

Research Triangle High School

RTHS Board Meeting

Monthly Meeting

Date and Time

Wednesday March 16, 2022 at 5:30 PM EDT

Location

Due to possible COVID-19 restrictions, this meeting will be held with a Zoom video teleconference option.

Join Zoom Meeting: <https://rthighschool.zoom.us/j/98283216480>

Meeting ID: 982 8321 6480

Find your local number: <https://rthighschool.zoom.us/u/aefdPJWonu>

The RTHS Board of Directors meets monthly on the third Wednesday of each month, except for December and July, or where otherwise specified. Meetings are normally held onsite at 5:30PM until 7:00PM, upstairs in the FBC Conference Room. However, due to the CoV-19 pandemic, meetings are being held via Zoom until further notice.

Agenda

- I. **Opening Items**
 - A. Record Attendance
 - B. Call the Meeting to Order

- C. Board Meeting Minutes - February 16, 2022

II. CSO Report

A. CSO Updates

Monthly update from CSO addressing the specific items listed below, as well as highlighting successes/challenges (as applicable).

B. Mask Policy

C. BTSP/Alternative Evaluation Instrument

Official BOD vote (virtual meeting) is required to finalize the board's online vote for RTHS' AEI (alternative evaluation instrument) for their Beginning Teachers.

D. A/B Schedule Plan (presentation)

III. Finance

A. Monthly Financial Cashflow

B. Committee Updates

IV. Academic Excellence

A. Committee Updates

V. Development

A. Committee Updates

VI. Governance

A. Committee Updates

B. Vote on Treasurer

- Joey Webb is nominated to replace Alex Quigley as Treasurer and Finance Committee Chair

C. Vote on Student Code of Conduct

Established a new code of conduct to ensure that consequences for severe behavior is included. A new document with restorative justice tenets integrated targeted for next school year.

VII. Public Comments

- A. Open to all stakeholders (parents, staff, other)
2-3 minute time limit per person

VIII. Executive Session

- A. A. Personnel Related Discussion

IX. Closing Items

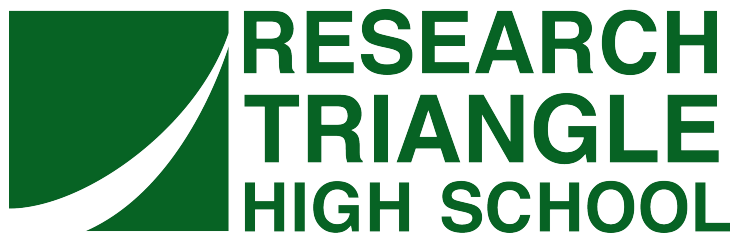
- A. Adjourn Meeting

Coversheet

Board Meeting Minutes - February 16, 2022

Section: I. Opening Items
Item: C. Board Meeting Minutes - February 16, 2022
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for RTHS Board Meeting on February 16, 2022

APPROVED



Research Triangle High School

Minutes

RTHS Board Meeting

Monthly Meeting

Date and Time

Wednesday February 16, 2022 at 5:30 PM

Location

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Directors Present

A. Quigley (remote), A. Tobien (remote), C. Coia (remote), C. Mugge (remote), D. Requena (remote), E. Cunningham (remote), G. Rodgers (remote), J. Corn (remote), J. Webb (remote), M. Johnson (remote), S. Carty Vetere (remote), S. Rivers-Kobler (remote)

Directors Absent

R. THALLA, S. Hunter

Guests Present

Brandon Mitchell (remote), Dr, Mann-Bailey, E. Grunden (remote), Emily Madsen, Lisa Gordon Stella, Stephanie Klupinski, Zoe Playe

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Rivers-Kobler called a meeting of the board of directors of Research Triangle High School to order on Wednesday Feb 16, 2022 at 5:34 PM.

C. Board Meeting Minutes - January 19, 2022

C. Mugge made a motion to approve the minutes from RTHS Board Meeting on 01-19-22.

M. Johnson seconded the motion.

The board **VOTED** to approve the motion.

II. CSO Report

A. CSO Updates

Eric presented the CSO report.

A. Quigley made a motion to approve Dean of Students.

E. Cunningham seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Carty Vetere	Aye
S. Rivers-Kobler	Aye
C. Coia	Absent
J. Webb	Absent
E. Cunningham	Aye
R. THALLA	Absent
G. Rodgers	Aye
M. Johnson	Aye
A. Tobien	Aye
C. Mugge	Aye
D. Requena	Absent
A. Quigley	Aye
S. Hunter	Absent
J. Corn	Absent

C. Mugge made a motion to Approve of Director of Operations.

G. Rodgers seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Coia	Absent
C. Mugge	Aye
G. Rodgers	Aye
D. Requena	Absent
J. Webb	Absent
S. Rivers-Kobler	Aye
A. Tobien	Aye
M. Johnson	Aye
E. Cunningham	Aye
S. Hunter	Absent
S. Carty Vetere	Aye
A. Quigley	Aye
R. THALLA	Absent
J. Corn	Absent

B. Mask Policy

C. Mugge made a motion to Approve recommended mask policy.

S. Carty Vetere seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

R. THALLA	Absent
D. Requena	Aye
C. Mugge	Aye
J. Corn	Aye
S. Rivers-Kobler	Aye
S. Carty Vetere	Aye
A. Tobien	Aye
G. Rodgers	Aye
S. Hunter	Absent
C. Coia	Aye
J. Webb	Aye
E. Cunningham	Aye
A. Quigley	Aye
M. Johnson	Aye

III. Finance

A. Monthly Financial Cashflow

B. Committee Updates

Alex provided the Finance committee update.

IV. Academic Excellence

A. Committee Updates

Elizabeth presented the Academic Excellence committee report.

V. Development

A. Committee Updates

Carmen presented on the Development committee.

VI. Governance

A. New Board Secretary

G. Rodgers made a motion to Approve Sherry stepping down as Secretary, and Ailette being approved as new Secretary.

S. Rivers-Kobler seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Cunningham	Aye
R. THALLA	Absent
J. Webb	Aye
M. Johnson	Aye
A. Tobien	Abstain
D. Requena	Aye
C. Mugge	Aye
J. Corn	Aye
A. Quigley	Aye
S. Rivers-Kobler	Aye
C. Coia	Aye
S. Hunter	Absent
G. Rodgers	Aye
S. Carty Vetere	Aye

B. Committee Updates

Carmen presented on Employee handbook and requested Board approval, pending finalizing several items.

C. Mugge made a motion to Approve Employee handbook, pending finalizing several items.

S. Carty Vetere seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Corn	Aye
G. Rodgers	Aye
C. Mugge	Aye
S. Carty Vetere	Aye
S. Rivers-Kobler	Aye
D. Requena	Aye
E. Cunningham	Aye
S. Hunter	Absent
R. THALLA	Absent
A. Quigley	Aye
C. Coia	Aye
J. Webb	Abstain
M. Johnson	Aye
A. Tobien	Aye

VII. Public Comments

A. Open to all stakeholders (parents, staff, other)

Ms. Christina Valente spoke during public comment.

VIII. Executive Session

A. A. Personnel Related Discussion

S. Rivers-Kobler made a motion to Move to Executive Session for Personnel Related discussions.

A. Quigley seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Johnson	Aye
D. Requena	Aye
A. Tobien	Aye
J. Webb	Aye
C. Mugge	Aye
R. THALLA	Absent
G. Rodgers	Aye
J. Corn	Aye
A. Quigley	Aye
E. Cunningham	Aye
C. Coia	Aye
S. Hunter	Absent
S. Rivers-Kobler	Aye
S. Carty Vetere	Aye

S. Rivers-Kobler made a motion to move out of executive session.

A. Quigley seconded the motion.
The board **VOTED** to approve the motion.

IX. Closing Items

A. Adjourn Meeting

C. Mugge made a motion to move to adjourn.
G. Rodgers seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Cunningham	Aye
A. Tobien	Aye
J. Webb	Absent
S. Hunter	Absent
J. Corn	Absent
C. Coia	Absent
C. Mugge	Aye
G. Rodgers	Aye
S. Carty Vetere	Aye
R. THALLA	Absent
A. Quigley	Aye
M. Johnson	Aye
D. Requena	Absent
S. Rivers-Kobler	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:53 PM.

Respectfully Submitted,
S. Rivers-Kobler

Coversheet

CSO Updates

Section: II. CSO Report
Item: A. CSO Updates
Purpose: Discuss
Submitted by:
Related Material: Director of Operations Report 031622.pdf
RTHS Contract.docx
janitorial contract.pdf
CSO Report 031622.pdf
RTHS 2021-2022 Employee Handbook.pdf

Director of Operations 1 Month Overview

Fire Safety- Performed walk through with the County Fire Marshal on 2/24/2022. Overall we are doing well and our chemical storage room is on of the best he has ever inspected.

- **Reviewed fire and weather plans-** FM will provide plans from the public school system to ensure consistency with emergency responders during an event.
 - Policies and Procedures are under review (Completion date 3/31/2022)
 - Completed Fire and severe weather drills this first month and developing corrections where needed.
- **Emergency Communications-** During emergencies fast and reliable communication is imperative for safety.
 - Reviewing walkie talkies for key staff to use during drills and emergencies.
- **Signage external / internal-** FDC signage mounted on a pole, loading zone only at FDC, internal exit doors marked emergency exit only, refrigerators labeled “NO FOOD”. Ice maker labeled “NOT FOR HUMAN USE”
 - All signs have been ordered and will be installed (Completion date 3/31/2022)
- **Sprinklers** – Several sprinklers need adjusting and add cages to sprinklers under the stairwells.
 - Associated Fire Protection will be onsite 3/14/22 to complete repairs and add cages on sprinkler heads under stairwells.
- **Storage in electrical rooms-** All electrical rooms have bulk flammable items being stored in the rooms blocking access to control panels.
 - Storage shed has been ordered to store testing desk to allow additional storage space within the FD control room. \$5k +/- with eta of 5 weeks.
 - Teachers will be provided 2 weeks to clean up items in the storage rooms. All items left in rooms will be disposed of.
 - Floors will be marked off in front of panels
 - Elevator rooms have been cleaned and ready for inspection.
- **Lab Safety-** Working with Science Department on the requirements for labs within schools.
 - Establish safety policies
 - Define safety training for staff working in labs
 - Blood-borne pathogen training, especially donning/doffing gloves
 - Fire Marshal (fire extinguishers)
- **Electrical Issues-**Daisy chain power strips and extension cords. Burners left plugged in and different heating surfaces.
 - Week of 3/14 Meet with IT to develop a plan to determine short- & long-term solution. Short term IS&T will inventory each classroom for power strips with correct length cords to prevent the need of daisy chain. Long-term will look at drop down power solutions.
 - During the tPLT on 3/4/22 we reviewed with staff the need to unplug burners and devices that produce heat when not in use.
- **Emergency exits** – Exit doors in the BBT are painted black. Emergency exits cannot be painted black if the walls are painted black it must be a contrasting color.
 - Had a meeting with drama staff and the doors will be painted a dark gray.
 - Signs have been ordered to “Emergency Exit Only”

Student Safety- Prefomed walk through with the Durham County Sheriff's Office 2/28/22

- **Reviewed lockout / lockdown plans-** DSO will provide plans from the public school system to ensure consistency with emergency responders during an event.
 - Policies and Procedures are under review (Completion date 3/31/2022)
 - Concerns that exterior doors are not functioning correctly
 - Riser door cylinder collar damage from vandalism, Front doors, loading dock, back basement door, and first floor patio doors do not secure on their own, leaving the building open throughout the day
 - Working with door/lock company to develop a SOW to repair and ongoing maintenance.
 - Currently there are 3 cameras located outside bathrooms. We plan to install cameras at all entrances and common areas within the school. This plan is being developed currently with RTHS IS&T.

Facilities Needs- There are small issue which have been addressed as they come up which are not listed. There are facility needs which have been addressed under the Fire and Student Safety section.

- **Railing Internal Issues-** Three railings on stairwell in science wing were damaged week of 2/14. Welds were damaged on two of them and will require extensive repair. One rail was repaired 2/18 and others were covered with foam. Railing outside BBT is damaged and will require work in the floor to secure. One section will need a new railing because it is missing.
 - Contractor has been onsite and reviewed the work and will provide a quote
 - Work will be completed asap because of safety concerns
- **Railing external Issues-** Heavy rust on the second story balcony railing with 4 post are rusted completely through.
 - Metalcraft Fabricating has provided a quote for the repair of the railing. The area of concern will be removed, cut out rust, replace metal, and reseal new railing in the building. \$3,800. Weather permitting
- **Replacement of damaged ceiling tiles-** Damaged or stained tiles impact the fire rating and aesthetics of the space. This is also a health inspection concern.
 - Tiles are being replace as we find them
- **AED Cabinets installed-** RTHS's 3 AEDs need to be placed on each level where staff can access them during an emergency.
 - Purchased and installed AED cabinets on each level
 - Ordered defib pads to replace expired ones

Landscaping- Working with our contractor to remove hazards and trash around the campus.

- **Dead tree removal-** Removed 2 dead trees beside the building
- **Trash clean up-** Contractor working around the campus to clean up trash and debris removal
- **Refresh-** We have developed a schedule for a quarterly refresh

Board Policy and Procedure Review- The Board wants to develop an Operations & Board Policies manual

- Had meeting with Carmon to discuss her vision of what the Board is wanting. We reviewed the Voyager manual as a reference
- I will start mapping RTHS documents with Voyager's 3/14
- Goal is to have this completed by end of the school year

SUPERCLEAN PROFESSIONAL JANITORIAL SERVICES

2435 S. Alston Ave. Durham, NC 27713

Telephone: 919-308-3333 Email: lrcarpenter@supercleanprojan.com



Bringing a sparkle to your life!

PROPOSAL FOR JANITORIAL SERVICES FOR **RESEARCH TRIANGLE HIGH SCHOOL**

Our purpose and mission are to provide a sanitized and clean environment for the administrators, teachers and guest. Our vision is to bring a sparkle to every life we encounter through our cleaning services. We look forward to providing you with super and clean results.

PROPOSAL FOR SERVICES CONTRACT

(“Contractor”) hereby proposes and agrees to perform the following services for RTHS (“Client”)

RTHS SMOKING POLICY

Smoking is prohibited in all RTHS buildings and on RTHS property.

LOBBY AREA

Daily

- ◆ Clean entrance glass interior and exterior
- ◆ Dust mop and damp mop floors, including elevators
- ◆ Spot clean finger, marks, smudges, etc. from walls and partitions
- ◆ Vacuum carpets and runners thoroughly, including corners and under tables
- ◆ Clean table tops and counter tops.
- ◆ Empty waste containers, replace liners.

Weekly

- ◆ Dust furniture, fin tubes (radiant heating), and window blinds, ledges and sills.

Annually

- ◆ Clean window blinds by an approved method

PRIVATE OFFICES

Daily

- ◆ Empty waste containers, replace liners damp mop if necessary.
- ◆ Spot clean finger, marks, smudges, etc. from walls and partitions
- ◆ Thoroughly vacuum carpets, including corners and under tables or desk.
- ◆ Dust furniture, equipment, file cabinets, fin tubes, window sills, blinds and ledges in accordance with schedule to be provided by Contractor. Only those surfaces cleared of papers and personal items are required to be dusted.
- ◆ Damp mop

Annually

- ◆ Clean window blinds

RTHS CLASSROOMS

Nightly

- ◆ Empty waste containers, replace liners damp mop if necessary.
- ◆ Thoroughly vacuum carpets, including corners and under tables or desk.
- ◆ Dust mop tile floors with treated dust mop.

Weekly

- ◆ Dust furniture, equipment, file cabinets, fin tubes, window sills, blinds and ledges in accordance with schedule to be provided by Contractor. Only those surfaces cleared of papers and personal items are required to be dusted.
- ◆ Damp mop

Annually

- ◆ Clean window blinds

RESTROOMS

Daily

- ◆ Clean and sanitize all toilets, toilets seats, urinals, sinks and washroom fixtures with a hospital-grade quaternary disinfectant. All toilet seats are to be left up after cleaning.
- ◆ Remove splash marks from walls and partitions around sink basins, soap dispensers, toilets and urinals.
- ◆ Replenish restroom supplies.
- ◆ Empty and damp wipe waste containers. Replace liners.
- ◆ Spot clean partitioners.
- ◆ Clean mirrors, shelves and equipment.
- ◆ Thoroughly mop tile floors including corners, floor drains and under the vanities using a hospital-grade quaternary disinfectant.
- ◆ Clean showers in locker rooms, day care bathroom.

