



**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***  
***December 9th, 2024***

- |                  |                                                                                                                                                                                                                                                                     |                                        |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>5:00 p.m.</b> | <b>1. OPEN SESSION CALL TO ORDER/<br/>WELCOME/MOMENT OF SILENCE</b>                                                                                                                                                                                                 | Board Chair                            |
| <b>5:03 p.m.</b> | <b>2. DISCUSSION AND ADJUSTMENT OF AGENDA</b>                                                                                                                                                                                                                       | Board Chair                            |
| <b>5:05 p.m.</b> | <b>3. OATH OF OFFICE FOR NEW BOARD MEMBERS</b>                                                                                                                                                                                                                      | The Honorable<br>Rebecca Eggers-Gryder |
| <b>5:25 p.m.</b> | <b>4. ELECTION OF OFFICERS</b>                                                                                                                                                                                                                                      | Dr. Leslie Alexander                   |
| <b>5:30 p.m.</b> | <b>5. CLOSED SESSION</b><br>A. Approval of the Minutes for 11/12/2024<br>B. Reportable Offenses – N.C.G.S.115C-288(g)<br>C. Student Records - N.C.G.S.143-318.11(a)(1)<br>D. Personnel – N.C.G.S.143-318.11(a)(6)<br>E. Attorney-Client - N.C.G.S. 143-318.11(a)(3) | Board Chair                            |
| <b>6:45 p.m.</b> | <b>6. (RETURN TO) OPEN SESSION: CALL TO ORDER</b>                                                                                                                                                                                                                   | Board Chair                            |
| <b>6:47 p.m.</b> | <b>7. SUPERINTENDENT’S REPORT</b>                                                                                                                                                                                                                                   | Dr. Leslie Alexander                   |
| <b>6:51 p.m.</b> | <b>8. VALLE CRUCIS SCHOOL UPDATE</b>                                                                                                                                                                                                                                | Dr. Leslie Alexander                   |
| <b>6:55 p.m.</b> | <b>9. STUDENTS’ REPORT</b>                                                                                                                                                                                                                                          | Ms. Athena Elliott<br>Ms. Mia Llibre   |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>7:00 p.m.</b> | <b>10. PUBLIC COMMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Board Chair          |
| <b>7:05 p.m.</b> | <b>11. WCS TECHNOLOGY UPDATE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Dr. Alison Schleede  |
| <b>7:20 p.m.</b> | <b>12. CONSENT AGENDA</b> <ul style="list-style-type: none"> <li>A. Approval of the Minutes for 11/12/2024</li> <li>B. Field Trip Requests</li> <li>C. Declaration of Surplus</li> <li>D. 2024-25 Budget Amendment #2</li> <li>E. 2024-25 Low-Performing School Improvement Plan for Bethel</li> <li>F. 2024-25 Low-Performing School Improvement Plan for Green Valley</li> <li>G. Beginning Teacher Support Program Plan</li> <li>H. 2025-26 School Calendar</li> <li>I. Personnel Report</li> </ul> | Dr. Leslie Alexander |
| <b>7:23 p.m.</b> | <b>13. POLICIES: SUBSTANTIVE FOR SECOND READ</b> <ul style="list-style-type: none"> <li>• 1402: Remote Participation in Board Meetings</li> <li>• 4002: Parental Involvement</li> <li>• 3410: Testing and Assessment Program</li> </ul>                                                                                                                                                                                                                                                                | Dr. Wayne Eberle     |
| <b>7:30 p.m.</b> | <b>14. BOARD OPERATIONS</b> <ul style="list-style-type: none"> <li>➤ New Board Member Training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | Board Chair          |
| <b>7:40 p.m.</b> | <b>15. BOARD COMMENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Board Chair          |
| <b>7:45 p.m.</b> | <b>16. ADJOURNMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Board Chair          |
|                  | <b>17. MISCELLANEOUS</b> <ul style="list-style-type: none"> <li>❖ Calendar Committee Minutes for 11/14/2024</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |                      |



## 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

**DATE:** November 12, 2024

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

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

**PRESENT:**

- Gary Childers, Steve Combs, Marshall Ashcraft, Jason Cornett, Jay Fenwick, *BOE Members*
- Dr. Leslie Alexander, *Superintendent*
- Mr. 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 6:00 p.m.

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

Dr. Childers welcomed those attending the meeting and requested to observe a moment of silence. He congratulated newly elected Board of Education member Alison Idol, and he welcomed former Superintendent Dr. Scott Elliott and former Board Chair Ron Henries who were in attendance. Dr. Childers also thanked staff, leadership, and families for their patience and for how they stepped up to get students back in school.

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

There was no discussion or adjustment to the agenda.

#### **SUPERINTENDENT'S REPORT**

- Dr. Leslie Alexander commended the Watauga High School Playmakers on the amazing job they did with their creation and production of "Surge."
- She shared that while a number of community stops are still being used, many of the areas have been able to incorporate expanded routes to serve families. She thanked the transportation team, principals

and assistant principals, bus drivers, and NCDOT for the many hours of work that have gone into ensuring that students are transported to and from school safely.

- Dr. Alexander also thanked Dr. Tierra Stark, and the WCS social workers and counselors for holding our first “Coat Festival” on November 2nd where approximately 400 students were provided new winter coats. She also extended her gratitude to the Boone Chamber of Commerce and the many other generous sponsors who made this possible.
- Recognition Dates:
  - Native American Heritage Month
  - National School Psychology Week (November 11-15)
  - November 11th: Veterans Day
  - November 28th: Thanksgiving ~ Students will be out November 27-29.

### **VALLE CRUCIS SCHOOL UPDATE**

Area A: Cafeteria/Kitchen; Gym

Area B: Administrative Offices; Band

Area C: Classrooms

Valle Crucis students are settling in well in their new locations. The WCS Maintenance Crew worked hard to get a permanent tent installed at the Valle Crucis School Transportation Hub to provide shelter for the students during cold weather. WCS is currently in negotiations with the insurance company regarding the flooding of Valle Crucis School, and an update will be provided as soon as possible.

### **New School:**

Power will be turned on in the building on November 12th, and the HVAC unit start-up will begin in Area C on November 18. The local Health Department is reviewing the septic system design, and the work on this will hopefully begin the week of November 18. Natural stone should be finished within a couple of weeks, and carpeting will begin the first week of December. All drywall work should be 100% completed by December 1, and kitchen equipment should be installed by the end of December. Siding should be finished on the exterior by mid-December and on the interior by the end of December or early January. Some electrical fixtures and electrical control devices were damaged, and these fixtures and some other specialty items cannot be installed until sometime in January. Paving will not start until spring 2025.

### **STUDENTS' REPORT**

- Students have been transitioning back to normalcy in the aftermath of Hurricane Helene in large part to all of the support that has been provided.
- Watauga High School hosted a “Trunk or Treat” on October 30th in which different WHS clubs/organizations provided candy and games.
- WHS Varsity Football remains undefeated, and they have been placed in the 4th seed for playoffs. Both the Soccer and Women's Tennis teams had an undefeated conference season. For the first time since 2020, both the Women's and Men's Cross Country teams went to state, and freshman Cali Townsend placed 8th.
- Winter sports include swimming, indoor track, wrestling, and basketball. The Women's Basketball team is anticipating another successful season following last year's advancement into the “Final Four” championship.

- Watauga High School's Student Council is preparing for the "Mr. WHS" fundraiser, which is an annual event in which male students showcase their talents and creativity. Each member must raise \$200 to participate in the event that will be in collaboration with McDowell High School and West Henderson High School. The event will take place on Saturday, December 7th at 7:00 p.m. at WHS.

## **SPECIAL RECOGNITION**

### **★ Outgoing Board of Education Members**

Steve Combs and Jason Cornett chose not to run for reelection this year, and they were honored for their service on the Board. Dr. Leslie Alexander, Dr. Gary Childers, Marshall Ashcraft, Jay Fenwick, former Superintendent Dr. Scott Elliott, and former Board Chair Ron Henries shared many comments about Mr. Combs and Mr. Cornett.

