The board acknowledges that in-person meetings are strongly preferred and that a quorum of the board should be physically present for the meeting when reasonably possible. However, ~~in times of~~ during a state-declared emergency, including natural disasters and health emergencies, the board may find it necessary to have some or all of its members participate in meetings remotely.

a. ~~State Declared Emergency~~

During a state-declared emergency, wholly remote meetings or meetings with remote participation by individual member(s) will comply with G.S. 166A-19.24 and the requirements of this policy, including the special rules for meetings held during state-declared emergencies described in Section E, below.

b. ~~Locally Declared Emergency~~

~~During a locally declared emergency, wholly remote meetings and meetings with remote participation by individual member(s) will comply with the requirements of the open meetings law, Sections C and D below, and to the extent not inconsistent with G.S. 143-318.13, the procedures established by G.S. 166A-19.24 as described in Section E, below.~~

2. Meetings Not During a State-Declared Emergency

a. ~~Wholly Remote Meetings~~

The board will not hold wholly remote meetings in the absence of a state- ~~or~~ locally-declared emergency.

b. ~~Remote Participation by Individual Members~~

The board authorizes remote participation by individual members consistent with the requirements of this policy in any meeting of the board that is not a hearing as described in policy 1600, Hearings Before the Board, or other quasi-judicial proceeding.

**C. CONDITIONS AND REQUIREMENTS FOR REMOTE PARTICIPATION**

1. A member may attend a meeting ~~and participate in board deliberations and decisions by remote participation~~ remotely if the member is prevented from physically attending the meeting due to:
  - a. personal illness, disability, an order of quarantine or isolation, a government-issued “stay-at-home” mandate, or the recommendation of a medical provider or public health officials to limit public interaction;
  - b. out-of-town travel;
  - c. an unexpected lack of child-care;
  - d. family member illness or a family emergency;
  - e. weather conditions;
  - f. military service;
  - g. employment obligations;
  - h. a scheduling conflict; or
  - i. a state or local declaration of a state of emergency that makes in-person attendance at a meeting a violation of an order to reduce social contact or to stay at home for reasons of public health.
2. Remote participation is not to be used solely for a board member’s convenience or to avoid attending a particular meeting in person.
3. No board member may participate remotely more than three times during a calendar year for a reason other than an order of quarantine or isolation, a “stay-at-home” mandate, or a recommendation to limit public interaction, as described in subsection C.1, above; however, in other justifiable circumstances, the board may, by two-thirds vote, agree to waive this limitation.
4. Acceptable means of remote participation include telephone-, Internet-, or satellite-enabled audio or video conferencing, or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another. Text messaging, instant messaging, email, and web chat without audio are not acceptable means of remote participation.
5. A board member participating in a meeting remotely shall use his or her best efforts to participate in all or as much of the meeting as circumstances permit and

not merely for the closed session portion of the meeting or a limited number of agenda items.

6. A board member participating remotely will not be considered present at the meeting for purposes of establishing and maintaining a meeting quorum except as described in Section E, below.~~and~~

6.7. A board member participating remotely will be entitled to participate in open session deliberations at the meeting if, and while:

- a. the member is able to hear other members of the board and any individuals addressing the board, including members of the public who are recognized by the board during public comment; and
- b. all persons present at the meeting location are able to hear the board member who is participating remotely; and

~~w~~When video technology is used, it is preferred that the remote participant is visible to all persons present at the meeting location.

8. A board member who is entitled to participate in open session deliberations may also participate in a closed session of the meeting if the member provides assurance to the board that no other person is able to hear, see, or otherwise participate in the closed session from the member's remote location.

7. ~~9.~~ A board member considered present through remote participation will not be permitted to vote on any action item at the meeting except as described in Section E, below.~~:~~

~~any item for which the member was not participating remotely during the entire discussion and deliberation of the matter preceding the vote; and~~

~~any item that was being discussed when an interruption to the electronic communication occurred, if the board's discussion was not suspended during the interruption. A brief loss of simultaneous communication, such as a few seconds, will not disqualify the member from voting on the matter under discussion.~~

#### D. PROCEDURE FOR REMOTE PARTICIPATION

1. A member of the board who desires to participate in a meeting remotely shall notify the board chair and the superintendent at least four hours in advance of the meeting so that necessary arrangements can be made. If the member has not already received all documents to be considered at the meeting, the superintendent shall arrange for delivery of the materials in a manner that is practicable under the circumstances.