Weekly

- ◆ Clean walls and partitions.

STAIRWAYS

Weekly

- ◆ Dust and sweep all treads.
- ◆ Dust risers, handrails, equipment, etc.
- ◆ Spot or damp mop to remove spillage.
- ◆ Mop stairs.

Superclean will provide a day porter between the hours of 8am-4pm Monday- Friday

Superclean will provide carpet cleaning as requested for a set cost of 35 cents per square feet. We will also provide additional floor maintenance such as vct at the request of the client.

SPECIAL CLEANING PROJECTS

Light fixtures and Air Vents (including Exhaust Vents)

- ◆ Dust and clean twice a year in accordance with RTHS instructions.

EQUIPMENT AND SUPPLIES

The Client shall furnish all cleaning supplies and equipment necessary for the performance of the work under this agreement unless otherwise specified therein.

INSURANCE

The Contractor shall maintain during the term of this agreement sufficient insurance and will provide evidence of such coverage within the first two weeks of beginning service.

PAYMENT

Payment shall be due two weeks after receipt of invoice from the Contractor each month following the month in which services are performed. Checks are mailed from RTHS and typically received by vendors within two weeks of receipt of invoice. Front Office pick-up is an option. A late charge of ten dollars (\$10.00) per day shall be paid by the Client to the Contractor on any past due payment not received within thirty (30) days after the mailing of Contractor invoice.

RIGHT TO TERMINATE

This contract shall be effective for a term of twelve months and is subject to renewal; however, should the Contractor be in default as to any of the terms hereof and/or fail to perform satisfactory work and fail to correct such default, or to perform satisfactorily within thirty days after notice in writing from the Client, the Client shall have the right to terminate this contract forthwith. The Client or Contractor shall each have the right to terminate this contract for any reason at any time with written notice.

CHANGE IN WORK PERFORMED

The given price is based upon the areas to be serviced and frequency of service outlined in the specifications. If there are changes in area of services, the Client agrees to negotiate a reasonable price adjustment with the Contractor.

MODIFICATION

The parties may, from time to time, request changes in this agreement. Such changes including any increase or decrease in the amount of the Contractor's compensation which are mutually agreed upon by and between the Client and Contractor, shall be effective when incorporated in written amendments to this agreement.

NONSOLICITATION COVENANT

For a twelve (12) month period commencing on the date hereof, Client shall not, directly or indirectly, (a) employ or contact any person who is employed or engaged by the Contractor or in any manner seek to induce any such person to leave his or her employment or engagement with the Contractor. (b) Allow another company to utilize or employ a former or present employee of Superclean for a (12) month period after termination of service

ENTIRE AGREEMENT

This agreement contains the entire agreement between the parties. All prior negotiations between the parties are merged in this agreement other than those incorporated herein. This agreement may not be modified except by written instrument signed by the parties.

No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

We hereby propose and agree to provide janitorial services and equipment in accordance with the specifications at **Research Triangle High School**, for the sum of \$32,125.00. This sum is payable in 5 equal installments of \$6425.00.

Acceptance of proposal, price and specifications outlined are satisfactory and are hereby accepted. You are authorized to the work as specified.

This agreement shall take effect as of February 1, 2022.

SIGNATURES:

Agent

Agent for Owner



Eric Grunden <egrunden@rthighschool.org>

contract

19 messages

Lawrence Carpenter <lrcarpenter@supercleanprojan.com>
 To: Egrunden <egrunden@rthighschool.org>
 Cc: Cassie Fox <cfox@rthighschool.org>

Tue, Feb 22, 2022 at 11:11 AM

Good Morning,

Included is the revised contract for the remainder of the school year. I have revised to ask for everything that is needed at this time including raises for night crew to not have to revisit this later. Here is the breakdown and comparison of the changes.

Day porter: before adding the maintenance piece \$11.00 per now \$16.00 per but I did the new budget minus the the maintenance piece at \$15.00 per hr.

Night supervisor: Currently \$11.00 per new budget \$13.00 per

Two crew members: Currently \$9.00 per, new budget \$11.00 per

These numbers are based off of 20 days per month with most months being 22. I allow days off for holidays to balance this out. Also included in the total number is supplies, employee taxes and other expenses.

As I have said in previous emails many quality employees are demanding \$15 per hour based of the discussions in Congress about minimum wage and the lack of people seeking jobs. The night crew has been there almost 5 years with no raise. Thank you for allowing me to share.

Respectfully,

Lawrence Carpenter
 Superclean Professional
 Janitorial Service
 (919) 308-3333
www.supercleanprojan.com



RTHS Contract.docx
114K

Cassie Fox <cfox@rthighschool.org>

Thu, Feb 24, 2022 at 1:22 PM

To: Lawrence Carpenter <lrcarpenter@supercleanprojan.com>, Brandon Mitchell <bmittell@rthighschool.org>, Egrunden <egrunden@rthighschool.org>

Hi Lawrence,

Can you tell me where we stand with getting a replacement for Philip? He won't be here on Monday and we need someone else to replace him.

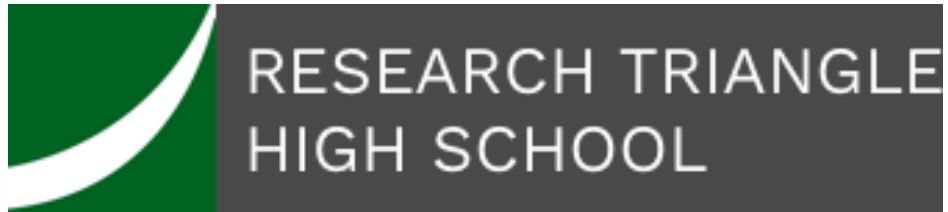
Thank you,
 Cassie

Cassie Fox | Office Manager | Research Triangle High School | www.rthighschool.org
 P.O. Box 13453 Research Triangle Park, NC, 27709
 Located at: 3106 E NC Hwy 54 Durham, NC 27709
 email: cfox@rthighschool.org | phone: 919.998.6757 Ext 102

CSO Report 031622

- I. State of School
 - a. Operations Report
 - i. Focus on safety and security, hiring process, operations book. Details are in the separate Operations Director report included in the board packet.
 - ii. Update on janitorial contract – board approves because of size
 1. Removed facilities management section.
 2. Cost increase reflects increased hours for day porter and increased pay rates due to inflation and job competition.
 - b. Students Report
 - i. Dean of Students has been training with Mrs. Hall on school procedures.
 - ii. Meeting with reports to establish new communication, evaluation, and reporting protocols
 - iii. Revising student counseling practices and procedures, including annual 504 training for counseling staff.
 - c. Instruction and Curriculum Report
 - d. Performance Framework – RTHS passed for 2020-2021 as 100% compliant.
 - e. RTHS receives 10 year charter renewal
 - f. Alternative Evaluation Instrument approved by DPI (see action item below)
 - g. Beginning Teacher Support Program approved by DPI (see action item below)
 - h. Admissions Lottery
 - i. Held 3/10
 - ii. Increased offer number to help speed the enrollment process (offered 160% of targeted enrollment rather than previous 140% to help us reach target faster)
 - iii. Some 10th graders offered admission (this did not happen last year)
 - iv. We are making efforts to level out class composition (about 140 per grade level)
 - v. 78 students with preferences (inc. siblings, articulation agreements, legacies, board children).
 - vi. First acceptance happened 2 minutes after lottery draw was complete. We had not even verified the draw or announced it yet. Parents want their children here!
- II. Outreach
 - a. SNHS program with Maureen Joy students
 - b. Robotics competition at ECU 3/12
 - c. “Little Women” musical completes 2 week run.
- III. Schedule Proposal
 - a. Supporting Documents are in the packet.
 - b. The purpose of this is to report to the board on progress the school has made in considering a proposal for change the school’s class schedule for the fall of 2022.
- IV. Action Items
 - a. Approve janitorial contract
 - b. Vote on mask recommendation

- i. Two are presented – required, which we have been using, and recommended, as written by our attorney.
- ii. The school’s leadership recommends continuing the mandatory policy.
 1. Survey
 - a. Parents 59% support continuing
 - b. Staff 54% (63% of staff)
 - c. Students 64% (41% of all students responding)
 2. Other items to be considered
 - a. County infection rates (Durham, Wake) are low according to CDC and NCDHHS
 - b. School vaccination rates are very high (97% or more)
 - c. Low transmission rates historically in school
 - d. Air quality measures at RTHS
 - e. Immunocompromised students and family members
 - f. Studies lag because of the time it takes to do them.
 - i. [CDC study](#) shows masks reduce transmission, but it is from pre-Omicron times
 - ii. [ABC science collaborative](#) shows transmission reduced significantly. Again, pre-Omicron.
 - g. Increased outside time because weather is better
- iii. Approve Beginning Teacher Support Program
 1. Already approved by state BTSP coordinator
 2. Need adoption by board for completion
- iv. Approve Alternative Evaluation Instrument
 1. Already approved by Office of Charter Schools
 2. Board approval of AEI required for BTSP completion and to complete OCS evaluation requirements.
- v. Approve revisions to the RTHS Student Code of Conduct.



Employee Handbook

2021-2022

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Disclaimer

This employee handbook (“handbook”) provides general information about Research Triangle High School’s (“the School” or “RTHS”) human resources policies, practices, and benefits. It does not address every situation that may arise and, therefore, is not intended to serve as an exhaustive set of rules. This employee handbook supersedes all previous employee handbooks.

The School, at its sole option, may change, modify, alter, delete, suspend, or discontinue any part or parts of the policies, practices, and benefits in this handbook at any time with or without prior notice. Any changes made to this handbook will be distributed, either in hard copy or email to all School employees. This handbook, in its entirety is available electronically on the School’s website. No oral statements or representations, whether in writing, by anyone at the School can in any way change, modify, or alter the policies, practices, or benefits in this handbook. The policies, practices, and benefits in this handbook may only be changed, modified or altered in writing by the Chief School Officer, with formal approval of the Board of Directors in accordance with the School’s bylaws, policies and state law, or Board of Directors. This Employee Handbook also describes the current benefit plans maintained by the School. Please refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

This handbook and its related policies, practices and procedures are not intended and do not create an employment contract between the School and its employees. No one is authorized to provide any employee with an employment contract or special arrangement concerning terms or conditions of employment unless the contract or arrangement is in writing and signed by the Chief School Officer of the School and approved by the School Board of Directors. This handbook does not limit an employee’s right or the School’s right to terminate employment at any time for any reason. The at-will relationship exists for all employees and the School or the employee may terminate the employment relationship at any time for any reason, other than those prohibited by law.

Should any provision of this handbook be found to be unenforceable or invalid, such a finding does not invalidate the entire handbook, but only the subject provision. If there is a discrepancy between the material in this employee handbook and the terms of official documents, the official documents will govern. Should any portion of this handbook conflict with local, state, or federal law, the appropriate law will govern. Any questions about the handbook or the School’s policies, practices or benefits should be directed to the Chief School Officer.

Mission, Vision, and Core Values

Mission Statement

To increase access to globally competitive Science, Technology, Engineering, and Math (STEM) education for students and teachers across North Carolina by incubating, proving and scaling innovative models of teaching and learning.

Vision Statement

To provide the tools and develop the capacity for students to intentionally determine their futures.

Core Values

- We are responsive.
- We respect each other.
- We find joy in learning and exploring.
- We provide students with the tools to access power.
- We hold high standards and encourage growth through failure.

Board of Directors

Research Triangle High School is a non-profit organization. As a non-profit, Research Triangle High School is governed by the Board of Directors. In accordance with the bylaws, the Board of Directors has between seven and twelve members and the purpose of the board is to ensure that the school is achieving its mission, create and follow board policies, oversee the strategic plan for the school, and approve and follow the annual budget. The board is also responsible for the hiring and evaluation of the Chief School Officer. The Board approves all hires and terminations of school employees based on the Chief School Officer's recommendations. The board usually meets on the third Wednesday of each month. All board meetings are open to the public and the agenda for each meeting is posted on the Research Triangle High School website seven days in advance of all regularly scheduled meetings.

Non-Discrimination, Equal Opportunity, and Anti-Harassment Policies

Non-Discrimination Policy

Research Triangle High School complies with all Federal, State, and Local non-discrimination laws including but not limited to race, color, religion, sex, gender, sexual orientation, gender identity, national origin, age, natural hairstyle, status, disability, veteran status, genetic information or as otherwise may be prohibited by federal and state law. We want to maintain an employee relations climate, which promotes maximum personal development and achievement. We are an equal opportunity employer and do not discriminate on the bases of age, natural hairstyle, race, color, national origin, sex, gender, sexual orientation, gender identity religion, creed, genetic information, veteran status, disability, sexual orientation or any other characteristic prohibited by law. We are dedicated to ensuring the fulfillment of this policy with respect to hiring, selection for training, promotion, transfer, layoff, termination, leaves of absence, rates of pay or any other term or condition of employment. When necessary, we will reasonably accommodate employees and applicants with disabilities and with religious requirements necessitating accommodation. We expect everyone to show understanding and consideration to fellow employees and to respect and

observe this policy.

Equal Opportunity Employment Policy

Research Triangle High School is an equal opportunity employer and will not discriminate against any applicant, contractor or employee on the basis of age, natural hairstyle, race, color, religion, sex, gender, sexual orientation, gender identity, national origin, genetic information, veteran status, disability, genetic information or other legally protected status, except where it is an occupational qualification. This policy extends to all terms, conditions and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. It is also Research Triangle High School's policy to ensure that all employees are treated equally on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoffs, and terminations.

Discrimination, Harassment, and Sexual Harassment Policy

Research Triangle High School is committed to having a community in which every individual is treated with sensitivity and respect, and in which each student and teacher has an equal opportunity to work, learn, and develop to his or her full potential in an atmosphere free from all forms of unlawful discrimination and harassment, including sexual harassment. To that end, the School prohibits any form of harassment or discrimination (including sexual harassment) on the basis of age, natural hairstyle, race, color, national origin, religion, disability, sex, sexual orientation or other protected characteristic, whether by a supervisor, administrator, co-worker, volunteer, contractor, student, or non-employee. The purpose of this policy is not to regulate our employees' personal morality. It is to assure that in the workplace, each employee is able to accomplish his or her job without being subjected to harassment.

While it is not easy to define precisely what harassment or discrimination is, it certainly includes verbal, nonverbal, or physical conduct that denigrates, belittles, or puts down an individual or shows hostility, distaste, or aversion toward that individual based on that individual's age, natural hairstyle, race, color, national origin, religion, gender, sexual orientation, genetic information, disability, veteran status, any other protected class or participation in a protected activity.

Discrimination involves intentionally treating anyone in an unequal or disparate manner because of that person's inherent or natural personal characteristics, including age, natural hairstyle, genetic information, race, color, national origin, religion, gender, sexual orientation, disability, veteran status, any other protected class or participation in a protected activity, when such treatment causes the victim to suffer adverse educational, employment, or other school-related consequences.

Harassment is any unwelcome offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent or pervasive as to significantly affect the conditions of one's employment or a student's learning. Harassment includes, but is not limited to the following: slurs, epithets, threats, derogatory comments, unwelcome or abusive jokes, insults, name calling, threats, bullying or intimidation, unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct such as uninvited touching or sexually-related comments or the exchange of benefits for performance of sexual or other favors.

Other conduct that can be unlawful harassment includes verbal, nonverbal, or physical conduct that shows aversion, denigration, or hostility because of age, natural hairstyle race, genetic information, color, religion, national origin, gender, disability, sexual orientation or other protected classification and that:

- Creates an intimidating, hostile, or offensive working environment;
- Unreasonably interferes with an individual's work; or
- Adversely affects an individual's employment opportunities.

Sexual Harassment

Of the various types of harassment, sexual harassment is worthy of special considerations beyond those applicable under the School's general Discrimination, Harassment and Bullying Policy. No employee, student, volunteer or contractor shall engage in sexual harassment against any other student, employee, or another person in the School community.