Dr. Childers said that "they have always done the right thing, even if it was not the popular thing." He shared how they have always put students and families first, and they have been so supportive of teachers and staff. Dr. Alexander talked about how they are just such "good people." Dr. Elliott spoke about their professionalism, leadership, and relationships being of the highest quality.

Jason Cornett served on the Board for eight years, and some of the words and phrases used to describe him included: respected, responsible, productive, solid, supportive, empathetic, credible, positive, integritous, level-headed, and "salt of the earth." Mr. Cornett spoke and expressed that being a Board member has been an "enlightening and enriching experience." Steve Combs served as a Board member for twenty years, with many of those years being as Vice-Chair. Some of the words and phrases used to describe him included: go-getter, pillar of the community, approachable, well-liked, kind, advocate, and trustworthy. Mr. Combs said, "We are supposed to be in life to give back. Everything I have ever done has been about kids."

Mr. Combs and Mr. Cornett were each presented with a plaque of appreciation and a photo collage frame with memories from their time on the Board, and their families were also recognized. There was a brief break to give time for pictures to be taken.

## **PUBLIC COMMENT**

There were no citizens who made public comments.

## **SCHNEIDER ELECTRIC**

Mr. Graham Lewis, Program Manager with Schneider Electric, highlighted the future savings that are guaranteed on an annual basis by implementing energy efficiency measures to reduce operational costs.

- Projected financial impact of \$308,000 estimated annual savings;
- \$4.2-5.3 million in capital that can be reinvested over 15-year partnership to fund needed renovations;
- \$5.6-7.1 million in capital that can be reinvested over 20-year partnership to fund needed renovations.

The vision of Schneider Electric is to update infrastructure and promote sustainability education initiatives. Graham Lewis answered a few questions by the Board, and outlined the next steps of the procurement process, design phase, construction, and client services period. Marshall Ashcraft made a motion to move forward with procurement pending legal review after approval from the County Commissioners. Jason Cornett seconded the motion, and all Board members approved.

### **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

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

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

- 1402: Remote Participation in Board Meetings
- 4002: Parental Involvement
- 3410: Testing and Assessment Program

No action was taken.

Policy 1402 will be discussed further in closed session at the December meeting.

### **BOARD OPERATIONS**

Marshall Ashcraft made a motion to approve the *Resolution of the Watauga County Board of Education Regarding an Amendment by the County of Watauga to the School District's Budget from the County*. Jay Fenwick seconded, and it was approved by all Board members.

Gary Childers and Marshall Ashcraft were selected to be 2024 NCSBA Voting Delegates. While Dr. Childers will not be able to attend the Delegate Assembly Meeting, Marshall Ashcraft will go and represent the WCS Board of Education.

### **BOARD COMMENTS**

Steve Combs and Jason Cornett expressed their appreciation to everyone.

### **ADJOURNMENT**

Jason Cornett made a motion to adjourn, Steve Combs seconded, and it was unanimously approved. The meeting adjourned at 8:07 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) Mary Greene School: Parkway School  
Cell phone number: (828) 446-7998 Grade(s): 8th Number of students: 68  
Departure date: May 8, 2025 Return date: May 9, 2025  
Departure time: 7:00 am Return time: 8:00 pm

## Educational purpose:

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

Please see attached document Accommodations:  
Pigeon Forge, TN Fairfield Inn  
(Pigeon Forge)

Purpose of trip and how it relates to the curriculum: \_\_\_\_\_

Please see attached document  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Supervision and Safety:

Names of all school staff chaperones: Mary Greene, Dante Binotto, Sonya Burchell  
Lindsay Evans, Dr. Shawn Roberts

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

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? N/A

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) \_\_\_\_\_

**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) \_\_\_\_\_

Name of charter bus company (if checked above) Burke Tours

(If applicable, bus request form must be attached)

Driver/s: \_\_\_\_\_ Round trip mileage: \_\_\_\_\_ # of buses needed: \_\_\_\_\_

Total cost per student \$ \_\_\_\_\_ Source of funds: \_\_\_\_\_

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

**Approval/Signatures:**

Sponsoring teacher signature: Mary Greene Date: 11 / 8 / 24

Principal approval: [Signature] Date: 11 / 8 / 24

**Required signatures if applicable:**

Transportation Director approval: [Signature] Date: 11 / 12 / 24

Superintendent approval: [Signature] Date: 11 / 15 / 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

*No  
Water  
activities*



## Pigeon Forge, TN

### May 8-9, 2025

**Parkway Elementary School**  
8<sup>th</sup> grade student tour

#### Proposal

October 24, 2024 (Rev 10/31/24)

Ms. Mary Greene

160 Parkway School Dr  
Boone, NC 28607

School Phone: 828-264-3032

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

#### ITINERARY

##### Day 1 (Thursday):

- Coach arrives for boarding at 6:30 am
- Depart the school at 7:00 am
- One rest stop en route
- Enjoy the day at Dollywood Theme Park (*pending 2025 park schedule*)
- Lunch voucher for students (*included*) (*Lunch for adults not included*)
- Dinner (*included*)
- Check-in at our Pigeon Forge, TN area hotel (*1 night*)

##### Day 2 (Friday):

- Continental breakfast (*included*)
- Tour the Titanic Museum
- Lunch (*included*)
- Explore Wonderworks
- Depart for home
- Fast food dinner en route (*\$15 allowance included*)
- Arrive at the school approximately 8:00 pm



## 1. Dollywood – Cultural Heritage and Tourism

### Relevant Standards and Activities

#### Social Studies:

- **NC.8.H.1.3:** Use primary and secondary sources to interpret historical perspectives.
  - **Activity:** Students will explore Dollywood's representation of Appalachian history, music, crafts, and folklore, understanding how these elements preserve cultural heritage.
- **NC.8.H.2.3:** Explain how changes brought about by technology and society influenced North Carolina and the nation.
  - **Activity:** Dollywood serves as a model of tourism's impact on local economies and cultural preservation. Students will examine how tourism supports the economy while fostering appreciation for Appalachian culture.

#### ELA:

- **NC.ELA.RI.8.2:** Determine a central idea of a text and analyze its development.
    - **Activity:** Before the trip, students can read about Dolly Parton's life and her contributions to preserving Appalachian culture. They will analyze how her story aligns with the themes of resilience and cultural pride.
- 

## 2. Titanic Museum – History and Science of the Titanic

### Relevant Standards and Activities

#### Social Studies:

- **NC.8.H.1.2:** Summarize the literal meaning of historical documents to establish context.
  - **Activity:** At the museum, students can analyze artifacts like passenger lists, letters, and blueprints, connecting them to early 20th-century immigration patterns and technological progress.
- **NC.8.H.1.3:** Interpret historical and modern events in context.
  - **Activity:** Students will examine how the Titanic disaster influenced maritime safety and global collaboration on safety standards.

#### Science:

- **NC.ESS.8.3:** Understand the reciprocal relationship between the hydrosphere and humans.
  - **Activity:** Through exhibits at the museum, students will learn about buoyancy, water pressure, and why the Titanic sank, reinforcing lessons on physics and engineering principles.
  - **Activity:** Students will explore how shipwrecks affect marine ecosystems, discussing environmental consequences and preservation efforts for historic sites like Titanic.

#### ELA:

- **NC.ELA.RI.8.6:** Determine an author's purpose and perspective.

- **Activity:** Students can analyze personal accounts or memoirs of Titanic survivors, discussing different perspectives on the disaster and how these accounts shape public memory.
- 

### 3. WonderWorks – Science Exploration and STEM Connections

#### Relevant Standards and Activities

##### Science:

- **ESS.8.4:** Understand the environmental implications associated with the various methods of obtaining, managing, and using energy resources
  - **Activity:** WonderWorks' renewable energy and Earth science exhibits allow students to explore sustainability and human environmental impact.