2. The chair or designee at the meeting location shall initiate contact with the member prior to the start of the meeting to secure participation.
3. The chair shall announce the remote participant and the means of remote participation at the beginning of the meeting.
4. The chair shall remind all members that all chats, instant messages, texts, or other written communications between members of the board regarding the transaction of board business during the meeting, including such communications between or among members participating remotely, are a public record.
5. If the remote participant cannot be physically seen by other members of the board and members of the public present at the meeting, the remote participant must identify himself or herself in each of the following situations:
  - a. when the meeting begins or the roll is taken;
  - b. prior to participating in the deliberations, including making motions, proposing amendments, and raising points of order; and
  - c. prior to voting, if voting is permitted as described in Section E, below.
6. The meeting chair may decide how to address technical difficulties that arise when utilizing remote participation, but whenever possible, the chair should suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If, however, the technical difficulties distract from or impede the orderly progress of the meeting, a majority of the members physically present may vote to end the remote participation.
7. A member participating remotely shall notify the chair if leaving the meeting before it is adjourned or rejoining the meeting after a period of absence.
8. All votes taken will be by voice vote (rather than by a show of hands).
9. The minutes of the meeting will reflect that the meeting was conducted by use of simultaneous electronic communication, which members were in attendance by simultaneous communication, and when such member(s) joined or left the meeting. Any interruption to or discontinuation of a member's participation will also be noted in the minutes.
10. The member participating remotely will bear the cost of his or her personal telephone or computer usage, and telephone or internet connection, and as well as any other personal costs incurred while the member participates from a remote location.

**E. SPECIAL RULES FOR REMOTE MEETINGS DURING A STATE-DECLARED EMERGENCY**

The following modifications and additions to the requirements of this policy apply to meetings held during a state-declared emergency.

1. Quasi-judicial hearings may be held remotely with consent of the parties and in conformance with the requirements of G.S. 166A-19.24(f) and this section.
2. Notice of meetings will be provided as required by G.S. 143-318.12 (and 166A-19.24(b1), if the original meeting notice did not specify a remote meeting), and will specify (1) the means by which the public can access the simultaneous live stream of the meeting and (2) any other means by which the public can access the meeting as it occurs.
3. The board need not provide a location for members of the public to listen to the meeting; ~~however, in accordance with G.S. 143-318.13(d), this provision applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.~~
4. All documents to be considered during the meeting shall be provided to each member.
5. The means for simultaneous communication specified in subsection C.4 of the policy must allow for any member to do all of the following:
  - a. hear what is said by the other members;
  - b. hear what is said by any individual addressing the board; and
  - c. to be heard by the other members when speaking to the public body.
6. A member participating by simultaneous communication will be counted as present for quorum purposes, but only during the period that simultaneous communication is maintained for that member ~~in accordance with subsection C.5, above.~~
7. The board will refrain from acting by reference to a document or other materials so as to conceal from public understanding what is being deliberated, voted, or acted upon at the meeting.
8. A board member considered present through remote participation will be permitted to vote on any action item at the meeting except:
  - a. any item for which the member was not participating remotely during the entire discussion and deliberation of the matter preceding the vote; and

b. any item that was being discussed when an interruption to the electronic communication occurred, if the board's discussion was not suspended during the interruption. A brief loss of simultaneous communication, such as a few seconds, will not disqualify the member from voting on the matter under discussion.

8.9. Except when the board is meeting in closed session, the meeting will be simultaneously streamed live online to the public, or if the meeting is conducted by conference call, the public will be provided an opportunity to dial in or stream the audio live and listen to the meeting.

9.10. If the meeting is a public hearing, the board will allow for written comments on the subject of the hearing to be submitted up to 24 hours prior to the scheduled time for the beginning of the public hearing; ~~however, in accordance with G.S. 143-318.13(d), this flexibility applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.~~

10.11. Subsection C.3 of this policy will not apply to remote meetings held during a ~~state-declared or local~~ emergency.

The superintendent is directed to provide the technology sufficient to implement this policy in accordance with all applicable laws.