Sexual harassment is a form of discrimination involving unwelcome sexual, or sex-based conduct that interferes with the employment of others. Sexual harassment is any unwanted or unwelcomed verbal or physical advances, sexually explicit derogatory statements, requests for sexual favors, or sexually discriminatory remarks made by someone in the workplace which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation, or which interferes with the recipient's job performance. Harassing behaviors can be verbal, non-verbal, or physical, range from subtle innuendo of a sexual nature to coerced sexual activity, and other inappropriate verbal, written, or physical conduct of a sexual nature that usually takes place under the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of instruction, participation in school activities, or employment;
- When submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions or benefits; or
- When such conduct has the purpose or effect of substantially interfering with an individual's academic, extracurricular, or work performance, or creating an intimidating, hostile, or offensive school environment or working environment.

Examples of Sexual Harassment. Workplace behavior that is sexually harassing includes but is not limited to:

- Unwanted sexual remarks or inferences;
- Offensive comments about sex or gender-specific traits;
- Unwelcome sexual propositions, threats, bribes, written notes, or phone calls;
- Unwelcome gestures or sounds or the display of sexually suggestive objects, signals, or pictures;
- Unwanted physical contact of a sexual nature (e.g. touching, pinching, kissing, holding);
- Promise of promotion, favorable performance evaluations, etc. in return for sexual favors, known as "quid pro quo" or "this for that";
- Threatening or insinuating, whether explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment;
- Pressure for sexual activity, continued or repeated offensive sexual flirtations, advances, or propositions;
- Continued or repeated verbal remarks about an individual's body; or
- Sexually degrading words used toward, or in the presence of, an individual or to describe an individual.

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are **always** prohibited in **all** circumstances. School employees are prohibited from engaging in romantic or other inappropriate relationships with students and are required to report such relationships or reasonable suspicions thereof, to the Chief School Officer or other administrator. Procedures established by the School for reporting suspected sexual harassment shall be followed in any instances involving such conduct.

Application

People of any gender can be sexually harassed by someone of any gender, and the law protects both sexes equally from this discrimination. This policy applies to sexual harassment by staff, students, volunteers, vendors, and service providers of any gender against someone of the same or different gender.

Retaliation

Research Triangle High School prohibits reprisal or retaliation against any person who reports an act of discrimination or harassment or who participates in an investigation as a witness or in any other capacity. Employees should report any such retaliation to the Chief School Officer. This policy, however, shall not be used to bring frivolous or malicious complaints.

Procedure for Complaints of Harassment, Discrimination and Retaliation under all local, state and federal laws except Title IX:

- Any person who believes he or she has been the victim of harassment, sexual harassment, discrimination or retaliation should immediately discuss and report to: the School's human resource contractor, ALT HR(336-965-2827, or contact@ALTHRPartners.com), the Chief School Officer, or any other employee with a supervisory position with whom the person feels comfortable. While the person should report sexual harassment to ALT HR, a supervisor or the Chief School Officer, there is no requirement that the person report sexual harassment, discrimination or retaliation to a particular supervisor.
- Any employee that operates in a supervisory capacity receiving a complaint of harassment, sexual harassment, discrimination or retaliation shall report such complaint to ALT HR and the Chief School Officer. If the Chief School Officer is the subject of such complaint, then the supervisor shall report to ALT HR and the Chair of the Board of Directors or to any other Board member that the supervisor believes is appropriate.
- Any complaint made under this policy will be investigated thoroughly and promptly. To the maximum extent possible, the School will protect the privacy of the parties involved.
- Any attempt to interfere with or influence the investigation of a harassment, sexual harassment, discrimination or retaliation complaint is strictly prohibited, and will result in disciplinary action, up to and including immediate termination.
- There will be no adverse action against an employee who acts in good faith and reports an incident, or who participates in or cooperates with an investigation of an alleged incident.

Disciplinary Action

Any individual found to have engaged in harassment, sexual harassment, discrimination or retaliation will be subject to disciplinary action up to and including immediate termination. In addition, some forms of sexual harassment, such as sexual relations between an adult and minor, may violate criminal laws. The School will cooperate with local authorities in the investigation of any alleged criminal activity.

Confidentiality of Records

Research Triangle High School will make every effort to maintain confidentiality and protect the privacy of the parties involved in the investigation of a sexual harassment, discrimination and retaliation complaint. All written materials related to the investigation of allegations of harassment will be placed in confidential files, which are separate from student and personnel records. Reasonable efforts will be taken to ensure that access to these records is limited to those persons with a need to know.

Sexual and Other Types of Unlawful Harassment/Discrimination on School Grounds by Contractors, Volunteers or Individuals Who Are Not School Employees

The policies contained in this section, including the reporting procedures and no retaliation policy, regarding harassment, sexual harassment and discrimination, shall also apply to contractors, volunteers or individuals who are not employees of the School when such individuals are on School property or during School events.

Implementation: Information and Education/Training

- This policy will be distributed to all employees and will be discussed as part of the staff orientation at the beginning of each school year.
- The Chief School Officer is authorized and expected to establish training and administrative procedures to help eliminate discrimination and harassment, and to foster an environment of understanding and respect for all individuals.
- This policy will be included in the School's Operation and Board Policy Manual and a summary policy included in the Parent/Student Handbook, which is sent to parents and students at the beginning of each school year.

Title IX Discrimination and Harassment Policies for Students and Staff Members

Title IX provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

It is the policy of the School that students should not be subjected to forms of unlawful discrimination or harassment, while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the School regarding the identification, prevention, intervention, and reporting of such anti-social acts. The School acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The School strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. The School will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

Prohibited Behaviors and Consequences

Discrimination or Harassment

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, the School expressly prohibits discrimination or harassment, based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct on the basis of sex, requests for sexual favors in exchange for benefits (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence

is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, the School also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Retaliation

The School prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, the School prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Chief School Officer or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Application of Policy

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a vis other students, faculty, staff, volunteers/visitors, or contractors. This policy also applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within the School's "education program or activity," which includes, but is not necessarily limited to, behavior:

- in any school building or on any school premises before, during or after school hours;
- on any bus or other vehicle as part of any school activity;
- at any bus stop;
- during any school-sponsored activity or extracurricular activity;
- at any time or place when the individual is subject to the oversight and authority of school personnel;

- at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
- while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snap chat or Instagram).

Definitions

For purposes of this policy ONLY, the following definitions apply:

Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on the basis of gender or sex (including transgender and LGBTQ+ identification). Discrimination may be intentional or unintentional.

Harassment

Prohibited harassment, including sexual harassment, under this policy means conduct on the basis of sex/gender that satisfies one or more of the following:

- An employee conditioning the provision of an aid, benefit or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo)
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an education program, employment, or activity (i.e., hostile environment)
- Sexual assault (as defined by Clery Act), or "dating violence," "domestic violence" and "stalking" (as defined by Violence Against Women Act).

For purposes of this policy, "hostile environment" means that the harassment is objectively severe and pervasive enough that a reasonable person would agree that it is harassment and must be based on sex or gender. A hostile environment may be created through pervasive or persistent misbehavior if sufficiently severe.

Examples of behavior that may constitute harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment. Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of any sex.

Examples of sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if

the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

Conduct Not Covered by This Policy

Conduct that does not meet the definitions set forth above in this Title IX Policy are not subject to the School's Title IX Policy or any reporting/grievance procedures that govern Title IX matters. However, such conduct may still constitute a violation of other School policy, including the School's Code of Conduct, non-discrimination policy, and bullying policy. Please refer to and follow those policies for such conduct.

To report a violation of this policy: please refer to the school's Title IX reporting and grievance policy.

This policy as it pertains to Title IX shall remain in effect to the extent required by law.

Title IX Coordinator's Duties, Notice, Reporting, and Grievance Policy

This Policy sets forth the School's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with the School's Title IX policy. This Policy only pertains to Title IX and alleged violations of Title IX. It does not apply to any other type of discrimination, harassment or bullying. Please refer to the School's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply.

The School's Title IX Coordinator is:

Nan Danehower
Dean of Curriculum and Instruction
ndanehower@rthighschool.org
919-998-6757

Training and Programs

The designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination or harassment and foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

- provide examples of behavior that constitutes unlawful discrimination or harassment;
- teach employees to identify groups that may be the target of unlawful discrimination, or harassment; and
- train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

In addition, training of Title IX personnel, including the Title IX Coordinator, Investigator(s) and Decision-maker(s), must include training:

- On the definition of the definitions of prohibited conduct, including sexual harassment;

- The scope of the school's education program or activity;
- How to conduct an investigation;
- The grievance process including appeals, and informal resolution processes;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
- Relevance, including how to apply the rape shield protections provided only for complainants.
- Moreover, training for Title IX personnel, including the Coordinator, Investigator(s), Decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment. The School will post materials used to train Title IX personnel on their websites for a minimum of seven (7) years after posted, if any, or make materials available for members of the public to inspect.

Notice

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on the School's website, and copies of the policy are available at the front office. Notice of this policy will appear in all job applicant information, admissions information, student and employee handbooks, and in any School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

Title IX Coordinator

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the School and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of the School's sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating the School's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

Evaluation

The Chief School Officer or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful sex/gender discrimination and harassment and shall share these evaluations periodically with the School's Board.

Confidentiality

The recipient, whether a School employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex

discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by the School to provide an environment free of unlawful discrimination or harassment. The Chief School Officer shall report to the Board all verified cases of unlawful discrimination or harassment under the School's Title IX Policy.

Reporting Title IX Violations

For Students:

- To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher or advisor, grade-level Principal, Chief School Officer and/or Title IX coordinator immediately and file a complaint.
- Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, grade-level Principal, or Chief School Officer, as soon as possible and within 24 hours.
- If the Chief School Officer is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors.

For Employees: for discrimination, harassment, and sexual harassment complaints based on sex/gender, employees should contact the Title IX coordinator immediately and follow the School's harassment and discrimination policy as well as its Title IX Reporting and Grievance policy.

Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Reporting may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Definitions

As used in this and all other Title IX related policies, the following definitions shall apply.

- "Complainant" is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may

report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.

- “Respondent” is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- “Formal complaint” is as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant was participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.
- “Document filed by a complainant” means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process, and must comply with requirements for Title IX personnel to be free from conflicts and bias.
- “Supportive measures” are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The School’s selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

Mandatory Response and Procedural Obligations

The School is required to respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment or allegations relevant to mandatory reporting laws in North Carolina. Notice to the Title IX Coordinator or to any School employee, board member, or official with authority to institute corrective measures on the School’s behalf, charges the School with actual knowledge and triggers the School’s response obligations under Title IX.

The School will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The School shall also comply with the following mandates:

- The School will offer supportive measures to the person alleged to be the victim (referred to as the “complainant”).
- The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- The School will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
- The School will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
- The School will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.

- A complainant's wishes with respect to whether the school investigates should be respected unless the school determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).
- If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in the School's Title IX policy, or the alleged conduct did not occur in the School's education program or activity, against a person in the United States, the School must dismiss such allegations for purposes of Title IX. However, the School may still address the allegations in any manner the School deems appropriate under the School's code of conduct or other policies.
- Treat complainants equitably by providing remedies any time a respondent is found responsible, and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process set forth herein.
- Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant's equal access to education and may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- All Title IX personnel (Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process) shall be free from conflicts of interest or bias for or against complainants or respondents.
- There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- The School's grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- Any provisions, rules, or practices that a school adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties (complainant and respondent).
- The standard of evidence to determine responsibility is the preponderance of the evidence standard for all formal complaints of sexual harassment, whether the respondent is a student or an employee (including faculty member).

Supportive Measures, Remedies and Disciplinary Sanctions

Supportive measures include: services, accommodations, and/or other assistance that the School puts in place for a complainant after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. The School wants students and employees to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational opportunities. We also want students and employees to understand their reporting options and how to access available interim measures.

Upon receiving a report of sexual harassment, the School will provide the complainant, or their advocate, with a written explanation of the interim measures available at School and through local community resources and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the School determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those

instances where interim measures affect both a complainant and the respondent, the School will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility. A complainant or their advocate may request the interim measures listed below. The School – after consulting with the complainant and/or their advocate – will determine which measures are appropriate to ensure the complainant’s safety and equal access to educational programs and activities:

- Academic accommodations, including change in classes, testing, or assignments;
- Medical and mental health services, including counseling;
- Modifications to extracurricular activities, field trips or on or off-campus activities;
- A “no contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another;
- Providing an escort to ensure that the student can move safely between school programs and activities;
- Transportation accommodations; and
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

Remedies Include:

Depending on the specific nature of the problem, remedies for the complainant may include, but are not limited to:

- Providing an effective escort to ensure that the complainant can move safely between classes and activities;
- Ensuring the complainant and perpetrator do not share classes or extracurricular activities;
- Moving the perpetrator or complainant (if the complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- Arranging for the complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and
- Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.

When a respondent is found responsible for sexual harassment, the School will offer all remedies needed to eliminate the harm to the complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, the School may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on the school’s responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;

- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

- For students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- For employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

Investigations

The School shall investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint.

The School, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias. The School may choose an outside investigator, School employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

- The burden of gathering evidence and burden of proof must remain on the School, not on the parties.
- The School must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- The School must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag orders”).
- Parties must have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.
- The School shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.
- The School shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
- The School shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.

- The School shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in the School's Title IX policy or did not occur in a school's education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the School from addressing the conduct in any manner the school deems appropriate.
- The School may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
- The School shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
- The School may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
- The School shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless the School obtains the party's voluntary, written consent to do so.

Decision-Maker

The School, through the Title IX Coordinator or other authorized School official, shall designate a Decision-maker with regard to a Title IX complaint. The Decision-maker shall not be the Title IX Coordinator or Investigator, and shall not be someone with a conflict of interest or bias. The Decision-maker shall comply with the following rules:

- Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant's prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
- Use the preponderance of the evidence standard in reaching her/his decision.
- Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
- After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.
- The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

Grievance Process

Prompt Filing: The Complainant must file a formal complaint within a reasonable time, ideally within 10 days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality: Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for the School to conduct a thorough investigation. There may also be instances where the School has a legal obligation to report certain information it receives to state or local authorities or to protect the School community.

Timeline: While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of the School. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

Investigation: The Title IX coordinator or other School official shall designate an impartial Investigator to conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

Decision-Maker: The Decision-maker shall follow the guidance/mandates set forth above in this policy and shall use the preponderance of the evidence standard in reaching her/his decision. The Decision-maker shall timely provide written notice of the outcome of the complaint to the relevant parties.

Appeal: Either party may appeal the Decision-maker's decision to the Board of Directors within 14 days after a decision is made or the School dismisses a formal complaint in a Title IX proceeding, on the following bases:

- Procedural irregularity that affected the outcome of the matter,
- Newly discovered evidence that could affect the outcome of the matter, and/or
- Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The Board of Directors will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time.

Informal Resolution Process For Students

After a formal Complaint is filed, the School may, in its discretion, offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. The School will not require participation in an informal process. And, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The School does not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Any person who facilitates an informal resolution must be well-trained. The School will not offer or facilitate an informal resolution process

to resolve allegations that an employee sexually harassed a student. Finally, the School may not offer an informal resolution process unless a formal complaint is filed.

Policy Application

This policy shall remain in effect as long as required by law.

Americans with Disabilities Act and Amendments and GINA

The School is committed to providing equal employment opportunities to individuals with disabilities, those regarded as having disabilities and those associated with individuals with disabilities. Accordingly, the School does not discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or any other terms, conditions and privileges of employment. The School complies with all federal and state laws concerning the employment of persons with disabilities including the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments Act (ADAA) and acts in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC). The School also does not discriminate against employees or applicants because of genetic information under the Genetic Information Non-Discrimination Act (GINA).

Eligibility

The School will engage in an interactive process to find reasonable accommodation for qualified individuals with a disability to enable them to perform the essential functions of a job, unless doing so causes an undue hardship to the School, or a direct threat to these individuals or others in the workplace, and the threat cannot be eliminated by reasonable accommodation.

When an individual with a disability is requesting accommodation and can be reasonably accommodated without creating an undue hardship or causing a direct threat to workplace safety, he or she will be given the same consideration for employment as any other employee or applicant.

All employees are required to comply with the School standards. Current employees who pose a direct threat to the health and safety of themselves or other individuals in the workplace will be placed on appropriate leave until the School can make a lawful and reasonable decision in regard to continued employment. Individuals who are active illegal drug users are excluded from coverage under the School's Americans with Disabilities Act (ADA) policy.

Applicants and employees are assured that all information regarding a disability shall be kept confidential except that:

- Appropriate supervisors may be informed regarding restrictions on the work or duties of disabled employees and any accommodations that have been made; and
- Government officials investigating compliance with federal laws may be informed.