##### CTE:

- **NC.CTE.8.TI.2.1:** Explore careers in technology, engineering, and science.
  - **Activity:** The exhibits at WonderWorks provide examples of engineering and scientific principles. Students will identify careers in physics, robotics, and environmental science, discussing the skills and knowledge needed for these fields.

##### ELA:

- **NC.ELA.RI.8.4:** Determine the meaning of scientific vocabulary.
    - **Activity:** Students will read and interpret scientific texts related to WonderWorks exhibits, such as those on gravity, light, or sound waves, developing fluency in scientific language.
-

## Declaration of Surplus Items - DECEMBER 2024

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

### Bethel

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u>      | <u>Usable</u> | <u>Unusable</u> |
|----------------|-----------------|-------------------------|---------------|-----------------|
| 100357         | 1               | AIR CONDITIONER- WINDOW |               | 1               |
| 100070         | 1               | SMARTBOARD 680          |               | 1               |
| 100046         | 1               | SMARTBOARD 680          |               | 1               |

3

0

3

### Blowing Rock

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

0

0

0

### Cove Creek

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

NONE

2 DOORS- WOODEN

2

2

2

0

### Green Valley

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

NONE

1 MONITOR- HP

1

1

0

1

### Hardin Park

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

29898

1 PROJECTOR- EPSON 595

1

NONE

8 WOODEN CHAIRS 17"

8

|        |                              |    |   |
|--------|------------------------------|----|---|
| NONE   | 12 WOODEN CHAIRS- PADDED 17" | 12 |   |
| NONE   | 20 WOODEN CHAIRS             | 20 |   |
| NONE   | 1 WOODEN TABLE- 30"X 60"     | 1  |   |
| NONE   | 1 ROUND WOODEN TABLE- 48"    | 1  |   |
| 28785  | 1 AMPLIFIER- DAYTON          |    | 1 |
| 29878  | 1 PROJECTOR- EPSON 98H       |    | 1 |
| 28776  | 1 PROJECTOR- BRIGHTLINK      |    | 1 |
| 29875  | 1 PROJECTOR- POWERLITE       |    | 1 |
| 500151 | 1 PROJECTOR- NP400           |    | 1 |

48

42

6

## Mabel

| <u>Asset #</u> | <u>Quantity</u>      | <u>Description</u> | <u>Usable</u>        | <u>Unusable</u>      |
|----------------|----------------------|--------------------|----------------------|----------------------|
|                | <input type="text"/> |                    | <input type="text"/> | <input type="text"/> |
|                | 0                    |                    | 0                    | 0                    |

## Parkway

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u>        | <u>Usable</u> | <u>Unusable</u> |
|----------------|-----------------|---------------------------|---------------|-----------------|
| 700788         | 1               | SCROLL SAW                | 1             |                 |
| 700494         | 1               | DRILL PRESS- 10"          | 1             |                 |
| 700496         | 1               | SCROLL SAW                | 1             |                 |
| NONE           | 1               | DRILL PRESS               | 1             |                 |
| 51524          | 1               | PRINTER- LASER JET- HP    | 1             |                 |
| NUMERUS        | 102             | LAPTOP- ELITEBOOK 1030 G2 | 102           |                 |

107

107

0

## Valle Crucis

| <u>Asset #</u> | <u>Quantity</u>      | <u>Description</u> | <u>Usable</u>        | <u>Unusable</u>      |
|----------------|----------------------|--------------------|----------------------|----------------------|
|                | <input type="text"/> |                    | <input type="text"/> | <input type="text"/> |
|                | 0                    |                    | 0                    | 0                    |

## Watauga High School

| <u>Asset #</u> | <u>Quantity</u>      | <u>Description</u>       | <u>Usable</u>        | <u>Unusable</u>      |
|----------------|----------------------|--------------------------|----------------------|----------------------|
| 906568         | 1                    | DRYER- CLOTHS- WHIRLPOOL |                      | 1                    |
|                | <input type="text"/> |                          | <input type="text"/> | <input type="text"/> |
|                | 1                    |                          | 0                    | 1                    |

## Central Office

| <u>Asset #</u> | <u>Quantity</u>      | <u>Description</u> | <u>Usable</u>        | <u>Unusable</u>      |
|----------------|----------------------|--------------------|----------------------|----------------------|
|                | <input type="text"/> |                    | <input type="text"/> | <input type="text"/> |
|                | 0                    |                    | 0                    | 0                    |

## Technology Department

| <u>Asset #</u> | <u>Quantity</u> | <u>Description</u>      | <u>Usable</u> | <u>Unusable</u> |
|----------------|-----------------|-------------------------|---------------|-----------------|
| 34950          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 36472          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 35446          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 34911          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 35433          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 35475          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 36701          | 1               | CHROMEBOOK- HP          |               | 1               |
| 29079          | 1               | LAPTOP= PROBOOK 430     | 1             |                 |
| 903065         | 1               | LAPTOP- DELL            |               | 1               |
| 34162          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 36184          | 1               | CHROMEBOOK- LENOVO 300e |               | 1               |
| 34124          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 33992          | 1               | CHROMEBOOK- LENOVO 100e | 1             |                 |
| 35300          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 35499          | 1               | CHROMEBOOK- LENOVO 100e |               | 1               |
| 29894          | 1               | PROJECTOR- POWERLITE    |               | 1               |
| 600012         | 1               | SMARTBOARD- 680         |               | 1               |
| 600029         | 1               | PROJECTOR- NEC 400P     |               | 1               |
| 28766          | 1               | PROJECTOR- BRIGHTLINK   |               | 1               |
| 600560         | 1               | SMARTBOARD- 680         |               | 1               |
| 33892          | 1               | DESKTOP COMPUTER- DELL  |               | 1               |
| 50575          | 1               | EXTERNAL HD- SEAGATE    |               | 1               |
| 300883         | 1               | EXTERNAL HD- SEAGATE    |               | 1               |
| 25399          | 1               | SWITCH- JUNIPER         |               | 1               |
| 50436          | 1               | AMPLIFIER- TOA900       |               | 1               |

|          |                             |    |   |
|----------|-----------------------------|----|---|
| 601017   | 1 ELITEBOOK- FOLIO 1020     |    | 1 |
| NUMERIES | 15 ELITEBOOK 1020 G2 X360   | 15 |   |
| NUMERIES | 24 ELITEBOOK LAPTOP 1030 G2 | 24 |   |
| NUMERIES | 3 ELITEBOOK LAPTOP G2       |    | 3 |
| NUMERIES | 18 PROBOOK 430              | 18 |   |
| NUMERIES | 10 PROBOOK 430 G5           | 10 |   |
| 34933    | 1 CHROMEBOOK- LENOVO 100e   | 1  |   |

|    |    |    |  |
|----|----|----|--|
|    |    |    |  |
| 97 | 70 | 27 |  |

## 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> |
|----------------|-----------------|--------------------|---------------|-----------------|
|                |                 |                    |               |                 |
|                | 0               |                    | 0             | 0               |

## Child Nutrition

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



## WATAUGA COUNTY BOARD OF EDUCATION

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

### MEMORANDUM

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

FROM: Joseph Nash, Finance Officer

DATE: December 5, 2024

RE: 2024-25 Budget Amendment #2

Attached is Budget Amendment #2 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             | \$ 2,135,567      | \$ 18,400,589             |
| State Public School         | 36,825,370                | 350,796           | 37,176,166                |
| Federal Grants              | 2,513,744                 | 67,930            | 2,581,674                 |
| 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                   | 834,171           | 1,410,171                 |
| Total                       | \$ 64,222,586             | \$ 3,388,464      | \$ 67,611,050             |

**Watauga County Schools  
BUDGET AMENDMENT #2  
December 5, 2024**

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

***BA #2-1 Explanation:***

*This amendment is to budget additional appropriations received from the State for salaries, exceptional children programs, CTE programs, and textbooks.*

| <u>Account Number</u> | <u>Account Title</u>   | <u>Amount</u> |
|-----------------------|------------------------|---------------|
| 1.3100.000.000.000    | State Revenues         | 329,871       |
| 1.3211.000.000.000    | State Textbooks        | 20,925        |
| 1.5000.000.000.000    | Instructional Services | 350,796       |