Legal References: G.S. 166A-19.20, -19.22, -19.24; G.S. ch. 143, art. 33C; *State ex rel. Cannon v. Anson Cnty.*, N.C. App. (2024) N.C. Attorney General Advisory Letter to McCleod, (March 26, 2020), copy available at <https://www.nesba.org/wp-content/uploads/2020/04/Open-Meetings-advisory-letter.pdf>

Cross References: Board Meetings (policy 1300), Compliance with the Open Meetings Law (policy 1420), Closed Sessions (policy 1421), Board Meeting News Coverage (policy 1425), Quorum (policy 1441), Hearings Before the Board (policy 1600), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: June 8, 2020

Revised: December 13, 2021; DATE

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

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

**A. PARENTAL INVOLVEMENT PLANS**

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

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

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

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

2. Title I Parent and Family Engagement Plan

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

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

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

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

1. Communication with Parents

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

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

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

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

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

2. Parent Participation at Schools

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

3. Conferences

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

**C. PARENTAL NOTIFICATION**

1. Title I Notifications

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

2. Parent Guide for Student Achievement

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

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

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child:  
(1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Request to Review Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations and the recommended immunization schedule;
- 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;
- l-m. when a student initially creates a career development plan, that the plan has been created and information on how to access the plan;
- ~~m-n.~~ a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- ~~n-o.~~ 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-p.~~ 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-q.~~ 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-r.~~ supportive services available to students, including health services;
- ~~r-s.~~ 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-t.~~ how to reach school officials in emergency situations during non-school hours;
- ~~t-u.~~ 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-v.~~ information about the school breakfast program;
- ~~v-w.~~ information about the availability and location of free summer food service program meals for students when school is not in session;
- ~~w-x.~~ for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);

- ~~x-y.~~ 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-z.~~ education rights of homeless students (see policy 4125, Homeless Students);
- ~~z-aa.~~ the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
- ~~aa-bb.~~ 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-cc.~~ 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-dd.~~ 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-ee.~~ 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 Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina 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 Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina 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/1NAxshMNpiqmoD4hnknqHSujYOOQk80dkDw8FWpQfbNuk/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, -158.10, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

Cross References: Title I Parent and Family Engagement (policy 3560), Discrimination and Harassment Prohibited by Federal Law (policy 4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 4010), Hearings Before the Board (policy 1600), Business Advisory Council (policy 1670), Selection of Instructional Materials (policy 3200), Parental Request to Review Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy

3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: July 14, 2014

Replaces: Policy 2.04.60, Parental Involvement (in part)

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

The Watauga County Board of Education (the “board”) believes an effective testing and assessment program evaluates the progress of individual students and helps ensure educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful as one of several considerations for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detract from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction, interventions, and/or retesting in accordance with all requirements established by law or the State Board of Education. The superintendent, in consultation with the school principals, shall determine how results from such measures will be used in determining students’ final grades, provided that the requirements described in Section B, below, and any other applicable state requirements are met.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

**B. HIGH SCHOOL 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. ~~For all students, including English Learner students in their first year in a U.S. school and students~~

~~following the Occupational Course of Study Pathway, the~~ The results of EOC tests, and CTE State Assessments will count as 25% percent of a student's final grade in each high school course for which there is an EOC test or CTE State Assessment, with the exception of the following: (1) English Learner students in their first year in a U.S. school; (2) students following the Occupational Course of Study Pathway or whose individualized education programs (IEPs) otherwise exclude their EOC results from their final grades; and (3) students enrolled. ~~However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of the new assessment~~ EOC for that course where proficiency scores are not ~~immediately~~ available due to standard setting.

### C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) -or other applicable law and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's IEP~~individualized education program~~ or Section 504 plan;~~and~~ for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -83.5, -83.6, -83.6A, -83.6B, -83.7, -83.8, --174.11, -174.12, -174.13, -174.15, -174.22, -174.25, -276, -288, -307, -402.5; S.L. 2019-212, Sec. 1; 16 N.C.A.C.

6D .0309; State Board of Education Policy series TEST and GRAD; EVAL-006; EVAL-025 through -031

Cross References: Professional and Staff Development (policy 7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other Resources: *Testing Security: Protocol and Procedures for School Personnel* (NCDPI), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations>

Adopted: August 3, 2015

Replaces: Board policy 4.01.60, Student Assessment and policy 4.03.35, Accountability Standards (in part)

Revised: June 13, 2016; July 10, 2017; March 15, 2018 (Legal references only); February 11, 2019; September 14, 2020; March 8, 2021; December 13, 2021; DATE