All employees with responsibilities, which may require knowledge of disabilities, are advised that they are to treat the knowledge with confidentiality.

Procedures

The Chief School Officer or their designee is responsible for implementing this policy, including requests for and resolution of reasonable accommodations, safety and direct threat determinations, and undue hardship issues. All requests for reasonable accommodations should be presented to ALT HR(insert contact information) and the Chief School Officer or her/his designee.

Any employee or job applicant who believes that he or she has been discriminated against on the basis of disability should immediately bring the problem to the attention of their supervisor, ALT HR, or any other employee in a supervisory position with whom the individual feels comfortable, including ALT HR, the Chief School Officer or the Board of Directors. No applicant or employee will be subject to coercion, intimidation, interference, discrimination or retaliation for registering a complaint or for assisting in an investigation of any alleged violation of laws prohibiting discrimination on the basis of disability.

Employment At-Will, Open Door and Grievance Policy and Procedure

Employment-At-Will

Employment with the School is based on mutual consent; both the employee and the School have the right to terminate employment at any time, with or without notice, for any lawful reason, or for no reason at all. The most common circumstances under which employment is terminated include resignation, discharge, reduction-in-force, or retirement.

No provision in this handbook or any other personnel policy or procedure document shall be construed to the contrary or construed to limit this right in any way. No supervisor, employee or other representative of the School is authorized to alter the terminable at-will nature of employment with the School or make any agreement to the contrary. Any agreement altering or modifying the terminable at-will nature of employment with the School must be in writing signed by the Chief School Officer and approved by the School's Board of Directors.

Open-Door Policy

The School is committed to fair and equitable treatment for all employees. Good-faith complaints, grievances, questions, comments, suggestions, or ideas are of interest to Research Triangle High School. The School encourages its employees to communicate such good-faith complaints, grievances, questions, comments, suggestions, or ideas to their supervisor, or the Chief School Officer.

Grievance Policy and Procedures

This policy is in place to respond to a grievance by an employee or volunteer (herein after "employee"). It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution.

- Definition of a grievance: a grievance is defined as a formal written complaint by an employee stating that a specific action has violated a School policy, board policy, law or regulation. Complaints that do not raise an alleged violation of School policy,

board policy, law or regulation do not raise grievance issue and are not subject to these procedures. In addition, a grievance does not include: the non-renewal or termination of employment, disagreements on day to day operation issue, employee discipline or employee reviews unless a specific violation of law or policy is alleged. A grievance also does not include an ADA complaint, a GINA complaint, a Title IX complaint or a complaint of sexual harassment, discrimination or retaliation under Title VI or VII. All complaints under those laws shall be handled pursuant to their policies as set forth in the Employee Handbook and consistent with state or federal laws.

- Time Limits: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline may be extended at the discretion of the Chief School Officer.
- The grievance process is as follows:
 - Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the Chief School Officer. If the Chief School Officer is implicated in the grievance, the grievance should be submitted to the Chair or Vice Chair of the Board of Directors or to any other Board member with whom the individual(s) feel comfortable disclosing the information.
 - Step 2: In response to the formal grievance, the Chief School Officer shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the Chief School Officer, the issue is considered resolved. The employee shall submit their satisfaction to the Chief School Officer in written form.
 - Step 3: If the employee is not satisfied with the response from the Chief School Officer, the employee may file an appeal by submitting a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the Board of Directors. This must be done within 5 business days of the initial response from the Director.
 - Step 4: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled monthly meeting, provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Prior to the meeting, at the Board's sole discretion, the Board may conduct an investigation or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting the Board of Directors will make a decision on how to handle the grievance. If the Board decides that it needs additional time to consider the grievance or gather information, it may defer its decision until the next regularly scheduled board meeting or schedule a special meeting. Once the board reaches a decision, the Board will communicate that decision to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such

cases, the Board Panel's decision is final and there is no appeal rights to the Board.

FERPA and Confidentiality

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all educational agencies and institutions that receive funds under any program administered by the Department of Education. The law prohibits a school from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student unless an exception to FERPA's general consent rule applies.

Research Triangle High School employees, contractors and volunteers are exposed to confidential information daily. Information concerning children and their families should be treated as confidential information, including personally identifiable information from students' education records. The School staff with access to this information do not have the right to give this information to anyone who does not have a legitimate professional reason for access. Teachers or other staff members can be held liable for the individual release of information. Staff members are not permitted to discuss information about their students in open areas or where parents or other students have access. Anything said in meetings discussing students is considered confidential!

Please do not put a student's name in the subject box of an email. Treat their names as confidential as well. RTHS policy is to use "Student Confidential" as the subject.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." If you have questions regarding FERPA or have received a request for educational records, please contact the Chief School Officer. See FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Confidentiality

Respecting the privacy of our students, donors, staff, and volunteers of the Research Triangle High School itself is a basic value of Research Triangle High School. Confidential information should not be disclosed or discussed with anyone without permission or authorization from the Board of Directors. Care shall also be taken to ensure that unauthorized individuals do not overhear any discussion of confidential information and that documents containing confidential information are not left in the open or inadvertently shared.

Employees, volunteers and board members of Research Triangle High School may be exposed to information, which is confidential and/or privileged and proprietary in nature. It is the policy of Research Triangle High School that such information must be kept confidential both during and after employment or volunteer service. Staff and volunteers, including board members, are expected to return materials containing privileged or confidential information at the time of separation from employment or expiration of service.

Unauthorized disclosure of confidential or privileged information is a serious violation of this policy and will subject the person(s) who made the unauthorized disclosure to appropriate

discipline, including removal/dismissal.

Job Descriptions

Chief School Officer
Dean of Students
Dean of Curriculum & Instruction
Director of Development
Director of Operations
Director of Information Technology
Counselors
College Advisers
Director of Educational Analytics
Coordinator, Beginning Teachers & Testing
Office and Facilities Manager
Director of Digital Media
Manager, Information Technology, Powerschool

Teaching Practices at Research Triangle High School

The teachers at RTHS will follow the best practices below, which are a part of the educational philosophy at our school.

Our teachers will:

- Be on time every day for every class.
- Show respect to all students, staff, and families.
- Set high expectations for themselves and their students and strive for excellence in all that they do.
- Teach their students in a developmentally appropriate way.
- Use a variety of teaching techniques to teach to all the learning styles of their students.
- Use positive reinforcement and encouragement as the main way of managing classroom behavior, addressing issues on a one-on-one basis to get to the root of the issue. Students shall be developed in a way they become intrinsically motivated.
- Use brain-based learning strategies in their classroom daily.
- Encourage creativity in their classroom by using hands-on learning and project-based learning.
- Encourage students to do their best at all times.

- Strive after constant professional growth by keeping up with the latest educational research by participating in all the professional development opportunities offered through the school.
- Cultivate personal and appropriate relationships with their students and co-workers.
- Collaborate with their co-workers to create and develop the best possible educational program for the students at RTHS.
- Hold each student personally accountable for their education and their actions.
- Include students in conferences and take time to explain their academic progress to each student in a developmentally appropriate way.
- Develop the skills of classroom management: organization, time management, and setting clear expectations to establish a positive working/learning environment in teacher-directed lessons.
- Model integrity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural and gender diversity.
- Communicate in a meaningful way with each parent on a consistent basis.

Continuous Growth Model

Research Triangle High School is a school that learns (Peter Senge). We focus on continuous improvement and iteration. Students, teachers and administrators constantly ask themselves how to best demonstrate and support our Core Values. In order to support this ever-changing model, teachers and administrators learn & use strategies to build skills in themselves and students which will lead to success in an evolving world. Students learn habits to direct their learning and set and reach goals.

The model is informed by the work of Michael Fullan, Charlotte Danielson, Peter Senge, Robert Marzano, Ellie Drago-Severson, The Stanford d. school, Larry Ainsworth, Jay McTighe, Elena Aguilar, Grant Wiggins, Doug Reeves, and Linda Darling-Hammond, among others.

School-Level Support

RTHS believes that it is our teachers who define our culture of excellence and inclusivity. We are dedicated to continuous growth, and believe that teachers deserve to be supported in their continued efforts to improve. We have several structures in place to provide support:

- **Transformational Coaches:** Research Triangle High School has many teachers of varying backgrounds. This is one of our strengths, and our coaching and mentoring program has been established to foster an environment that encourages sharing diverse experiences and knowledge. It is critical for teachers to evaluate their happiness and success throughout the year and contact people with any questions that they have. Asking for advice is the most important trait of a new teacher, and we will attempt to foster this in all new members of our staff. Transformational coaches serve as beginning teacher mentors as well.
- **Department PLCs:** Departments meet in PLCs to share ideas, evaluate models of student work, plan for upcoming units or projects, and calibrate their ideas around rigor and student competency.
- **Administrators:** Each administrator has a specific role in terms of support, but these roles might flex during the year based on needs and situations. All administrators have open-door policies and will be visible in hallways and in classrooms. Teachers are encouraged to talk to administrators whenever they feel like they need to.
- **Faculty Fridays/Workdays:** Throughout the academic year, faculty meetings will include professional development components and time for meeting in groups. In addition, there may be staff development sessions on the workdays or after school. Faculty meetings and professional development generally take place Friday afternoons from 2:45 until 4:30pm.

Attending Conferences

Limited funds are available for faculty to attend professional workshops and conferences designed to enhance their growth in the school. As part of its mission of education innovation, RTHS strives to support faculty as much as possible in these areas given budget constraints.

An important criterion for deciding on financial support will be how workshop or conference material and ideas are to be shared in ways that benefit colleagues or students. Teachers who present at state, regional, and national conferences will receive funding preference.

Faculty members are encouraged to request funds as early as possible. The principal makes the final decision on funding requests. Please review ~~your~~ conference requests with the Dean of Curriculum and Instruction before deciding to attend. RTHS encourages teachers and staff to attend worthwhile professional development programs. The following policies are considered a guideline for employees as they choose events to attend.

- National Conferences: RTHS considers attendance at national conferences a priority, and encourages teachers and staff to attend as learners or presenters at least once every 3 years. Presenters may attend more often. Attendees are generally expected to be in their second year of employment at RTHS before attending a national conference. RTHS will pay for registration fee, travel, hotel and dining fees at the federal reimbursement rate or less. Attendees are encouraged to find roommates or compensated rooms and the cheapest airfare.
- AP Workshops: Teachers and staff are encouraged to attend these workshops as often as required, at a local site. Registration fees paid by RTHS; travel and overnight fees may be paid. Attendees are strongly encouraged to attend locally.
- NC-based/DPI Workshops: Teachers and staff are welcomed to attend relevant local workshops. RTHS will pay registration fees and travel to and from the event at 25 cents/mile. Overnight stays for conferences over 2.5 hours away will be reimbursed. Employees are encouraged to attend locally held events.

Exceptions to these policies will be determined by employees' unique departmental and professional needs, subject to approval by the Chief School Officer.

Duties of Teachers

- Plan, prepare and implement daily lesson plans as directed by the Chief School Officer or any other school administrator.
- Chaperone, and be actively involved in, special events for the students and the community.
- Take and enter accurate attendance records daily.
- Share the responsibilities of keeping rooms and halls tidy.
- Supervise activities such as recess, carpool, lunch, and supporting any community service programs established by the school.
- Document parent emails, phone calls and parent conferences or meetings. Provide written copies of conference notes, parent meetings, phone conversations and copies of emails to the Chief School Officer as requested.
- Attend open houses and professional programs as requested by the Chief School Officer.
- Help in developing an agenda for unit meetings and recording decisions made.
- Respond to parents within 72 hours.

Employee Parking

Parking facilities are limited. Employees are required to park in the specified employee parking areas. Please lock your car doors as the School is not responsible for loss, damage or theft of your vehicle or any personal property left inside.

Staff Dress Code

All employees must dress professionally and modestly, in business casual attire on a daily basis.

Staff Children Enrolled at RTHS

As a staff member it is a benefit to have your children attend RTHS. All children must be supervised by you prior to your work day beginning and after your work day ends unless they are in before or after care.

Parent and Student Communication

Teachers are expected to communicate with parents on a regular basis through ParentSquare. Teachers will also be expected to meet with parents once a quarter. At the parent conferences, teachers should review the academic progress of the student. Students will be included in each parent conference. Research Triangle High School believes it is important for the student to take personal responsibility for their own education. Students should be encouraged to tell their parents about their own educational progress. At the conferences, teachers should take the time to explain all academic data to the parents and answer any questions the parents might have about their child.

We expect that all staff will respond to parent emails or phone calls within 72 hours. Any electronic communication to groups of parents shall be done using the blind-copy function to protect the email addresses of parents. All email communications sent to parents ~~or other staff~~ must be done from ParentSquare or your school email address.

It is not appropriate for any Research Triangle High School employee to communicate with students or parents regarding personnel matters at the School. Employees are prohibited from using class time to discuss personnel matters at the School unless expressly authorized to do so by the Chief School Officer or the Chief School Officer's designee. Employees are also prohibited from emailing parents regarding non-instructional or personnel matters unless expressly authorized to do so by the Chief School Officer or the Chief School Officer's designee. Employees may not discuss any confidential student information with anyone except the legal parents/guardians. Employees should not text any parent, except through Google Chat. If you choose to text parents from your personal cell phone, your phone may be subject to legal search if there is an investigation. If an employee has any question regarding this policy, the employee should contact the Chief School Officer. Violations of this policy will result in disciplinary action up to and including immediate termination. This policy is not intended and should not be construed to prohibit or interfere with an employee/s exercise of any rights had under state or federal law, including the NLRA.

Building Access

The school offices will remain locked during all non-school times. Administrative staff members will be issued keys for building entry during non-school hours. All external doors will remain locked at all times. **Teachers should lock their classroom door when they are not in their classroom.** All staff must follow the Visitor Policy. Staff shall not allow any visitor into any building without a proper visitor badge. Any visitor that is on campus and does not have a visitor's badge shall be escorted to the front office. If any staff member has a concern about an unauthorized person on campus, they should contact an administrator immediately. It is the

responsibility of all staff to ensure that all visitors are following the Visitor Policy, therefore all staff **MUST** report any unauthorized visitors to an administrator.

At no time should the exterior doors on the building be propped open. They must be left locked at all times with the exception of the front door.

Key and Access Cards

Keys and access cards to Research Triangle High School's property or premises are issued to eligible employees for official Research Triangle High School business only and remain the property of Research Triangle High School only. Employees are not to copy, loan or make keys available to any other person. Lost or stolen keys and access cards should be reported immediately to the Chief School Officer.

Personal Items Brought on Campus

Employees are responsible for any personal items brought on campus. Research Triangle High School will not be held responsible for any personal items belonging to employees that get damaged, lost or stolen. Valuable personal items, such as purses and all other valuables, should not be left in areas where theft might occur.

Child Abuse Reporting

All school personnel are required to report any suspected abuse of any child as per the School's Child Abuse Reporting Policy consistent with N.C.G.S. § 7B-301. These reports should be made directly to the Department of Social Services in the county where the child resides. Reports can also be made by calling 919-560-8424 (Durham County). If a report is made, it must be reported to the Chief School Officer immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and Chief School Officer.

In addition to cases of abuse, neglect, dependency, and maltreatment, under N.C.G.S. **§14-318.6**, any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under N.C.G.S. §14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found. If a report is made, it must be reported to the Chief School Officer immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern they should see the School Counselor and Chief School Officer.

Child Sexual Abuse and Sex Trafficking Training Policy

It is the intent of this policy to comply with North Carolina law with respect to child abuse and sex trafficking, including N.C.G.S. 115C-218.75(g). Those laws require that Research Triangle High School adopt and implement a child sexual abuse and sex trafficking training program in accordance with N.C.G.S. 115C-375.20. Specifically, N.C.G.S. 115C-375.20, states as follows:

- School personnel. Teachers, instructional support personnel, principals, and assistant principals. This term may also include, in the discretion of the employing entity, other school employees who work directly with students in grades kindergarten through 12.
 - Each employing entity shall adopt and implement a child sexual abuse and sex trafficking training program for school personnel who work directly with students in grades

kindergarten through 12 that provides education and awareness training related to child sexual abuse and sex trafficking, including, but not limited to, best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. This training may be provided by local nongovernmental organizations with expertise in these areas, local law enforcement officers, or other officers of the court. All school personnel who work with students in grades kindergarten through 12 shall receive two hours of training consistent with this section in even-numbered years beginning in 2020.