***BA #2-2 Explanation:***

*This amendment is to budget additional appropriations received from the County for salaries and local current expenses. It is also made to budget amounts from fund balance needed to balance current expenditures. Additionally, adjustments were made to reduce budgets where feasible, and to reconcile the purpose code used in the budget with the purpose code used on actual expenditures.*

| <u>Account Number</u> | <u>Account Title</u>       | <u>Amount</u> |
|-----------------------|----------------------------|---------------|
| 2.4110.000.000.000    | County Appropriation       | 1,800,000     |
| 2.4110.999.000.000    | Fund Balance Appropriation | 335,567       |
| 2.5000.000.000.000    | Instructional Services     | 2,231,818     |
| 2.6000.000.000.000    | Support Services           | (37,349)      |
| 2.8000.000.000.000    | Non-Programmed Charges     | (58,902)      |

**Watauga County Schools**  
**BUDGET AMENDMENT #2**  
**December 5, 2024**

***BA #2-3 Explanation:***

*This amendment is to budget additional appropriations received from Federal Grants for CTE programs and national board certificate fee programs.*

| <u>Account Number</u> | <u>Account Title</u>           | <u>Amount</u> |
|-----------------------|--------------------------------|---------------|
| 3.3600.017.000.000    | Career and Technical Education | 62,230        |
| 3.3600.198.000.000    | NBPTS Certificate Fee Program  | 5,700         |
| 3.5000.000.000.000    | Instructional Services         | 72,506        |
| 3.8000.000.000.000    | Non-Programmed Charges         | (4,576)       |

***BA #2-4 Explanation:***

*This amendment is to budget additional appropriations received from Medicaid reimbursements, GEAR UP reimbursements, ABC revenues, and other miscellaneous receivables. Additionally, adjustments were made to reduce budgets where feasible, and to reconcile the purpose code used in the budget with the purpose code used on actual expenditures.*

| <u>Account Number</u> | <u>Account Title</u>   | <u>Amount</u> |
|-----------------------|------------------------|---------------|
| 8.3000.000.000.000    | Special Revenue Fund   | 744,797       |
| 8.4000.000.000.000    | Miscellaneous Revenues | 89,374        |
| 8.5000.000.000.000    | Instructional Services | 786,076       |
| 8.6000.000.000.000    | Support Services       | 45,345        |
| 8.7000.000.000.000    | Ancillary Services     | 2,750         |

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

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |                                      |            |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------|------------|
| <i>How it will look when fully met:</i>                                                                   | <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 |
| <b>Actions</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>2 of 6 (33%)</b> |                                      |            |
| 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 |
| <i>Notes:</i>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |                                      |            |
| 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.                             |             | Olivia Emmert<br>(Elected 2024) | 05/22/2024 |
| Notes:  |                                                                                                                                |             |                                 |            |
| 9/26/24 | Teachers will participate in weekly data team meetings to analyze diagnostic data, common formative assessments, and EOG data. |             | Hope Mough<br>(Elected 2024)    | 05/22/2024 |
| Notes:  |                                                                                                                                |             |                                 |            |

|               |                                                                                                                                                                                                                                                                                                                          |                                      |            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------|
| 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<br>2024)         | 05/22/2024 |
| <i>Notes:</i> |                                                                                                                                                                                                                                                                                                                          |                                      |            |

Effective Practice:

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 |
|--|--|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |  |  |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--|
| Initial Assessment: | 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 |  |  |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--|

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                |            |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------|------------|
| How it will look when fully met: | <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 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------|------------|

|         |             |  |  |
|---------|-------------|--|--|
| Actions | 0 of 5 (0%) |  |  |
|---------|-------------|--|--|

|                                                    |  |                              |            |
|----------------------------------------------------|--|------------------------------|------------|
| 9/26/24 Attend collaborative team meetings weekly. |  | Hope Mough<br>(Elected 2024) | 05/22/2024 |
|----------------------------------------------------|--|------------------------------|------------|

|        |  |  |  |
|--------|--|--|--|
| Notes: |  |  |  |
|--------|--|--|--|

|                                                                       |  |                                 |            |
|-----------------------------------------------------------------------|--|---------------------------------|------------|
| 9/26/24 Attend PD led by the district and curriculum representatives. |  | Olivia Emmert<br>(Elected 2024) | 05/22/2024 |
|-----------------------------------------------------------------------|--|---------------------------------|------------|

|        |  |  |  |
|--------|--|--|--|
| Notes: |  |  |  |
|--------|--|--|--|

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<br>09/24/2024 |             |             |
| How it will look when fully met: |  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |             |             |
| Actions                          |  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |             |             |

Notes:

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

|                            |                                                                                  |
|----------------------------|----------------------------------------------------------------------------------|
| <b>Effective Practice:</b> | <b>Increase Educator preparedness to meet the needs of every student by 2027</b> |
|----------------------------|----------------------------------------------------------------------------------|

|  |  |              |                                                                                                                                                                                                                    |                              |                    |                    |
|--|--|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
|  |  | <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

*How it will look when fully met:*

*Actions*

*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

*How it will look when fully met:*

*Actions*

# Our Direction

**Bethel Elementary School**

Date of Report: 12/4/2024

## **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 Septemeber 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



! = 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:*

*Actions*

*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  |                                                                                                                                                                    | 1 of 9 (11%)        |                             |            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------|------------|
| 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. | Complete 09/24/2024 | Gordon Prince<br>(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 |  |  |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|--|
| <b>Evidence</b>       | 09/24/2024 - data team meeting documents are included in evidence folder G1.02                                                                                                    |            |  |  |
| <b>Experience</b>     | 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. |            |  |  |
| <b>Sustainability</b> | 09/24/2024 - monthly meeting to review student progress and growth                                                                                                                |            |  |  |

|                       |                       |
|-----------------------|-----------------------|
| <b>Core Function:</b> | <b>NC SBE Goal 2:</b> |
|-----------------------|-----------------------|

|                            |                                                        |
|----------------------------|--------------------------------------------------------|
| <b>Effective Practice:</b> | <b>Improve school and district performance by 2027</b> |
|----------------------------|--------------------------------------------------------|

|  |  |              |                                                                                                                                                                                                                           |                              |                    |                    |
|--|--|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
|  |  | <b>G2.01</b> | <b>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)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|

*Initial Assessment:*

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.

Limited Development  
10/28/2024

*How it will look when fully met:*

*Actions*

*Notes:*

|  |  |              |                                                                                                                                               |                              |                    |                    |
|--|--|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|
|  |  | <b>G2.02</b> | <b>Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|--------------------|

*Initial Assessment:*

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.

Limited Development  
10/28/2024

*How it will look when fully met:*

*Actions*

*Notes:*

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

|                            |                                                                                  |
|----------------------------|----------------------------------------------------------------------------------|
| <b>Effective Practice:</b> | <b>Increase Educator preparedness to meet the needs of every student by 2027</b> |
|----------------------------|----------------------------------------------------------------------------------|

|                                         |  | 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 |
|-----------------------------------------|--|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------|-------------|
| <i>Initial Assessment:</i>              |  |       | 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<br>10/28/2024 |                             |             |
| <i>How it will look when fully met:</i> |  |       | <p>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.</p> <p>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.</p> <p>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.</p> |                                   | Gordon Prince<br>(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.             |              | Gordon Prince (standing) | 06/13/2025 |
| Notes:   |                                                                                                                                                                                    |              |                          |            |
| 10/31/24 | Routine classroom walk-throughs and check-ins with teachers with many informal meetings to address any immediate concerns.                                                         |              | Gordon Prince (standing) | 06/13/2025 |
| Notes:   |                                                                                                                                                                                    |              |                          |            |
| 10/31/24 | Beginning teacher weekly check-ins to offer support and encouragement.                                                                                                             |              | Gordon Prince (standing) | 06/13/2025 |
| Notes:   |                                                                                                                                                                                    |              |                          |            |
| 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.        |              | Gordon Prince (standing) | 06/13/2025 |
| Notes:   |                                                                                                                                                                                    |              |                          |            |
| 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:

|                                         |  | <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> |
|-----------------------------------------|--|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------|--------------------|
| <b>Initial Assessment:</b>              |  |              | 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<br>10/28/2024 |                    |                    |
| <b>How it will look when fully met:</b> |  |              |                                                                                                                                                                                                                                                                                                                                 |                                   |                    |                    |
| <b>Actions</b>                          |  |              |                                                                                                                                                                                                                                                                                                                                 |                                   |                    |                    |

Notes:

| <b>Core Function:</b>      | <b>CSI and/or ATSI School Indicators</b>                                                        |
|----------------------------|-------------------------------------------------------------------------------------------------|
| <b>Effective Practice:</b> | <b>Provide supports (personnel, programmatic, financial, etc.) for instructional priorities</b> |

|  |  |             |                                                                                                                                    |                       |             |             |
|--|--|-------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|
|  |  | 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: | <p>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.</p> <p>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.</p> <p>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.</p> |             | Gordon Prince<br>(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<br>(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: 12/4/2024

## 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)

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**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)

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**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)

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**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)

## **Watauga County Schools**

### **Beginning Teachers Program Plan**

#### **1. Beginning Teacher Support Program Standards**

In Watauga County Schools (hereafter WCS), we work to align our priorities for Beginning Teachers (hereafter BTs) to the North Carolina Beginning Teacher Support Program (hereafter BTSP) Standards. These include:

1. Standard 1: Systematic Support for High-Quality Induction Programs
2. Standard 2: Mentor Selection, Development, and Support
3. Standard 3: Mentoring for Instructional Excellence
4. Standard 4: Beginning Teacher Professional Development
5. Standard 5: Formative Assessment of Candidates and Programs

#### **2. Process for Identifying and Verifying all Beginning Teachers**

Upon initial hiring, the Licensure Specialist reviews the teaching license of each new teacher to identify the beginning teachers in years 1, 2, and 3. A tracking document for beginning teachers is maintained and shared with the beginning teacher program coordinators. A tracking sheet for each school listing each teacher, their hire date, and their status (including all beginning teachers and their year in the process) is shared with the BT program coordinators and each school administrator. The Human Resources Director provides principals with a tracking sheet to correctly assign all evaluation types for teachers in the online evaluation program. This ensures beginning teachers are evaluated on the comprehensive evaluation cycle. Teachers are given their assignments in the areas of the license. In rare situations when it is a necessity to assign a teacher to an area not covered on their license, a plan is developed for the teacher to obtain the required license area. The Licensure Specialist assists teachers with the documentation and application process through NCDPI for adding licensure areas. The district follows the NCSBE requirements for all required licensure tests. Beginning Teacher data is collected for the State of the Teaching Profession report and through the NC Teaching Working Conditions Survey. Watauga County Schools will participate annually in the EPP graduate and employer surveys as required by state policy.

#### **3. Orientation Process**

WCS provides each Beginning Teacher with an orientation. A team from WCS Human Resources Department and Curriculum Departments collaborate together to plan an orientation at the beginning of the year. We include the following items in our orientation per State Board of Education Policy:

- Our School System's goals, policies and procedures
- A description of available services and training opportunities
- A copy of the BTSP policy and the process for achieving a continuing license
- Required Working Conditions Guidelines, including their mentors being assigned early and in close proximity, that they have limited preparations, limited non-instructional duties, limited number of exceptional or difficult students, and no extracurricular assignments unless they request it in writing.

- NC Teacher Evaluation Process
- NC Standard Course of Study
- Local Curriculum Guides
- The safe and appropriate use of seclusion and restraint of students
- The State Board of Education's Mission and Goals

In addition, local topics that we include in orientation include employee benefits, school calendar, financial planning, and a bus tour of our community.

Participants are required to sign in at Orientation, so documentation can be kept of their attendance.

Orientation sessions are conducted throughout the school year to assist with varying start dates for new teachers.

#### **4. Mentor Assignments**

In Watauga County Schools, current teachers who wish to serve as mentors complete an application. Applications are reviewed by Principals and District Staff. Prospective mentors then attend the 12 hour training originally provided by the state. It is expected that all mentors are rated at least "proficient" level on NCEES using the most recent evaluation data from the past two years for those teachers, and that they have met expectations for growth in their subject area (if applicable). A master list of eligible teachers to serve as mentors is maintained and updated annually after reviewing the evaluation status of all teachers. The Beginning Teachers Coordinators then communicate with Principals to determine the best teacher to serve as mentor for each Beginning Teacher.

If a Principal determines the best teacher to serve the BT is in a different school building, we keep documentation of that request by the Principal and the approval of the mentor.

Mentor support guidelines follow Standard 2 of the Beginning Teacher Support Program Standards. To best support their mentees, mentors are provided with quarterly talking points to discuss with their Beginning Teacher. These include a wide range of topics, including lesson planning, observing the mentor teaching, classroom management, content, etc.

Mentors are asked to collaborate with other mentors across the district to provide support for Beginning Teachers. When possible, they meet as a Mentor PLC within their school or across schools and attend events with their mentee. They are also asked to conference with the BT Coordinators at least once per year to receive support for mentoring. Mentor professional development is offered as funds are available, in order to increase their knowledge and skills in mentoring.

#### **5. Beginning Teacher Professional Development Plan Process**

The process for creating a Professional Development Plan (hereafter PDP) is reviewed during the New Teacher Orientation session. During the first ten days of each school year, school administrators review the PDP process with all teachers, including the timeline for completing the self-assessment and PDP as well as the applicable state board policies. Beginning teachers complete the online self-assessment. Goals for the PDP are identified through the self-assessment as well as alignment with the school improvement plan and district strategic plan. The mentor and school administrator meets with the teacher to review and modify PDP goals prior to completion of the initial professional development plan for the teacher. The beginning teacher, mentor, and

school administrator sign off on the plan in the NCEES online system. Progress on the PDP is reviewed at the mid year conference. The signatures of the BT, Mentor and Principal will be used to document that process. The overall completion of the PDP is reviewed at the teacher's summative evaluation conference before the end of the school year. Ongoing goals for the next school year as well as potential new goals are discussed at the end of the year conference. The BT, Mentor, and Principal will sign off on the end of year review of the PDP.

## **6. Professional Development**

For required professional development, First and Second Year Beginning Teachers are required to participate in an assigned visit to a similar classroom in the district with their mentor. Visits are arranged and documented by the Beginning Teachers Coordinator. In addition, we survey BT's about areas of professional development and provide optional sessions as needed. Possible topics include Designing Effective Instruction, Classroom Management, Working with the Community, Differentiation, Personal and Professional Organization, etc.

All Beginning Teachers are also expected to participate in their district-wide area and grade level meetings for content-specific professional development, as well as school based professional development offerings. We encourage Beginning Teachers to attend outside conferences that pertain to their subject matter or their growth as a teacher.

In order to help beginning teachers grow in the profession, we will also partner with the NC New Teacher Support Program when funds are available. This program provides professional development through conferences, traditional workshops, and instructional coaching.

## **7. Process for conducting observations and evaluations**

Prior to the beginning of the school year, the HR director meets with principals to identify the appropriate evaluation cycle for each teacher. Beginning teachers are assigned the comprehensive evaluation cycle. Beginning teachers receive training on the evaluation process during orientation and again by the principal during the first two weeks of school.