- No entity required to adopt a child sexual abuse and sex trafficking training program by N.C.G.S. 115C-47(64), 115C-218.75(g), 115C-238.66(14), or 116-239.8(b)(17), or its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any loss or damage caused by any act or omission relating to the provision of, participation in, or implementation of any component of a child sexual abuse and sex trafficking training program required by this section, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Nothing in this section shall be construed to impose any specific duty of care or standard of care on an entity required to adopt a child sexual abuse and sex trafficking training program by G.S. 115C-47(64), 115C-218.75(g), 115C-238.66(14), or 116-239.8(b)(17)."

Such program shall be adopted and implemented by January 1, 2020, and training shall be required for school personnel beginning with the 2020-2021 school year. The RTHS program under this policy shall be conducted in accordance with North Carolina law and supervised by the Director of Operations.

Care of School Equipment

All employees, volunteers and students are expected to demonstrate proper care when using the School's property and equipment. No property may be removed from the premises without the proper authorization of the administration. If you lose, break or damage any property, report it to the Director of Digital Media at once. School copy machines and/or printers shall not be used for non-School related printing or copying. Teaching staff are responsible for the condition of their classroom and are expected to keep it clean, organized and decluttered at all times.

School Issued Technology

Staff are responsible for the care and condition of any school issued technology issued to them or their classroom. Staff must account for and return all technology issued to them at the end of the year.

Care of Staff Laptops

All staff will be provided by the school with a laptop should they need one. Apple cultists will also be accommodated: a limited number of Apple laptops are available for teacher use. All devices used by teachers will be supported to the best of IT but priority goes to school-owned and managed devices.

Personal Technology & Furniture/Supplies

The school is not responsible for any personal items brought in by staff. Technology purchased and brought in by staff will not be supported by the school technology team.

Classroom and School Supplies

The School maintains a stock of basic office and classroom supplies such as pens, paper clips, staples, note pads, etc. used on a day-to-day basis by employees. If a staff member needs additional supplies, they must request them from their supervisor at least two weeks in advance of the date that the supplies are needed. Staff members may be reimbursed for expenses if the reimbursement has been approved by their supervisor in advance. Check requests that did not receive prior approval will not be accepted.

Teachers may create wish lists for their classroom parents. **These lists must be approved by their Principal.**

All office and classroom supplies are for School use only and should not be removed from the School for non-business use. Violations of this policy may result in disciplinary action up to and including discharge/termination.

General Personnel Policies

Employee Code of Conduct

Research Triangle High School's reputation for integrity is its most valuable asset and is directly related to the conduct of its administration, Board and staff. Therefore, employees must never use their positions with the School, or any of its students, for private gain, to advance personal interests or to obtain favors or benefits for themselves, members of their families or any other individuals, corporations or business entities. To that end, the School has adopted a Conflict of Interest policy for staff, board members, committee members and administration, which is available upon request from the Chief School Officer. A summary of that policy is as follows:

Conflict of Interest Policy

All Research Triangle High School employees, contractor, and volunteers are expected to abide by the following conflict of interest policy.

Employees shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31.

A person shall not be disqualified from employment by the charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with this conflict of interest policy and applicable law.

Definitions for the Purposes of this Policy

- Interested Person - any director, principal officer, or member of a committee of the Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.
- Financial Interest - a person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - An ownership or investment interest in any entity with which the School has a transaction or arrangement,
 - A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
 - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

Procedures

- Duty to Disclose - in connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.
- Determining Whether a Conflict of Interest Exists - after disclosure of the financial interest and all material facts, and after any discussion with the interested person, they shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
- Procedures for Addressing the Conflict of Interest
 - An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, they shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - After exercising due diligence, the Board of Directors or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the Board of Directors and all committees with board-delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest,

any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

- A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which affirms such person:

- Has received a copy of the conflicts of interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and
- Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining, and
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Nepotism

RTHS recognizes that there are times when the most qualified candidate for a particular vacant position might be related to a current employee. RTHS further recognizes that an educational institution functions best when all staff members are free of situations which might encourage conflicts of interest in the supervision and evaluation of employees. The following guidelines shall be established to eliminate the possibilities of conflicts existing in the direct supervision and evaluation of an employee:

No administrator or employee shall directly supervise or evaluate an employee in that administrator's immediate family. For purposes of this policy, "immediate family" shall refer to father, mother, sister, brother, daughter, son, spouse, daughter-in-law, son-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, grandparent, grandchild, stepparent, step-child, step-sister, step-brother, or guardian.

No member of an immediate family of an employee will be shown preference for employment in either a temporary or permanent position because of that family relationship. No employee or Board of Directors member shall recommend the employment of immediate family without disclosure to the Chief School Officer or the Board.

Members of the immediate families of Board of Directors member may be considered for employment in either temporary or permanent positions subject to the Board's Nepotism policy and a Board decision that such employment is in the best interest of the organization. Board of Directors members must disqualify themselves from discussions or votes related to the employment of immediate family members and will be required to comply at all times with the School's Conflict of Interest policy.

Staff Evaluations

The purpose of the employee formal evaluation is to improve job performance. One summative evaluation will be conducted annually for each employee. A number of intermediate formative evaluations will occur during the year depending on the employee's status and licensure requirements. All teachers will be observed at least twice. A copy of the evaluation will be recorded and stored in the employee's file, signed by the employee. At this time, the RTHS admin team is in the process of redesigning the school's evaluation procedure with the help of the school staff.

Licensure

The Chief School Officer is responsible for the renewal of teaching licenses. Licensed staff need to take an active role in the renewal process. The School will reimburse employees for the cost of license renewal.

Personnel Files/Address or Personal Status Changes

It is important that the Chief School Officer and Officer Manager have a correct home address and telephone number for each employee at all times. Employees should report any changes to the Chief School Officer and Officer Manager immediately.

If personal status, such as marital status, should change or if there is an addition to the family, employees should notify the Director of Operations. Because your benefits may be affected, you may need to change your insurance and/or tax records.

RTHS maintains personnel files on each employee. These files contain documentation regarding all

aspects of your employment with the School, such as performance appraisals, beneficiary designation forms, disciplinary warning notices, and letters of commendation. Current employees may review their personnel file on an annual basis. As such, personnel files contain confidential information. You may review and/or make photocopies of documents contained in your file with the permission of the Chief School Officer. Please see the Chief School Officer if you are interested in reviewing your file or making copies. All requests for personnel files, whether to view or copy, will be responded to within a reasonable time.

Relationships with Students

All Research Triangle High School employees are expected to conduct themselves in a professional and appropriate manner at all times. Relationships between staff and students that include “dating,” “courtship,” or “romantic involvement” are strictly prohibited. We encourage staff members to set Facebook and Instagram profiles to private and should not allow students to follow them or friend them on social media. The School strongly discourages engaging individual students and parents via social media. Please refer to the School’s social media policy.

Employment Reference, Verification, and Inquiries

All references, inquires, or verifications of employment regarding any current or former employee of the School shall be directed to their direct supervisor. If there is a concern about the employee, the direct supervisor should have the Chief School Officer handle the reference. All employment verification requests should go to the Officer Manager or ALT HR. It is the School’s policy to provide only the following information for a reference for any current or former employee: dates of employment, position, salary, and whether the individual would be rehired.

Participation in Political Activity

RTHS believes that employees have the right and obligation to be informed and politically active citizens, including the right to register, the right to vote, the right to be active members of the political party of their choice, the right to campaign for candidates and the right to seek, campaign for, and serve in public office provided there is no local, state or federal law prohibiting them from seeking a certain political office. No employee’s position will be in jeopardy due to his or her political activities as long as the employee adheres to the terms of this policy.

No person employed by RTHS shall engage in partisan political activity during the employee’s working hours or at any time the employee is performing his or her job duties. No employee may use school equipment at any time for partisan political activity.

Acceptance of Gifts

All RTHS staff employees are not allowed to accept gifts (tokens of appreciation) from any parent, person, company, school, or other government official with a value (or equivalent) of more than \$25.00. In general, gifts are considered tangible or intangible items (e.g., stock certificates), including rebates for merchandise, merchandise gift cards, gratuities, and quid pro quo services. Any gift(s) which exceed this amount must be returned to the originator, and the Chief School Officer and Board of Directors must be notified. The high ethical standards of the school must be maintained in order to avoid conflicts of interest, perceived or real, in the local and education communities.

Communication Policies

Cell Phone Use during School Hours

Personal staff cell phone use should be limited to non-instructional time. It is our intention to provide multiple times during the day when calls can be placed to allow teachers to handle personal matters outside of classroom time. In the same way that we are asking our students to abstain from cell phone use during the school day so that they are completely present, we ask the staff to do the same. Teachers may NOT be on their cell phones during instructional time unless that use supports the instruction.

Contact with the Media and Outside Agencies

All inquiries by the media and outside agencies regarding the School and its operations must be referred to the Chief School Officer and/or Chair of the Board of Directors. Only the Chief School Officer and/or Board of Directors or a person designated by the Chief School Officer, is authorized to make or approve public statements pertaining to the School or its operations. No employees, unless specifically designated by the Chief School Officer and/or Board of Directors, are authorized to make those statements. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from the Chief School Officer and/or Board of Directors before publication.

Employees may not contract with an outside agency for field trips, presentations or other school business without the written permission of the Chief School Officer. All media utilizing the Research Triangle High School name or brand (e.g. Logo, mascot, etc.) must have approval by the Research Triangle High School Board of Directors and shall be linked to the School's official websites.

Solicitation and Distribution of Literature on School Premises

To maintain efficient and safe operations and to encourage employees to give their full attention to their jobs, Research Triangle High School does not allow the solicitation and distribution of literature on School premises. Please help us to insure this by refraining from the following:

- Distribution of literature by employees in work areas on School property.
- Distribution of literature by employees during working time in non-work areas on School property, which in any way interferes with work.
- Solicitation by employees on School property during working time, which in any way interferes with work.
- Solicitation and/or distribution of literature by non-employees on School property.

Electronic Communications

The School provides computers, electronic data storage, Internet services, email, and voicemail communications systems (referred to throughout this policy as "the School's communication systems") as important tools to support the School's business and assist employees in performing their job responsibilities. It is the responsibility of every employee to ensure the School's communication systems are used for authorized school purposes only and in a fashion that does not improperly disclose confidential, sensitive or proprietary information to unauthorized individuals.

Any communications in which the School's communications systems are used including correspondence such as e-mail, constitute School property. The School's communication systems are to be used for business-related purposes only during all working hours. Personal use is permissible on a reasonable basis provided it occurs during non-working hours and does not violate any School policy or local, state or federal law. Any unauthorized use of the School's communication systems is strictly prohibited. Unauthorized use includes, but is not limited to:

- Any communications or use which violates the School's non-solicitation, equal employment opportunity, harassment, or non-retaliation policies or any other School policy or procedure.
- Utilizing or accessing the School's communication systems without proper authorization.
- Utilizing, accessing or sharing school information including parent and/or student email address for any purpose other than communicating academic or safety information about the School or the specific student.
- Disabling or otherwise interfering with the School's communication security or data protections systems.
- Using the School's communication system to disclose confidential, sensitive, proprietary information, or personnel information to unauthorized individuals.
- Using the School's student lists to communicate personal matters to parents or students.

The School expressly prohibits the use of the School's communication system for communicating with or sending emails to parents or students regarding personnel matters without the express written consent of the Chief School Officer or the Chair of the Board of Directors. The School reserves the right to monitor, audit, access, disclose and/or review any use of its communication system in its sole discretion, in the ordinary course of business. Employees should not consider the School's communications systems as private. Please note, the use of a password or delete function does not restrict or in any way alter the School's right and ability to monitor, audit, access, disclose and/or review the use of its communication systems in the School's discretion in the ordinary course of business. Employees should also be aware that the School may, under certain circumstances, be compelled to monitor, audit, access, disclose and/or review the use of its communication systems. During employment with the School, employees may be provided with passwords, entry codes and/or access to the School's communication systems. Employees are strictly prohibited from disclosing these passwords, or entry codes to any person without prior written authorization.

Employees are also prohibited from providing any unauthorized individuals with access to the School's communication systems. Additionally, employees are prohibited from accessing the School's communication systems without proper authorization. Employees are also prohibited from establishing intranet, Internet or other data connections without prior written authorization. Any employee who violates this policy will be subject to immediate disciplinary action up to and including discharge/termination.

Social Media Policy

Research Triangle High School understands that social media can be a fun and rewarding way to connect with family, friends, and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. The School has established the following guidelines for appropriate use of social media.

This policy applies to all persons who work or volunteer for Research Triangle High School.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including personal web logs or blogs, journals or diaries, personal websites, social networking or affinity Website, Web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

The same principles and guidelines found in the School policies and these basic beliefs apply to employee activities online. Ultimately, employees are solely responsible for what they post online. Employees should consider some of the risks and rewards that are involved in creating online content. Any conduct that adversely affects job performance, the performance of fellow workers, or otherwise adversely affects students, parents, suppliers, volunteers, people who work on behalf of School or School's legitimate business/education interests may result in disciplinary action up to and including termination.

Know and Follow the Rules

Employees should carefully read these guidelines, the School's Employee Handbook, including the communications policy, confidentiality policy, the School's non-discrimination and anti-harassment policies, and ensure postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject employees to disciplinary action up to and including termination.

Be Respectful

Employees should always be fair and courteous to fellow teachers or staff, volunteers, students, parents, suppliers or people who work on behalf of School. Employees should also keep in mind that they are more likely to resolve work-related complaints by speaking directly with their co-workers or by utilizing our Open-Door Policy than by posting complaints to a social media outlet. Nevertheless, if they decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage students, parents, volunteers, staff, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or School policy.

Be Honest and Accurate

Employees should always be honest and accurate when posting information or news, and if mistakes are made, correct them quickly. Employees should be open about any previous posts altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Employees should never post any information or rumors known to be false about the School, fellow workers, students, parents, volunteers, suppliers, and people working on behalf of School.

Post Only Appropriate and Respectful Content

Employees should maintain the confidentiality of School private or confidential information. Such information may include information regarding the development of systems, processes, know-how and technology. Employees should not post internal reports, policies, procedures or other internal business/school-related confidential communications. Employees should not post information about individual students or families and be sure to maintain the confidentiality, as is protected and required under state or federal law.

Employees should not create a link from a personal blog, website, or other social networking site to the School website without identifying as an employee or volunteer of the School.

Employees should express only personal opinions. Employees should never represent themselves as a spokesperson for the School. If the School is a subject of the content they are creating, they

should be clear and open about the fact that they are an employee or volunteer and make it clear that their views do not represent those of the School, fellow workers, parents, students, suppliers, or people working on behalf of the School. If they do publish a blog or post online related to the work they do, or subjects associated with the School, they should make it clear that they are not speaking on behalf of the School. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

Using Social Media at Work

Employees should refrain from using social media while on work time or on equipment provided by the School unless it is work related as authorized by the Chief School Officer or consistent with the School Communication Policy. Employees should not use School email addresses to register on social networks, blogs, or other online tools utilized for personal use.

Student Pictures and Information

The School reserves the right to post pictures and images of current and former students on its website, official Facebook page, or any other forms of media. Parents who do not wish to allow Research Triangle High School to use their child's picture or image must submit in writing a letter requesting that their student's image not be used.

Retaliation is Prohibited

The School prohibits taking negative action against any employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee or volunteer who retaliates against another employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Media Contacts

Employees and volunteers should not speak to the media on the School's behalf without contacting the School's Board or Chief School Officer. All media inquiries should be directed to them.

Safety

Smoking Policy

Research Triangle High School is a smoke-free school. In keeping with RTHS' intent to provide a safe and healthy work environment, smoking is prohibited on Research Triangle High School property at all time. Smoking is also prohibited by any employee or volunteer while working in any capacity for the school or with any student of Research Triangle High School. This policy applies equally to all employees, parents, students, volunteers and visitors. This policy also includes the use of e-cigarettes.

Drug and Alcohol Use

Research Triangle High School is dedicated to maintaining a safe educational environment. Thus, Research Triangle High School has implemented a drug and alcohol-free work environment policy. Alcoholic beverages are never to be consumed on school grounds, during field trips or School events (whether on or off campus). Alcoholic beverages are never to be consumed in vehicles of transportation owned or operated on behalf of the school, or by their drivers while they are responsible for the operation of such vehicles.

No employee shall report to work while under the influence of drugs and/or alcohol. The use, sale, transfer or possession of alcohol, illegal drugs, hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on Research Triangle High School property or at any School event is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood-altering substances while on Research Triangle High School property, Research Triangle High School paid time (i.e. conferences, training sessions), at any School event or in circumstances the school believes will adversely affect Research Triangle High School's operation or safety.

If the School has a reasonable suspicion of abuse or impairment, Research Triangle High School can and will take immediate action, up to and including drug testing, suspension of the employee, with or without pay, termination of employment, or other adverse employment actions. "Impairment" means symptoms that a prospective employee or employee while working may be under the influence of drugs or alcohol that may decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including symptoms of the employee's speech, walking, standing, physical dexterity, agility, coordination, actions, movement, demeanor, appearance, clothing, odor, irrational or unusual behavior, negligence or carelessness in operating equipment, disregard for the safety of the employee or others, involvement in an accident that results in serious damage to property, any injury to the employee or others or other symptoms causing a reasonable suspicion of the use of drugs or alcohol. Employees who refuse to submit to a drug/ alcohol test will be terminated. Likewise, employees who try to alter the results of a test will be terminated. Employees who have a positive drug test will be subject to disciplinary action up to and including termination.

Violations of this policy may lead to disciplinary action, up to and including termination of employment and/or notification of law enforcement authorities. The transferring, offering, selling or arranging for sale of any alcohol, narcotic, hallucinogen, stimulant, sedative, drug or prescription drug or any other mood-altering substance while on Research Triangle High School property, at a School event, or during Research Triangle High School's time will lead to immediate termination.

This policy shall apply to RTHS volunteers.

Weapons

Research Triangle High School prohibits weapons (or replicas of weapons) on School property, in school vehicles and at school-sponsored activities on or off school property. Weapons and replicas of weapons constitute any item (regardless of its nature) used to threaten or cause actual harm, including but not limited to: firearms, knives, metal knuckles, chains, razors, explosives, poisonous or noxious gases or any other tool or instrument capable of inflicting bodily injury as determined by school administration. On-duty Law Enforcement Officers (LEO) or School Resource Officers (SRO) are the only approved individuals to carry weapons on school property or at other school-sponsored activities on or off school property.

Students who violate this policy will be subject to disciplinary action, up to and including expulsion from school for a period of one (1) year from the date the student was found guilty of the violation. The Chief School Officer will review each alleged violation of this policy and will exercise discretion for expulsion on a case-by-case basis.

Employees who violate this policy will be subject to disciplinary action up to and including termination. The Chief School Officer will review each alleged violation of this policy and will exercise discretion for disciplinary action on a case-by-case basis.

Visitors or volunteers who violate this policy will be subject to local law enforcement action.

Any employee who is aware that a student, volunteer, parent or employee is carrying a weapon must report the infraction to their supervisor or an administrator immediately.

All acts of violence and possession of weapons as defined in this policy shall be reported to parents of the violator, appropriate law enforcement agency and any other government agency as required by law.

The Chief School Officer is required to report immediately to the appropriate local law enforcement agency whenever the Chief School Officer has personal knowledge or actual notice from school personnel that any of the following acts has occurred on school property:

- assault involving the use of a weapon,
- unlawful possession of a firearm, and
- unlawful possession of a weapon.

This reporting requirement applies regardless of the age or status of the person thought to have committed the act. The report to law enforcement is only required if the act occurs on School property, which includes any public-school building, bus, campus, grounds, recreational area or athletic field.

Threats and Violence Policy

Research Triangle High School strives to maintain a work environment that is free from intimidation, threats or violent acts. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons of any kind onto school property, or any other act, which, in management's opinion, is inappropriate to the workplace. In addition, jokes or offensive comments regarding violent events will not be tolerated and may result in disciplinary measures, up to and including termination.

Employees who feel they have been subjected to any of the behaviors listed above are requested to immediately report the incident to the Chief School Officer. Complaints will be promptly investigated. Based upon the results, disciplinary action will be taken against the offender, if appropriate.

Internal Investigation and Search Policy

From time to time, the School may conduct internal investigations pertaining to security, auditing or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so.

Whenever necessary, RTHS reserves the right to search, without notice, work areas (i.e., desks, file cabinets, computers, etc.) and personal belongings (i.e., backpacks, purses, vehicles, etc.) if there is a reasonable suspicion to believe that any School policy or law is being or has been violated. The School may provide desks, computers, filing cabinets, and other items for the use by the School's employees. At all times, these items remain the property of the School. Employees are expected to cooperate with the School's workplace searches. If an employee uses their personal phone or computer for work, those may be subject to search based on reasonable suspicion. While the School will generally try to obtain an employee's consent before conducting a search of work areas or personal belongings, it may not always do so.

Any employee who refuses to submit to a search or is found in possession of prohibited articles will be subject to disciplinary action up to and including termination. Employees with questions regarding this policy should contact the Chief School Officer.

Unlawful Activity/Reporting of Arrests and Convictions

Any employee who is arrested for, charged with, convicted of or pleads guilty to any offense other than a non-moving traffic violation must self-report that offense to the Chief School Officer and ALT HR within 24 hours. Failure to report an offense may lead to disciplinary action up to and including termination.

Allergy Policy

Research Triangle High School is peanut-free.

The Director of Operations will be responsible for ensuring that all staff, parent volunteers, and substitute teachers have the information needed regarding students with specific allergies. All staff will be trained in food allergy awareness. The administration team will be trained in the use of Epi-Pens.

School Safety Policy

Research Triangle High School has a Crisis Management Team that creates and manages the following procedures by outlining the actions and responsibilities of staff and administration in addressing the following issues:

- Evacuation Response: Fire
- Evacuation Response: Non-Fire (life threatening)
- Lockout Response (threat outside building)
- Lockdown Response (threat inside the building)
- Severe Weather (tornado; hurricane; etc.)
- Return to Work During COVID-19 or Other Event
- Hazardous Materials
- Serious Individual Incident
- Public Health Emergency

The Director of Operations oversees the Crisis Management Team and it is the responsibility of the CSO to ensure that the procedures are current and applicable and that all applicable parties are aware of the procedures.

The Director of Operations is also responsible for ensuring drills occur on a regular basis. These procedures will be reviewed annually by the Crisis Management Team and any changes or revisions will be made by the Chief School Officer or the Director of Operations. The Chief School Officer is responsible for communicating these procedures to the Board of Directors.

Emergency Protocols

Evacuation Response: Fire

Actions for person identifying a fire emergency:

- Pull the fire alarm (pullboxes located by all exterior doors).
- Arrange for the evacuation and supervision of students, if applicable.

- Tell the administrator-on-duty what has happened.
- Evacuate the building as soon as possible.

Crisis Response Team actions for a fire emergency:

Staff will clear the building areas as described below

- Office Staff will secure the front office area—Rooms 101 (Drama), 102, 103 (Music), 104, 108, 110, 124, Main Lobby
- Office Staff will clear the first floor bathrooms (114, 116)
- Admin will secure the counseling suite and admin offices (211, 213, 215, 217, 229, 231, 233, 235, 237, 239)
- EC designee will evacuate critical students
- Admin will secure 209, 207, 205, 109, 107, 105
- Admin will secure the first and second floor east wing classrooms, including Art (204)
- Designated teacher will secure the basement.

Classroom teacher actions for a fire emergency:

- Instruct students to leave the building by the nearest exit leaving their personal articles behind and reconvening at the designated spot.
- Take attendance sheet and safety card. (Science teachers take MSDS.)
- **Turn OFF** all lights and projectors and **lock the door**.
- Supervise students leaving the building.
- Gather class in the designated Evacuation Zones (out of traffic lanes) and take attendance to make sure that all students are safe.
 - Zone 1: the traffic island in front of the school across the carpool lanes (designee)
 - 209
 - Environmental Science (205)
 - Biology (109)
 - Chemistry (105)
 - English (207)
 - Music (103)
 - Drama/Theater (101)
 - Main lobby
 - Art (204)
 - Conference Room (200)
 - Front Office/Teacher workroom
 - Zone 2: The far side of the side parking lot/PE area
 - All east wing classrooms, all floors
 - Each classroom should choose a spot to meet.
 - Hold up safety card to indicate attendance: green side if all present, red side if students are missing.
- Inform an administrator if there is any problem via chat.
- Remain in the Evacuation Zones until an administrator indicates that it is safe to return to the building.

Evacuation Response: Non-Fire (life-threatening)

- Administrator will make this announcement.

“Attention. There is an active threat in the building at this time. Everyone should evacuate as soon as is safe. [a brief description of the threat is provided]. [if the location of the threat is known, state this so that others away from the threat can evacuate]. Meet your teachers at your rally point.”

- Front Office staff will pull the silent alarm and take the emergency kit to the parking lot entrance and wait for first responders.
- When the evacuate announcement is given, if class is able to evacuate, send students immediately. Direct them to the nearest safe exit and have them go to rally point in the evacuation site.
- Take emergency roll and cell phone and follow students, watching for additional threats.
- In the event that there is a threat, keep moving but change direction and use cover to escape safely.
- Account for students using the roll sheet. Contact Dean of Students (face to face, chat, cell call) to tell if your class is complete or missing students.
- If the evacuation site becomes dangerous, follow the site evacuation plan and move students to the Frontier.
- Return to school if the condition is cleared. If the school is not safe to return to, take students to the Frontier.

Lockout Response (threat outside building)

- Administrator will make an announcement over the school PA system, in a relaxed and upbeat voice (trying to reduce anxiety)

“Attention. At this time the school is entering a *lockout* condition. [a brief description of the threat is provided]. There is very little danger to anyone on campus. Classes will continue but we will stay in the current period until further notice. When the condition is over, we’ll make another announcement.”

- Front office will
 - Undo the crash bars to lock the vestibule doors and the exterior door. They will pull the outer door shut to mechanically lock it. They will remain at the front desk to handle communications.
 - Check teacher reports about student counts. Notify administration if any students are unaccounted for.
 - Monitor outside communications and news.
 - Handle communication from parents about the situation as appropriate.
 - Restore front doors to normal operation once the condition is cleared.
- Admin will check and secure the building.
- Teachers will
 - Lock the classroom door
 - Account for all students (if any are in the bathroom, retrieve them). Contact the front office to notify them that all students are accounted for, or to report students who are not.
 - Continue with class as usual. Remind students that this is an off-campus threat and the building is secure.
 - Let students eat or drink as appropriate, especially if the lockout cuts into lunch time.
- When the threat is ended, an administrator will announce that the lockout is lifted, the campus is safe, and students may return to the normal schedule. If the next class has begun, students should go on to that class.

Lockdown Response (threat inside building)

- Administrator will make an announcement over the school PA system, in a relaxed and upbeat voice (trying to reduce anxiety)

“Attention. At this time the school is entering a *lockdown* condition. There is a threat inside the school. [a brief description of the threat is provided]. Please remain in your classrooms. Lock your doors and stay away from them. Prepare to defend your classroom if someone enters. We will announce when the condition has cleared.”

- Front office will
 - Undo the crash bars to lock the vestibule doors and the exterior door. They will pull the outer door shut to mechanically lock it. They will remain at the front desk to handle communications as long as possible. Move into file room with a laptop if endangered.
 - Check teacher reports about student counts. Notify administration if any students are unaccounted for. Maintain communication with administration.
 - Monitor outside communications and news.
 - Handle communication from parents about the situation as appropriate.
 - Restore front doors to normal operation once the condition is cleared.
- Lock the classroom door. Move students away from line of sight of the door.
- Account for all students (if any are in the bathroom, retrieve them). Contact the front office to notify them that all students are accounted for, or to report students who are not.
- Implement room defense plans.
- Prepare to evacuate if the condition changes. Be ready to move quickly.
- Teachers in galleries:
 - Gallery 4: go to teacher workroom (224). Use the janitor closet if necessary.
 - Gallery 3: split students between 230 and 234
 - Gallery 2: go to BBT
 - Gallery 1: split students between 130 and 134
- When the threat is ended, an administrator will announce that the lockout is lifted, the campus is safe, and students may return to the normal schedule. If the next class has begun, students should go on to that class.

Severe Weather (tornado; hurricane; etc.)

An administrator will make the following announcement:

“Attention, please. May I have your attention for an important announcement? Teachers, we are on a severe weather alert. Again, we are experiencing a severe weather alert. [We will be moving on a staggered basis; please wait for announcements about moving.]” OR “Please move to the appropriate locations.”

Crisis Response team will secure the building and grounds:

- Front Office staff will secure the front office area—Rooms 101 (Drama), 102, 103 (Music), 104, 108, 110, 124, Main Lobby
- The Office Manager or the designee will monitor the weather radio. Updates can be made by PA or chat; sweep the office including bathrooms (114, 116) making sure that both interior and exterior doors are closed and LOCKED; continue to monitor the weather radio, keep one walkie-talkie and get walkie-talkies to hall monitors; get the Emergency Response Box out.
- School Administration will secure the counseling suite and admin offices (221, 213, 215, 217,

229, 231, 233, 235, 237, 239)

- The EC Director will evacuate EC students needing assistance to the basement.
- School Administration will secure 209, 207, 205, 109, 107, 105
- The Chief School Officer will secure the first and second floor east wing classrooms, including Art (204)
- Any other available staff will check the grounds for students or other outside to bring inside.

Classroom teacher actions for any severe weather incident:

- Instruct students to go into the hallway (or to another designated spot) leaving personal articles behind.
- Take attendance sheet. (Science Teachers take MSDS.)
- Close and lock classroom doors.
- Gather class and take attendance to make sure that all students are safe.
- Inform the administrator in hallway if there is any problem, including missing students.
- Remain at designated spot until an administrator says that it is safe to return to the classrooms.

With the exceptions of the classes indicated below, all classes should proceed into the hall away from all glass. In some cases, that may mean going around the corner away from a door or window or behind a fire control door. Check with the administrator monitoring the hall if there are questions.

Note: Dismissal will be staggered when possible. Listen for announcements:

- 2nd floor, basement, rooms 109, 105, 103, 101, 118 will move first
- 1st floor: 138, 136, 134, 130, 126, Galleries 1 & 2, rooms 128 will move as soon as the hallways are clearer.

This is to prevent stacking students in the main hallways or delaying students above ground level. 2nd floor occupants are in the most danger.

Return to Work During COVID-19 or Other Event

At Research Triangle High School, in-person, on-campus teaching is essential to the mission and the students and families served. As such, employees are expected to be on campus working or teaching unless instructed by the Chief School Officer or board of directors otherwise.

Subject to local, state and federal law, regulation and orders, this provision governs return to work following a school closure, or any other significant interruption cause by an act of God, illness, weather event or pandemic. This policy may be modified at any time for any reason.

Following a school closure for COVID-19 or any other unusual event, employees are expected to return to the workplace when directed to by the Chief School Officer or Board of Directors.

If an employee has underlying health conditions that puts them at [high risk as defined by the CDC](#), then the employee should speak with ALT HR (336-965-2827), who will review the employee's situation consistent with the ADA. If an employee lives with someone who has an underlying health condition that puts them at high risk as defined by the CDC, the employee is expected to return to work on campus. Failure to return to work on campus when instructed to by the School, may result in disciplinary action up to and including termination.

Serious Individual Incident

In case of an accident or major incident (fight, destruction of property, any student injury) in your classroom (or outside your classroom under your supervision), follow the response protocol below.

In case of an incident in your classroom including, but not limited to, a health emergency or out-of-control student, you should immediately

- Use the Google Emergency Chat to call for help. This is constantly monitored by the administration.
- Page the office from the classroom phone handset (102, 104, or 106).
- Call the office at 919-998-6757 (Front office) or 919-627-1290 (Eric).
- Send a student to alert the office if necessary.
- Identify to office personnel that there is an emergency situation
- Ask for the appropriate assistance (e.g., an administrator to help with a dangerous situation, someone trained in first aid, a call to 911, etc.) and
- If appropriate, send other students out of your classroom with specific instructions to go to the classroom of a designated teacher (For example, say, "Students, please go immediately to Room 138 and report to Mr. Drake.")
- When there is time, please document the incident and turn in the report to Administration.

Staff Criminal Background Check Policy

According to NC Charter School law GS_115C-238.29F (e) (1), all NC Charter Schools shall adopt a background check policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Research Triangle High School is required to apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer.