Principals establish a timeline for conducting observations which is shared with teachers. Three formal observations are conducted each school year by a school administrator. At least one of these observations is announced including a pre-conference. Each observation is at least 45 minutes in length. Two of these required observations will be conducted during the first semester and at least one of the three administrative observations will be completed by the principal. Each beginning teacher also has at least one peer observation by a teacher other than their mentor. All observations include a post-conference which should be held within 2 weeks of the observation. All appropriate steps and online signatures are documented for each observation in the online evaluation system through NCEES. School administrators schedule summative evaluation conferences with each beginning teacher before the end of the school year. During this conference, the summary ratings are completed and shared with the teacher. Areas of strength and opportunities for improvement are noted and used to begin developing the professional development plan for the upcoming school year.

## **8. Plan for participation and demonstration of proficiency in BTSP Monitoring**

In WCS, the BTSP Coordinators are responsible for leading the effort for WCS to participate in the BTSP Monitoring Process. Documentation will be kept by the Coordinators and by the HR Department in order to fully

participate in the process. Watauga County Schools successfully participated in a monitoring visit during the fall of the 2020-2021 school year. Our next monitoring visit is presently scheduled for the 2025-2026 school year.

#### **9. Plan for participation in the annual BTSP Peer Review Process**

In Watauga County Schools, the BTSP Coordinators attend regional meetings, when available, so that they can fully participate in the BTSP Peer Review Process. If neither Coordinator can attend a meeting, they will work with the REF to review any missed material. Coordinators regularly work with other districts to share ideas and best practices for supporting Beginning Teachers. Evidence will be submitted by the BTSP Coordinators as part of the Peer Review Process.

#### **10. Statement of how BT's Personnel Files are filed and secured**

Upon initial hiring, a personnel file is created in the Human Resources department for each beginning teacher. Watauga County Schools Board Policy 7820 defines what is included in the personnel file, how items are added or removed, the information that is public, and who has access to the files. These files include items such as the initial application, a copy of the teaching license, the teacher's contract, personnel action forms, copies of evaluations, and other needed documentation. All files are kept locked in filing cabinets in the Human Resources Department and are accessible by the employees and persons identified in WCS Board Policy 7820 (Personnel Files).

#### **11. Plan for a timely transfer of BT files to subsequent employing LEAs, charter schools, or non-public institutions within the state.**

Upon the request of another LEA, charter school, or non-public institution in NC, the files for the beginning teacher are transferred. Files may be transferred electronically, faxed, mailed, or through the state courier system.

#### **12. Local Board Plan Approval**

This plan will be submitted to the Watauga County Schools Board of Education on \_\_\_\_\_ for approval.

\_\_\_\_\_  
Board of Education Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
BT Coordinator

\_\_\_\_\_  
Date



**Watauga County Schools**  
**Educating for Productive Citizenship & Life-Long Learning**  
**2025-2026 School Calendar**

**For BOE Approval**  
**12/9/2024**

**August 2025**

| Sun | Mon | Tue  | Wed  | Thu  | Fri  | Sat |
|-----|-----|------|------|------|------|-----|
|     |     |      |      |      | 1    | 2   |
| 3   | 4   | 5    | 6    | 7    | 8    | 9   |
| 10  | 11  | 12 ▲ | 13 ▲ | 14 ▲ | 15 ▲ | 16  |
| 17  | 18  | 19   | 20   | 21   | 22   | 23  |
| 24  | 25  | 26   | 27   | 28   | 29   | 30  |
| 31  |     |      |      |      |      |     |

**September 2025**

| Sun | Mon | Tue | Wed  | Thu | Fri | Sat |
|-----|-----|-----|------|-----|-----|-----|
|     | 1   | 2   | 3    | 4   | 5   | 6   |
| 7   | 8   | 9   | 10   | 11  | 12  | 13  |
| 14  | 15  | 16  | 17   | 18  | 19  | 20  |
| 21  | 22  | 23  | 24 🌐 | 25  | 26  | 27  |
| 28  | 29  | 30  |      |     |     |     |

**October 2025**

| Sun | Mon  | Tue | Wed  | Thu  | Fri | Sat |
|-----|------|-----|------|------|-----|-----|
|     |      |     | 1    | 2    | 3   | 4   |
| 5   | 6    | 7   | 8    | 9    | 10  | 11  |
| 12  | 13   | 14  | 15   | 16   | 17  | 18  |
| 19  | 20 ● | 21  | 22   | 23   | 24  | 25  |
| 26  | 27   | 28  | 29 🌐 | 30 🌐 | 31  |     |

**November 2025**

| Sun | Mon | Tue | Wed  | Thu | Fri | Sat |
|-----|-----|-----|------|-----|-----|-----|
|     |     |     |      |     |     | 1   |
| 2   | 3   | 4   | 5    | 6   | 7   | 8   |
| 9   | 10  | 11  | 12   | 13  | 14  | 15  |
| 16  | 17  | 18  | 19   | 20  | 21  | 22  |
| 23  | 24  | 25  | 26 ● | 27  | 28  | 29  |
| 30  |     |     |      |     |     |     |

**December 2025**

| Sun | Mon | Tue | Wed | Thu | Fri  | Sat |
|-----|-----|-----|-----|-----|------|-----|
|     | 1   | 2   | 3   | 4   | 5    | 6   |
| 7   | 8   | 9   | 10  | 11  | 12   | 13  |
| 14  | 15  | 16  | 17  | 18  | 19 🌐 | 20  |
| 21  | 22  | 23  | 24  | 25  | 26   | 27  |
| 28  | 29  | 30  | 31  |     |      |     |

▲ Mandatory Work Days (5)

● Optional Work Days (10)

■ Annual Leave (10)

🔴 Holidays (10)

🌐 Early Release Days (4)

R Remote Learning Days TBD

**August**

12-15.....Mandatory Work Days  
 18.....First Day of 180 Day Term

**September**

1.....Labor Day Holiday  
 24.....Early Release/  
 Professional Development Day

**October**

17.....End of First Quarter  
 20.....Optional Work Day  
 29-30.....Early Release/  
 Parent Conferences

**November**

11.....Veterans Day Holiday  
 26.....Optional Work Day  
 27-28.....Thanksgiving Holidays

**December**

19.....Early Release  
 22-23.....Annual Leave  
 24-26.....Christmas Holidays  
 29-31.....Annual Leave

**January**

1.....New Year's Day Holiday  
 2.....Annual Leave  
 5.....Students Return  
 16.....End of 2nd Nine Weeks/  
 End of First Semester  
 19.....Optional Work Day/  
 Martin Luther King, Jr. Day

**February**

25.....Early Release/  
 Professional Development Day

**March**

20.....End of Third Quarter  
 23.....Optional Teacher Workday

**April**

6.....Spring Holiday  
 7-10.....Annual Leave

**May**

25.....Memorial Day Holiday  
 28.....Last Day of Fourth Quarter/  
 End of Second Semester  
 29.....Mandatory Work Day

**June**

1-5,8.....Optional Work Days

**\*\*The last day of the 2025-2026 school year  
 will be an early release day.\*\***

**January 2026**

| Sun | Mon  | Tue | Wed | Thu | Fri | Sat |
|-----|------|-----|-----|-----|-----|-----|
|     |      |     |     | 1   | 2   | 3   |
| 4   | 5    | 6   | 7   | 8   | 9   | 10  |
| 11  | 12   | 13  | 14  | 15  | 16  | 17  |
| 18  | 19 ● | 20  | 21  | 22  | 23  | 24  |
| 25  | 26   | 27  | 28  | 29  | 30  | 31  |

**February 2026**

| Sun | Mon | Tue | Wed  | Thu | Fri | Sat |
|-----|-----|-----|------|-----|-----|-----|
| 1   | 2   | 3   | 4    | 5   | 6   | 7   |
| 8   | 9   | 10  | 11   | 12  | 13  | 14  |
| 15  | 16  | 17  | 18   | 19  | 20  | 21  |
| 22  | 23  | 24  | 25 🌐 | 26  | 27  | 28  |

**March 2026**

| Sun | Mon  | Tue | Wed | Thu | Fri | Sat |
|-----|------|-----|-----|-----|-----|-----|
| 1   | 2    | 3   | 4   | 5   | 6   | 7   |
| 8   | 9    | 10  | 11  | 12  | 13  | 14  |
| 15  | 16   | 17  | 18  | 19  | 20  | 21  |
| 22  | 23 ● | 24  | 25  | 26  | 27  | 28  |
| 29  | 30   | 31  |     |     |     |     |