According to NC charter school law, a charter school may employ an applicant conditionally while the board is checking the person's criminal history. The board can then make the decision based on the results of the check.

RTHS is required by the state of North Carolina to conduct criminal background checks for all staff including full-time, part-time, and substitutes, which will be done upon the acceptance of a conditional employment offer. In addition, we rerun criminal background checks every 2 years for all staff including full-time, part-time, and substitutes. A criminal background check may also be conducted on a selective, random or rotating basis for any current employees, annually rehired employees, and employees whose contracts are scheduled to be renewed.

The Chief School Officer will be required to also undergo a credit history check and civil records check in addition to the criminal background check and a Social Security Search.

To conduct an accurate check of criminal records, all applicants for employment and any current employee may be required to submit to fingerprinting as part of the background check process. The refusal to consent to a criminal records check or fingerprinting will result in the applicant not being offered employment, or if a conditional offer has been made, the offer will be withdrawn or the employee's employment will be terminated, as applicable.

If a person omits information or gives false information concerning his or her criminal history on

his or her employment application, background check form, resume or any other required or submitted application-related document, that person may not be offered employment. If the person has been: (a) hired, or (b) offered employment conditioned on the results of a criminal history check, the person will be subject to disciplinary action up to and including dismissal or the offer of employment will be withdrawn, as applicable.

The Chief School Officer will review all criminal background checks. If a criminal history presents itself in a review, the RTHS Board of Directors shall review the criminal history it receives on a person. The Board shall determine whether the results of the review indicate that the applicant or employee poses a threat to the physical safety of students or personnel, or has demonstrated that they do not have the integrity or honesty to fulfill their duties as public school personnel and shall use the information when making employment decisions and decisions with regard to independent contractors. The Board shall make written findings with regard to how it used the information when making employment decisions and decisions with regard to independent contractors.

The Chief School Officer will notify applicants if any adverse results are found and the applicant will be given a chance to respond with any relevant explanation. Research Triangle High School shall apply its policy uniformly in requiring applicants for school personnel positions to be checked for a criminal history.

Each employee is required to notify their immediate supervisor within five calendar days after any felony or misdemeanor criminal conviction, guilty plea or plea of no contest. Any employee who is aware of any criminal conviction, guilty plea or plea of no contest of another employee should notify their supervisor or an administrator.

There shall be no liability for negligence on the part of the Research Triangle High School Board of Directors, or its employees, or the State Board of Education, or its employees, arising from any act taken or omission by any of them in carrying out the provisions of this section. The immunity established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Chapter 31 of Chapter 143 of the General Statutes.

Any applicant for employment who willfully furnishes, supplies, or otherwise gives false information on an employment application that is the basis for a criminal history record check shall be guilty of a Class A1 misdemeanor. (1995, c. 373, s. 1; 2001-376, s. 1; 2012-12, s. 2(rr).)

Any staff members or coaches who will be driving students for school related purposes will be required to have a Motor Vehicles Check performed in addition to the criminal background check stated above.

The Chief School Officer's background check will be requested and reviewed by the Board's Governance Committee.

Information obtained through the implementation of this policy shall be kept confidential as provided in Article 21A of Chapter 115C of the North Carolina General Statutes, and NC GS §115C-332(e). However, the criminal history received on any person who is certificated, certified or

licensed by the State Board of Education will be provided to the State Board as required by NC GS §115C-332(e).

Health Certificates

Under North Carolina Law, N.C.G.S. § 115C-323, every new School employee and any employee returning after separation of more than one year shall be required to furnish an approved health certificate on the prescribed forms before assuming their duties.

Any employee who has been absent for more than 40 successive school days because of a communicable disease must, before returning to work, provide a physician' certificate on the prescribed form certifying that the employee is free of any communicable disease.

The Health Certificate Form can be obtained from the Front Office. Information on an employee's medical condition or history will be kept separate from other employee information and maintained confidentially.

Communicable Diseases

The School attempts to provide a safe and secure environment for all students and employees. Therefore, any employee who has been diagnosed with or displays the symptoms of having a communicable disease must immediately notify the Chief School Officer so that appropriate decisions can be made on a case-by-case basis. The Chief School Officer shall maintain an appropriate balance between the rights of students and employees and the control of the potential spread of a communicable disease.

Bloodborne Pathogens Exposure Control

It is the policy of the School to comply with Federal Occupational Safety and Health Act (29 U.S.C. 651) and with the Occupational Safety and Health Act of North Carolina (N.C. Gen. Stat. 95-126) and all rules and regulations promulgated there under. Specifically, it is the policy of the school to minimize and to prevent, when possible, the exposure of its employees to bloodborne pathogens i.e., disease-causing microorganisms transmitted through human blood.

Staff Hours, Attendance, Pay, Holidays, and Leave

School Hours

Teachers will be expected to spend the time before and after school and all scheduled planning time during the day to plan and gather all necessary supplies for the day so that all classroom time can be efficiently used. If employees need to leave the campus at any time during their scheduled work times, the employee must notify the front desk, in the case of an on-campus emergency. All non-exempt employees, including salary non-exempt, must clock in and out.

Attendance and Punctuality

Absence

"Absence" is defined as the failure of an employee to report for work when he or she is scheduled to work. The two types of absences are defined below:

Excused absence occurs when all the following conditions are met:

The employee provides to his or her supervisor sufficient notice at least 48 hours in advance of the absence.

The absence request is approved in advance by the employee's supervisor.
The employee has sufficient accrued paid time off (PTO) to cover the absence.

Unexcused absence occurs when any of the above conditions are not met. If it is necessary for an employee to be absent or late for work because of an illness or an emergency, the employee must notify his or her supervisor no later than the employee's scheduled starting time on that same day. If the employee is unable to call, he or she must have someone make the call.
An unexcused absence counts as one occurrence for the purposes of discipline under this policy.

Employees with three or more consecutive days of excused absences because of illness or injury must give ALT HR proof of physician's care and a fitness for duty release prior to returning to work.

Employees must take earned PTO for every absence unless otherwise allowed by company policy (e.g., leave of absence, bereavement, jury duty).

Tardiness and Early Departures

Employees are expected to report to work and return from scheduled breaks on time. If employees cannot report to work as scheduled, they must notify their supervisor no later than their regular starting time. This notification does not excuse the tardiness but simply notifies the supervisor that a schedule change may be necessary.

Employees who must leave work before the end of their scheduled shift must notify a supervisor immediately.

Tardiness and early departures are each one-half an occurrence for the purpose of discipline under this policy.

Disciplinary Action

Excessive absenteeism is defined as two or more occurrences of unexcused absence in a 30-day period and will result in disciplinary action. Eight occurrences of unexcused absence in a 12-month period are considered grounds for termination.

Job Abandonment

Any employee who fails to report to work for a period of three days or more without notifying his or her supervisor will be considered to have abandoned the job and voluntarily terminated the employment relationship.

Time Off After Notice Given

Employees who have given their notice to leave RTHS will no longer be able to use any vacation or PTO days. If an emergency should arise and the employee must be out, the employee's final day of employment will be the last day worked.

Employee Status

Employee Status

Regular, Full-Time Employee - An employee who is employed to work more than 30 hours or

more a week. These employees are eligible for benefits as outlined in the benefits sections and benefits plans.

Part-Time Employee - An employee regularly scheduled to work less than 30 hours per week. This person will only receive those benefits mandated by state or federal law.

Temporary Employee - An employee who has been hired for a limited period of time, which usually does not exceed three to six months. This person will only receive those benefits mandated by state or federal law.

In addition, all employees are classified, according to the Fair Labor Standards Act as “Exempt” or “Non-Exempt.”

- Non-exempt employees must maintain an accurate record of all hours worked and will be paid overtime for all hours worked in excess of forty (40) in the pay week. Non-exempt employees may be full-time, part-time, or temporary and are paid on an hourly basis. All overtime must be authorized in advance by the Executive Director.
- Exempt employees are not eligible for overtime pay and are paid a predetermined salary. Exempt employees may be full-time, part-time, or temporary. The predetermined salary may only be reduced for specific, lawfully permitted reasons.

If you believe that an improper deduction has been made from your predetermined salary, you must notify the Chief School Officer. The reason for the deduction will be thoroughly investigated and if it is determined that an error was made, you will be reimbursed.

Hourly/Non-Exempt Employees

All employees paid hourly must submit their timesheets to the front office on a weekly basis on the last day of each work week unless requested otherwise. This includes all salary non-exempt employees.

Payroll

All RTHS employees are subject to the terms of employment and compensation contained in their individual employment contract. Unless otherwise noted, the employees will be paid on a twelve-month basis with checks being disbursed on the of the month unless the pay date falls on a holiday or a weekend. In that event, paychecks will be disbursed the day before the holiday or weekend. Teachers starting employment after the beginning of the school year will be paid on a pro-rata basis.

10-Month, 11-month and 12-month Employees

Whether an employee is considered a 10 month, 11-month or 12-month employee will depend on their work schedule for their position and will be set forth in their Employment Agreement with the School.

Research Triangle High School uses direct deposit. The Office Manager has the necessary paperwork for arranging accounts. All employees are paid on a twelve-month basis, including teachers who are ten-month employees.

How to Access Pay Stubs and W-2s

To view pay stubs:

- Go to employee.linq.com
- Select Register Now
- Use a personal email address. Do NOT use a work email address.
- 32N is the Unit ID for Research Triangle High School
- Once registered, log into account.
- Select Reports
- Select Check History – to view or print a paystub, click the printer icon
- W2s will be available to view when that year’s W2s have been processed.

Holidays

All employees will be paid for the Federal Holidays the School observes and that fall in their scheduled work calendar. Non-exempt employees will be paid for the hours they would have been scheduled for on the day the holiday falls. Non-exempt employees are not expected to work and will not be paid for other days when school is closed during the school year.

Bereavement Leave

The school provides 3 days of Bereavement leave for local leave and 5 days of Bereavement leave for out-of-town leave for the death of an immediate family member. Employees may request personal or sick leave for the death of another family member or a close friend. Approval is at the discretion of the Chief School Officer. RTHS may require evidence for the Bereavement leave.

Personal Time Off

Full-time teachers and staff accrue 0.83 PTO days per month for a maximum of 10 days per year. Part-time employees accrue PTO proportional to their employment. For example, an employee considered half-time (50%) would accrue 0.42 PTO days per month for a maximum of 5 days per year. If an illness keeps staff out of school for more than one day in a particular month, the additional days will be used against your remaining balance. For instance, if an employee takes three days in September, they have 7 days left; once they have exhausted the 10 days, their pay will be deducted accordingly. PTO days are subject to blackout periods as set by the school leader and/or school calendar. PTO days are to be used in the event of employee or family illness, doctor appointments, or business that cannot be scheduled outside of work hours. No more than 5 PTO days may be taken consecutively unless such time off falls under the Family and Medical Leave Act or Americans with Disabilities Act. At the end of each school year, employees have the choice of rolling over up to ten days of unused PTO or being paid out for up to ten unused PTO days. The combination of the two may never be more than ten. For example, an employee with 10 unused PTO days could roll over 5 days and be reimbursed for 5 days. Employees will be reimbursed a Wellness Bonus of \$50 per day at the end of the school year for a maximum of ten days, or they can roll them forward for a maximum of ten days. The Wellness Bonus will be paid upon year-end resignation but not termination. Any unused PTO not rolled over or paid out will be forfeited. RTHS does not pay accrued unused PTO upon termination for any reason; all unused PTO will be forfeited.

Professional Time Off

Professional days are taken at the discretion of the administration, and consist of events and activities which complement the school and the employee professionally, such as presenting at a conference, attending school training, or serving on boards and statewide or national committees.

These days do not count against an employee's PTO amount. Professional days must be approved in writing in advance by the Chief School Officer or their designee.

Partial-Day Leave

Staff leave/PTO is calculated by the hour. Employees shall notify Office Manager. In case of partial-day absence, Office Manager, will arrange coverage as needed. Substitute plans should also be provided to the Office Manager and the substitute.

Leave Without Pay

Employees taking leave without pay will be docked their daily or hourly rate based on their individual salary. Leave without pay is provided at the discretion of the Chief School Officer and is not guaranteed.

Time Off/Leave Rules

PTO/leave may not be used on the first day the employee is required to report for the school year, during the first month of the school year, on teacher workdays, on days scheduled for state testing, on the day before or the day after a holiday, school breaks or other closures, or during the month of May through the end of the School year, unless extraordinary circumstances exist and the request is approved by the Chief School Officer. Further, an employee may not take unused PTO at the end of their employment with the School.

Procedures for All Leave, including PTO but not including FMLA or ADA.

Use of any leave except FMLA or ADA, must be approved in advance. To request leave, notify the Office Manager who will forward the request to the Chief School Officer. The CSO will notify the employee requesting leave whether their leave is approved or not. Except for illness, injury or bereavement, leave requests shall be made at least 2 weeks prior to the requested leave date.

Family Medical Leave Act (FMLA)

Research Triangle High School complies with all applicable provisions of the Family and Medical Leave Act (FMLA) and it is the intent of this and any other School policy to comply with such law. In accordance with the FMLA, Research Triangle High School provides eligible employees up to twelve weeks of leave (six weeks paid, six weeks unpaid) for family and medical reasons.

Guidelines

Eligibility

Employees are eligible to take up to 12 weeks of unpaid family/medical leave within a 12-month period and be restored to the same or an equivalent position upon their return from leave provided they: a) have worked for Research Triangle for at least 12 months, and for at least 1250 hours in the last 12 months; and b) are employed at a worksite that has 50 or more employees within a 75-mile radius. 12-month period measured backward from the date an employee uses any FMLA leave. Under the "rolling" 12-month period, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months.

Reasons for Leave

Eligible employees may take family/medical leave for any of the following reasons: a) the birth of a son or daughter and in order to care for such son or daughter; b) the placement of a son or

daughter with the employee for adoption or foster care; c) to care for a spouse, son, daughter, or parent with a serious health condition; d) because of their own serious health condition which renders the employee unable to perform the essential functions of the position, e) In accordance with the National Defense Authorization Act, eligible employees may take up to 12 weeks family medical leave for a qualifying exigency related to a covered service member on active duty or who has been notified of an impending call or order to active duty. Covered family members include spouse, parent, and child. Or an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of **26 work weeks** for military related medical treatment to care for the service member. Under the caregiver leave the twelve-month period will be calculated rolling forward from the first day of leave. Leave because of reasons "a" or "b" must be completed within the 12-month period beginning on the date of birth or placement.

Notice of Leave

If the need for family/medical leave is foreseeable, the employee must give the Chief School Officer and ALT HR at least 30 days prior written notice. If this is not possible, the employee must at least give notice as soon as is practicable (within 1 to 2 business days of learning of their need for leave). Failure to provide such notice may be grounds for delay of leave. Where the need for leave is not foreseeable, the employee is expected to notify the School within 1 to 2 business days of learning of their need for leave, except in extraordinary circumstances. Family Medical Leave forms are available from ALT HR, the Chief School Officer or the Chief School Officer's designee. These forms must be used when employees request leave.

Medical Certification

If employees are requesting leave because of their own or a covered relation's serious health condition, the employee and the relevant health care provider must supply appropriate medical certification. The School has the right to request second or third medical opinions, at its expense. Medical Certification Forms are available from ALT HR, the Chief School Officer or the Director's designee. When an employee requests leave, the School will notify them of the requirement for medical certification and when it is due (at least 15 calendar days after the employee requests leave). Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. The School may require subsequent medical recertification on a reasonable basis.

Leave is Partly Paid

Family/medical leave is a paid leave for only the first six weeks of the leave (although the employee may use PTO/vacation/sick time or may be eligible for short or long-term disability payments and/or workers' compensation benefits under those insurance/benefit plans). The substitution of paid leave time for unpaid leave time does not extend the 12-week leave period.

Medical and Other Benefits

During an approved family/medical leave, RTHS will maintain the employee's health benefits, as if they had continued to be actively employed. If paid leave is substituted for unpaid family/medical leave, Research Triangle High School will deduct the employee's portion of the health plan premium as a regular payroll deduction. If the employee's leave is unpaid, the employee must pay their portion of the premium by the 1st of the month directly to the school. The employee's health care coverage will cease if the premium payment is more than 30 days late. An employee that is out on FMLA will continue to receive all of their other benefits while they are out on FMLA leave.