**April 2026**

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     | 1   | 2   | 3   | 4   |
| 5   | 6   | 7   | 8   | 9   | 10  | 11  |
| 12  | 13  | 14  | 15  | 16  | 17  | 18  |
| 19  | 20  | 21  | 22  | 23  | 24  | 25  |
| 26  | 27  | 28  | 29  | 30  |     |     |

**May 2026**

| Sun | Mon | Tue | Wed | Thu | Fri  | Sat |
|-----|-----|-----|-----|-----|------|-----|
|     |     |     |     |     | 1    | 2   |
| 3   | 4   | 5   | 6   | 7   | 8    | 9   |
| 10  | 11  | 12  | 13  | 14  | 15   | 16  |
| 17  | 18  | 19  | 20  | 21  | 22   | 23  |
| 24  | 25  | 26  | 27  | 28  | 29 ▲ | 30  |
| 31  |     |     |     |     |      |     |

**June 2026**

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## 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

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);
- ee-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://tinyurl.com/WCSCommunityResources>

<https://docs.google.com/spreadsheets/d/1NAxshMNpigmD4hnknqHSuYOOQk80dkDw8FWpQfbNuk/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 a~~ 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

**Agenda**  
**Calendar Committee Meeting**  
**14 November 2024**  
**3:45P WHS Room 2202**

Attendance: Dr. Wayne Eberle (CO/Committee Chair), Claudine Lovins (HP), Pace Cooper (Mabel), Susan Trew (BR), Melissa VanLenten (PWY), Amy Warren (CC), Char Chiarolanzio (PKY), Marshall Ashcraft (BOE), Tonya Ward (BR), Kim Shockey (Parent from VC), Eric Bolick (Maintenance), Pamela West (Bethel), Natasha Lyons (VC), and Brooke Moretz (GV)

Presiding Over Meeting: Dr. Wayne Eberle

Minutes Taken by Pace Cooper & Natasha Lyons

Welcome and Sign-In

- Meeting started at 3:47

Review items discussed from 5 September meeting

- Dr. Eberle reviewed items from the first meeting and hurricane updates.
- Likely more remote days this year because of missed days after Helene.
  - Slim options...miss days and adjust calendar or use remote days. Very tight squeeze this year.
- Trying to protect the current calendar.
- Students will suffer the most with 20 lost instructional days.
  - Dr. Eberle mentioned AP exams and fixed dates and reasons why the remainder of the year is so “tight”.

Discussion of Priorities from past meetings:

- WHS is willing to reduce number of days in 1<sup>st</sup> semester to as low as 84 to ensure 1<sup>st</sup> semester testing occurs or may begin before holiday break: *SY 24-25 first semester testing will occur following the holiday break due to the limited number of days achieved with an August 19th start date/ likely testing will occur following the holiday break for SY 25-26 as well*
- One full week at Spring Break
- Easter at the beginning of Spring Break (Easter is 5 April 2026)
- Support the use of Saturday school as early as possible (Note- Remote Days may significantly reduce to need for this option in the future)

Consideration/consensus on calendar choices/ options- what works and what does not

- Start with the presented calendar from the last meeting, using it as a template and discuss stakeholder feedback. Pros/ Cons
  - White calendar vs. Goldenrod version. How do they compare and contrast?
  - White calendar
    - Mirror image of the most recently approved calendar.
    - 5 days at BOY. Start date of Aug 11.
    - 6 total mandatory WD
    - 1162 instructional hours
  - Goldenrod Calendar
    - Start date differs. Aug 12.
    - ER day with PD on Sept. 24 for teachers in PM.
      - This gives one extra day in October.
      - Both versions finish the first semester on Jan 16, but goldenrod has 94 days versus white calendar with 93.
    - Possible ER day on Feb 25 for PM PD.
    - Both calendars have teacher WD only on March 23
    - May
      - Out on May 28.
    - 5 total mandatory WD
    - 1158 instructional hours
    - This version entertains all stakeholder feedback.
    - October ER days 30-31...Change this and back up to 29-30 to allow for Halloween (keep halloween a full day)
- Discuss PD Days and options:
  - Feedback from C/I Team
  - 1 day vs 2 days (Fall/ Spring)
    - If 2 days. PD and Workday at the end of 3rd nine weeks or label PD only instead of Workday- review options Pros/ Cons (Day of the week- currently Monday)
- Discuss adjustments, if any, to calendar
  - Discussion surrounding concerns about Halloween early release for conferences due to it being a Friday and being Halloween and trying to get families to come in for conferences.
    - Group Consensus was to move the early release days for conferences to October 29th and October 30th to not have conferences on Halloween or on a Friday after school. This would make October 31st a full regular student day.

- Pam West: Why does calendar B (goldenrod) have a 94 day semester instead of doing a 90 and 90 split?
  - Dr. Eberle: This is to use MLK as the end of the semester to give teachers time for grading and the high school to be able to have a day to switch from first semester to second semester.
- Dr. Eberle noted that doing professional development days in afternoons on an early release day instead of taking two whole days for professional development days to preserve instructional days and time for students as well as taking back the start of the year to 4 teacher workdays instead of 5 teacher workdays. Doing this would also allow the superintendent to have more flexibility in make-up days for inclement weather related school closures.
  - Dr. Eberle noted that the CO heard teachers' wishes of wanting more time in their classrooms at the beginning of the year instead of being pulled for so many meetings and PD and would be willing to move those somewhere else in order to give teachers that time they need.
  - No additional discussion was noted after explanation from Dr. Eberle.
- Dr. Eberle asked the group if we were good to propose a calendar to the Board of Education.
  - Motion to approve the Scenario B (goldenrod) Calendar with the modification of moving the Early Release days to October 29, 2025 & October 30, 2025 for Conferences was moved Melissa VanLenten
    - Pace Cooper seconded the motion.
    - Motion carried unanimously with present members.

Next Steps for sharing with faculties, parent groups, community members

- Dr. Eberle let the group know the next steps to get it into draft form to send to the committee and then to the Board of Education. It may not go before them until the January meeting but Dr. Eberle will keep us updated with a timeline.

Questions/Concerns

- No questions or concerns were brought forth.

Next Calendar Committee meeting dates: ~~October 17~~ and November 14 beginning at 3:45P.

**\*\*BOE Meeting is December 9th at 6P at the Central Office\*\***

**Meeting Adjourned at 4:30pm**

## 2025-2026 Calendar Scenario B \*\*For Discussion Only\*\*

|                      |    |    |    |    |    |    |                      |    |    |    |    |    |    |                       |    |    |    |    |    |    |                      |    |    |    |    |    |    |
|----------------------|----|----|----|----|----|----|----------------------|----|----|----|----|----|----|-----------------------|----|----|----|----|----|----|----------------------|----|----|----|----|----|----|
| <b>July 2025</b>     |    |    |    |    |    |    | <b>August 2025</b>   |    |    |    |    |    |    | <b>September 2025</b> |    |    |    |    |    |    | <b>October 2025</b>  |    |    |    |    |    |    |
| Su                   | Mo | Tu | We | Th | Fr | Sa | Su                   | Mo | Tu | We | Th | Fr | Sa | Su                    | Mo | Tu | We | Th | Fr | Sa | Su                   | Mo | Tu | We | Th | Fr | Sa |
|                      |    |    | 1  | 2  | 3  | 4  |                      |    |    |    |    | 1  | 2  |                       |    |    | 1  | 2  | 3  | 4  |                      |    |    | 1  | 2  | 3  | 4  |
| 6                    | 7  | 8  | 9  | 10 | 11 | 12 | 3                    | 4  | 5  | 6  | 7  | 8  | 9  | 7                     | 8  | 9  | 10 | 11 | 12 | 13 | 5                    | 6  | 7  | 8  | 9  | 10 | 11 |
| 13                   | 14 | 15 | 16 | 17 | 18 | 19 | 10                   | 11 | 12 | 13 | 14 | 15 | 16 | 14                    | 15 | 16 | 17 | 18 | 19 | 20 | 12                   | 13 | 14 | 15 | 16 | 17 | 18 |
| 20                   | 21 | 22 | 23 | 24 | 25 | 26 | 17                   | 18 | 19 | 20 | 21 | 22 | 23 | 21                    | 22 | 23 | 24 | 25 | 26 | 27 | 19                   | 20 | 21 | 22 | 23 | 24 | 25 |
| 27                   | 28 | 29 | 30 | 31 |    |    | 24                   | 25 | 26 | 27 | 28 | 29 | 30 | 28                    | 29 | 30 |    |    |    |    | 26                   | 27 | 28 | 29 | 30 | 31 |    |
|                      |    |    |    |    |    |    | 31                   |    |    |    |    |    |    |                       |    |    |    |    |    |    |                      |    |    |    |    |    |    |
| <b>November 2025</b> |    |    |    |    |    |    | <b>December 2025</b> |    |    |    |    |    |    | <b>January 2026</b>   |    |    |    |    |    |    | <b>February 2026</b> |    |    |    |    |    |    |
| Su                   | Mo | Tu | We | Th | Fr | Sa | Su                   | Mo | Tu | We | Th | Fr | Sa | Su                    | Mo | Tu | We | Th | Fr | Sa | Su                   | Mo | Tu | We | Th | Fr | Sa |
|                      |    |    |    |    |    | 1  |                      | 1  | 2  | 3  | 4  | 5  | 6  |                       |    |    | 1  | 2  | 3  |    | 1                    | 2  | 3  | 4  | 5  | 6  | 7  |
| 2                    | 3  | 4  | 5  | 6  | 7  | 8  | 7                    | 8  | 9  | 10 | 11 | 12 | 13 | 4                     | 5  | 6  | 7  | 8  | 9  | 10 | 8                    | 9  | 10 | 11 | 12 | 13 | 14 |
| 9                    | 10 | 11 | 12 | 13 | 14 | 15 | 14                   | 15 | 16 | 17 | 18 | 19 | 20 | 11                    | 12 | 13 | 14 | 15 | 16 | 17 | 15                   | 16 | 17 | 18 | 19 | 20 | 21 |
| 16                   | 17 | 18 | 19 | 20 | 21 | 22 | 21                   | 22 | 23 | 24 | 25 | 26 | 27 | 18                    | 19 | 20 | 21 | 22 | 23 | 24 | 22                   | 23 | 24 | 25 | 26 | 27 | 28 |
| 23                   | 24 | 25 | 26 | 27 | 28 | 29 | 28                   | 29 | 30 | 31 |    |    |    | 25                    | 26 | 27 | 28 | 29 | 30 | 31 |                      |    |    |    |    |    |    |
| 30                   |    |    |    |    |    |    |                      |    |    |    |    |    |    |                       |    |    |    |    |    |    |                      |    |    |    |    |    |    |
| <b>March 2026</b>    |    |    |    |    |    |    | <b>April 2026</b>    |    |    |    |    |    |    | <b>May 2026</b>       |    |    |    |    |    |    | <b>June 2026</b>     |    |    |    |    |    |    |
| Su                   | Mo | Tu | We | Th | Fr | Sa | Su                   | Mo | Tu | We | Th | Fr | Sa | Su                    | Mo | Tu | We | Th | Fr | Sa | Su                   | Mo | Tu | We | Th | Fr | Sa |
| 1                    | 2  | 3  | 4  | 5  | 6  | 7  |                      |    |    | 1  | 2  | 3  | 4  |                       |    |    |    | 1  | 2  |    | 1                    | 2  | 3  | 4  | 5  | 6  |    |
| 8                    | 9  | 10 | 11 | 12 | 13 | 14 | 5                    | 6  | 7  | 8  | 9  | 10 | 11 | 3                     | 4  | 5  | 6  | 7  | 8  | 9  | 7                    | 8  | 9  | 10 | 11 | 12 | 13 |
| 15                   | 16 | 17 | 18 | 19 | 20 | 21 | 12                   | 13 | 14 | 15 | 16 | 17 | 18 | 10                    | 11 | 12 | 13 | 14 | 15 | 16 | 14                   | 15 | 16 | 17 | 18 | 19 | 20 |
| 22                   | 23 | 24 | 25 | 26 | 27 | 28 | 19                   | 20 | 21 | 22 | 23 | 24 | 25 | 17                    | 18 | 19 | 20 | 21 | 22 | 23 | 21                   | 22 | 23 | 24 | 25 | 26 | 27 |
| 29                   | 30 | 31 |    |    |    |    | 26                   | 27 | 28 | 29 | 30 |    |    | 24                    | 25 | 26 | 27 | 28 | 29 | 30 | 28                   | 29 | 30 |    |    |    |    |
|                      |    |    |    |    |    |    |                      |    |    |    |    |    |    | 31                    |    |    |    |    |    |    |                      |    |    |    |    |    |    |

### Key Holidays for SY 2025-26

September 1- Labor Day  
November 11- Veteran's Day  
November 27- Thanksgiving Day

December 25- Christmas Day  
January 1- New Year's Day  
January 19- MLK Day

April 3- Good Friday  
April 5- Easter Sunday  
May 25- Memorial Day

|                                                |                                          |                     |                                                                                                         |
|------------------------------------------------|------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------|
| <b>August- 10</b> (# of student days in month) |                                          | <b>January- 19</b>  |                                                                                                         |
| 12-15                                          | Mandatory WD                             | 1                   | Holiday                                                                                                 |
| 18                                             | First Day of 180-day term                | 2                   | AL                                                                                                      |
| <b>September- 21</b>                           |                                          | 5                   | Students return                                                                                         |
| 1                                              | Labor Day Holiday                        | 16                  | End of 2 <sup>nd</sup> nine weeks/ 1 <sup>st</sup> Semester Ends 94 days                                |
| 24                                             | ER Day/ PD Day for teachers PM           | 19                  | Opt WD (MLK Day)                                                                                        |
| <b>October- 22</b>                             |                                          | <b>February-20</b>  |                                                                                                         |
| 17                                             | End of 1 <sup>st</sup> quarter (44 days) | 25                  | ER Day/ PD Day for teachers PM                                                                          |
| 20                                             | Teacher WD                               | <b>March- 21</b>    |                                                                                                         |
| 29-30                                          | Early Release                            | 20                  | End of 3 <sup>rd</sup> quarter (44 days)                                                                |
| <b>November- 16</b>                            |                                          | 23                  | Teacher WD                                                                                              |
| 11                                             | Veteran's Day Holiday                    | <b>April- 17</b>    |                                                                                                         |
| 26                                             | Opt Work Day                             | 6-10                | Spring Holiday (1 Holidays/ 4 AL)                                                                       |
| 27-28                                          | Thanksgiving Holiday                     | <b>May- 19</b>      |                                                                                                         |
| <b>December- 15</b>                            |                                          | 25                  | Memorial Day Holiday                                                                                    |
| 19                                             | Early Release Day (84 days)              | 28                  | Last Day of 4 <sup>th</sup> quarter/ 2 <sup>nd</sup> Semester Ends (42/ 86/ 180 days) Early Release Day |
| 22-23                                          | AL                                       | 29                  | MWD                                                                                                     |
| 24-26                                          | Holiday                                  | <b>June- 0</b>      |                                                                                                         |
| 29-31                                          | AL                                       | 1-8                 | Opt WD                                                                                                  |
| Instructional Hours 1158 Hrs.                  |                                          | Mand WD- 5          | Holiday- 10                                                                                             |
| ER Day- 6 / Full Day- 174                      |                                          | Opt WD/ TWD/ PD- 10 | AL- 10                                                                                                  |
|                                                |                                          | Student Days 180    | Total- 215                                                                                              |