Intermittent and Reduced Schedule Leave

Intermittent or reduced schedule leave may be taken when a serious health condition, either the employee's or that of a child, spouse, or parent or covered service member, or for qualifying exigencies, makes this schedule necessary. When medically necessary, an employee may take "intermittent" leave (two or more separate leave periods) or "reduced" leave (where an employee continues to work, but for fewer hours per day or per week). In such cases, the total number of hours or days of leave by the employee is limited to the equivalent of twelve (12) workweeks. RTHS may transfer the employee temporarily to an available alternative position if that position better accommodates recurring periods of leave. Employees must make reasonable efforts to schedule intermittent absences for planned medical treatment so as not to unduly disrupt RTHS's operations. RTHS may make deduction from an exempt employee's salary for any hours/time taken as intermittent or reduced FMLA leave within a pay period without affecting the employee's exempt status.

Reporting While on Leave.

If an employee takes FMLA leave because of their own serious health condition or to care for a covered relation, the employee must contact ALT HR with updates regarding the status of the condition, and their intent to return to work.

Returning from Leave

A certification from a health care provider may be required at the conclusion of any leave for the employee's own serious health condition that the employee is able to resume his or her duties.

At the conclusion of leave covered by FMLA, employees will be reinstated to their former or an equivalent position with the same rights, benefits, pay, and other terms and conditions of employment to the extent that they would be entitled to such continued employment without the FMLA leave. Benefits established on an accrual basis such as PTO will not accrue during unpaid FMLA leave. Benefits, which accrued prior to the leave, however, will not be lost.

RTHS reserves the right to deny leave reinstatement to key employees, defined as salaried employees among the highest-paid 10 percent of all RTHS employees, where such denial is necessary to prevent substantial and grievous injury to the organization's operation. These employees will be notified of this decision as soon as it is determined such injury would occur, and will be given a reasonable opportunity to choose to return to work at that point. In the event the employee decides not to return to work when there is no guarantee of the same or equivalent position, s/he may remain on leave for the balance of the FMLA period and then may be terminated.

RTHS reserves the right to update and amend this policy consistent with state and federal law at any time. This policy should be construed to comply with the most current FMLA rules, regulations and statutes in effect.

Other Leave Required by Law

The School provides employees with any other leave as required by state or federal law, including leave to exercise voting privileges, attend school conferences, or for jury duty.

Research Triangle High School encourages employees to accept and fulfill their civic duty in their community. Employees should notify the principal upon receiving a notice of jury duty so that staffing provisions can be made. Employee should provide a copy of the summons to the principal. Employees are encouraged to try to reschedule jury duty for months when school is not in session.

Court leave for jury duty shall be granted to an eligible employee for absence during the employee's regularly scheduled hours including regularly scheduled overtime, to perform jury duty. An eligible employee who is under proper summons from a court to serve on a jury shall be granted court leave for the entire period of such service. The period of court leave extends from the date on which the employee is required to report to the court until the time they are discharged by the court. The employee must return to work for any reasonable time the court is closed during normal work hours. No adverse employment action will be taken against employees or applicants due to their service as a juror in state or federal courts. The School will pay the employee's regular salary for a maximum of 5 days of jury duty.

Military Leave

RTHS employees who serve in the National Guard or the Reserves will be granted flexibility to drill on the weekends. When mobilized on active duty with the military, they are afforded all rights and privileges pursuant to USERRA 38 USC 4301-4335, The Uniformed Services Employment and Reemployment Rights Act of 1994. The employee will be given credit for the period of military service towards their employment with the school.

Witness Duty

An employee may be required by law to appear in court as a witness. The employee may be allowed to take unpaid time off for this purpose, but is expected to give RTHS reasonable advance notice of the absence and to provide evidence of the required appearance. Witness duty leave is available to all employees.

Parental School Leave

In accordance with the North Carolina Parental Leave Law, the School will grant up to four (4) hours of unpaid leave per year to any employee who is a parent, guardian, or person standing in loco parentis of any school age child so that the employee may attend or otherwise be involved in activities at the child's school, preschool or child care facility as defined by G.S. 110-86(3). This leave must be scheduled in advance at a mutually convenient time. The School reserves the right to request written verification from the school of the employee's attendance.

Other Leave Required by Law

RTHS complies with any other leave required by law.

Benefits During FMLA or Other Approved Leave

Group medical, dental, vision, short term disability, and long term disability benefits as well as retirement plan contributions will continue for all qualifying employees during authorized leave on the same terms as if the employee continued to work. Employees whose group medical and/or dental insurance deductions are made through payroll on a pre-tax basis will continue to be responsible for payment of their premiums while on FMLA or unpaid leave, and employees must contact the Office Manager or her/his designee to make arrangements for premium payments.

RTHS may discontinue the employee's benefits if and when an employee informs RTHS of an intent not to return to work at the end of the leave period, or if the employee fails to return to work when the authorized leave is exhausted. RTHS's obligation to maintain benefits will also stop if the employee's premium payment is more than 30 days late. RTHS shall require reimbursement of the employer-paid share of any premiums if the employee fails to return to work at the expiration of approved leave. In the event that an employee provides at least 30 days' notice of his/her intent not to return to work at the end of FMLA leave, RTHS may waive this repayment obligation in its sole discretion.

Accrual of paid time off during leave

During any period of leave, accrual of paid time off will discontinue during such leave period unless otherwise required by law.

Other Leaves of Absence:

All other requests for leaves of absence for personal reasons will be considered on a case-by-case basis, and the granting of such leave and its terms will be entirely within the discretion of the Chief School Officer. Requests for other leaves of absence should be limited to unusual circumstances requiring an absence of longer than two (2) weeks. Requests for other leaves of absence should be made in writing and include an explanation of why the time is needed and the dates requested. An employee granted a leave of absence under this policy may not work for another employer without RTHS's written permission. An employee who accepts such employment without RTHS's permission will be deemed to have resigned from employment at RTHS.

Employee Resignation

Employees intending to resign from Research Triangle High School are asked to let ALT HR and the Chief School Officer know with as much advance notification as possible. Employees who resign are required to provide a written letter of resignation. Submitting this letter two weeks in advance is considered acceptable. The letter should include the intended resignation date and be submitted to ALT HR and the Chief School Officer.

Health and Welfare Benefits**Staff Benefits**

The School has developed a comprehensive set of employee benefit programs to supplement our employees' regular wages. Subject to the specific benefit plan, all employees working an average of 30 hours a week or more will be eligible for benefits. Full time employees will have the option to purchase additional health, dental, vision, and life insurance for their spouse, children, or family. The School reserves the right to modify or discontinue any of its benefits at any time, for any reason, with or without prior notice. In the event the School does modify or discontinue any benefit set forth herein, employees will be informed. Nothing in this handbook is intended to modify the terms and conditions of any benefits plan. Please refer to the plan document for specific information on benefits, eligibility, costs and coverage.

Employee Benefits in the Summer

All benefits will carry through the summer if the employee has signed their letter of agreement stating they are returning for the fall by June 30th of each year.

In the event a staff member is not returning for the subsequent year either by school choice or employee choice, the following will occur:

- Health insurance benefits end in June with the exception of staff leaving to go to another school with the NC State Health Plan. The employee must have a contract stating such by June 30, to maintain their health benefits throughout the summer.
- Staff leaving may choose to roll over dental, vision and life to their own policy by contacting the provider.
- All Benefits for employees who leave during the year, terminate the last day of the month the employee last worked.

Health Benefits

RTHS will participate in the NC State Health Care plan. RTHS pays for 100% of the premium for individual coverage for full-time employees, and does not pay the premium expense for part-time employees, per state law. If an employee would like to add family/dependent coverage, the additional amount will be deducted from their paycheck. Health insurance is deducted one month in advance. For information on employee health plan please refer to the plan document.

Should an employee be terminated while at RTHS, health coverage will be terminated in accordance with NCGS 135-49.44:

135 48.44 (d)(4): If employment is terminated in the second half of a calendar month and the covered individual has made the required contribution for any coverage in the following month, that coverage will be continued to the end of the calendar month following the month in which employment was terminated. This has been determined by our legal office to be terminations that occur on and after the 16th of the month.

Dental Benefits

Dental insurance is available to all full-time employees. The full cost of the premium is the responsibility of the employee. Please refer to the plan documents for the specific details on the dental insurance.

Vision

Vision insurance is available to all full-time employees. The full cost of the premium is the responsibility of the employee. Please refer to the plan documents for the specific details on vision insurance.

Group-Term Life Insurance

Research Triangle High School provides an Employee Life Benefit Amount of \$20,000 at no cost to the employee. Employees will have the option to buy additional life insurance coverage for themselves and their dependents. Please refer to the plan documents for the specific details on the term life insurance.

Short-Term and Long-Term Disability

Short-term disability insurance and/or life insurance may be available for purchase through the school benefits plan. Additional Vision and Dental may be available for purchase through the school benefits plan.

Retirement Plan

RTHS offers the State 457(b) retirement plan for all employees. Employees can determine the amount they want deducted from their paycheck (pre-tax) for the plan. RTHS will match a percentage of this, which will be set at the beginning of each fiscal year, to be determined by the Board of Directors. For example, for 2021-2022, there is a 3% match. The school's ability to match will be determined based on budget and financial performance from prior years, so may vary.

Credit Union Membership

RTHS employees are eligible to join the State Employees' Credit Union (SECU) with locations through the Triangle, for banking and other financial services. To open an account, a staff member

needs proof of employment. For more information, access SECU at 888-732-8562 or www.ncsecu.org.

Financial Policies

Employee Expense Reimbursement Policy

The following procedures have been established to assist each staff in following the proper steps for handling money:

- to protect all staff members from false accusations;
- to provide an accurate picture of internal financial affairs; and
- to provide accurate information in the event of an audit.

Money Forms – Submit to Office Manager

Check Request Form

The Check Request Form, along with the attached invoice or receipt, is used to send payment directly to the vendor or for reimbursement for a purchase. All large purchases need to be approved by the Chief School Officer.

Debit Card Purchase Form

The Debit Card Purchase Form, along with the attached receipt, is used ONLY when the school or club debit card is used to make a purchase. These purchases need approval from the Chief School Office.

Deposit Form

The Deposit Form, along with the attached copy of all checks, is used when any money is collected for a school-related purpose. All cash, checks, and form are to be put in the blue deposit bag and placed in the Office Manager's mail box on weekly basis.

Direct Deposit

RTHS uses direct deposit. The Office Manager has the necessary paperwork for arranging accounts. All employees are paid on a twelve-month basis, including teachers who are ten-month employees.

Vendor Contracts

Employees are not permitted to sign any contracts on behalf of the School. There are state laws and auditing procedures that require the School follow a systematic approach. In addition, all state contracts require particular wording. Please contact the Chief School Officer or Office Manager if a contract needs to be signed. Only the Chief School Officer is authorized to sign contracts.

Fundraising Policy

Purpose

To provide parameters to ensure all fundraisers conducted at RTHS are directly related to assisting the School and/or enhance learning opportunities.

In order to foster an environment that is focused on learning and student growth, RTHS will only raise funds for purposes directly related to school improvement, school community development or learning enhancement. In order to streamline this process, Research Triangle High School has

created a subgroup of the Finance Committee specifically focused on fundraising with clearly outlined parameters and guidelines.

Approval

All fundraisers must be approved by either the school administration or the Board of Directors prior to implementation.

Purposes of Fundraising

The following are acceptable fundraising purposes:

- Fundraisers where proceeds go towards enhancing Research Triangle High School facilities or other budget needs.
- Fundraisers where proceeds reduce field trip costs or other student costs as they pertain to educational opportunities.
- Fundraisers for charities or causes will only be conducted if there is a direct tie to a school service project in which Research Triangle High School students are involved.

Restrictions

- Research Triangle High School marketing must be in compliance with the Community Partnership Plan.
- Students and parents are prohibited from soliciting RTHS staff and other families on school property.
- Students and staff will not be required to participate in selling any type of product in connection with school-approved fundraisers. All involvement in such selling activities by students and staff is voluntary (e.g. book fair, selling of RTHS spirit wear, student artwork etc...)

Donors Choose Policy

All fundraising, grants and monies intended to be raised for Research Triangle High School, or any classroom, activity, athletics or club or project, through organizations such as Donors Choose or any like organizations or other internet/social media/crowdsourcing must be pre-approved by the School. Please contact the Chief School Officer for such approval. Only the Chief School Officer or their designee has the authority to approve such requests. All supplies, materials, technology and books received through the project will remain with the School if the teacher leaves. If the project is for technology or school equipment or books, the technology will remain with the School if the teacher leaves.

If the project is for technology or equipment, the technology will remain with the School if and when the teacher leaves. If the project is for items that are not considered technology or equipment, the teacher may request approval prior to submitting the project for the items to go with them if they leave RTHS to work at another public school.

Coversheet

Mask Policy

Section: II. CSO Report
Item: B. Mask Policy
Purpose: Vote
Submitted by:
Related Material: Mandatory Masking Policy March-April 2022.pdf
Mask Optional Policy March-April 2022.pdf

Mask Policy

At Research Triangle High School (RTHS), we take our duty to provide a safe and healthy school environment seriously and will not tolerate conduct that jeopardizes the safety of others. We believe that our school is a community where we care for each other and think not just about ourselves but about our community when making decisions, especially where decisions could directly and seriously harm others.

Consistent with our duty to protect the health and safety of students, staff and our community, the Board of Directors of RTHS voted to implement a mandatory mask policy effective March 17, 2022. Beginning March 17, 2022, all employees, visitors and students are required to wear a mask upon entering and remaining on campus. This mask policy is consistent with CDC and NCDHHS guidance, the Strong Schools Toolkit and the vast majority of public schools throughout North Carolina.

For the safety of others, the school requires a 2-layer cloth face mask or medical mask. Mesh masks are never permitted and will be confiscated. Masks must cover the nose, mouth and chin.

Wearing a mask protects others as much, if not more, than the person wearing it. Students who do not follow this policy will be subject to the school's disciplinary process. Employees who do not follow this policy, will be subject to disciplinary action, up to and including termination. Because not wearing a mask places other students and staff in direct harm, the school will not be providing mask exemptions except in exceptional circumstances. Any mask accommodation will be reviewed in accordance with the Americans with Disabilities Act and Amendments, Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.

The school will provide students and staff with mask breaks. In addition, temporary removal of the mask is permitted where necessary for the following purposes:

1. Actively engaging in an athletic or fitness activity;
2. Consuming food or drink;
3. For any emergency or medical purpose.

Relaxed COVID-19 Policy

At Research Triangle High School, we take our duty to provide a safe and healthy school environment seriously and will not tolerate conduct that jeopardizes the safety of others. We believe that our school is a community where we care for each other and think not just about ourselves but about our community when making decisions, especially where decisions could directly and seriously harm others.

To that end, we are taking a layered approach to COVID-19 which includes the following:

1. Promoting vaccinations for all eligible individuals
2. Minimizing exposure to COVID-19
3. Screening/testing where applicable
4. Continuing robust cleaning and hygiene practices
5. Managing through isolation and quarantine suspected or confirmed COVID-19 case or exposure.

Generally, when the School's board of directors adopts a mask optional policy, students and staff will be permitted to decide whether to mask or not. Notwithstanding the foregoing, even in a mask optional setting, masks will be required at the discretion of the Executive Director in the following circumstances:

1. In accordance with guidance from the Strong Schools Toolkit, the NCHHS, and/or the Centers for Disease Control and Prevention ("CDC")
2. Where an individual tests positive for COVID-19
3. Where an individual has symptoms of COVID-19
4. Where an individual has experienced a potential exposure to COVID-19
5. On any school related trips using non-parent transportation
6. In accordance with state or federal law, including but not limited to the Americans with Disabilities Act and Amendments.

For the safety of others, when a mask is required, the school requires a 2-layer cloth face mask or medical mask. Mesh masks are never permitted and will be confiscated. Masks must cover the nose, mouth and chin.

It is always important to be mindful that there are many reasons why an individual may or may not mask. All employees are expected to be supportive of their co-workers' choices with respect to masking. And, all parents/students/guardians are expected to be supportive of staff and students with respect to their choices. Any staff member who violates this policy will be subject to discipline. Any student who violates this policy will be subject to discipline under the Schools Code of Conduct. Any parent/guardian who violate this policy will be contacted by the Executive Director.

This policy may be updated, amended, modified or rescinded at the discretion of the Board.

Coversheet

BTSP/Alternative Evaluation Instrument

Section: II. CSO Report
Item: C. BTSP/Alternative Evaluation Instrument
Purpose: Vote

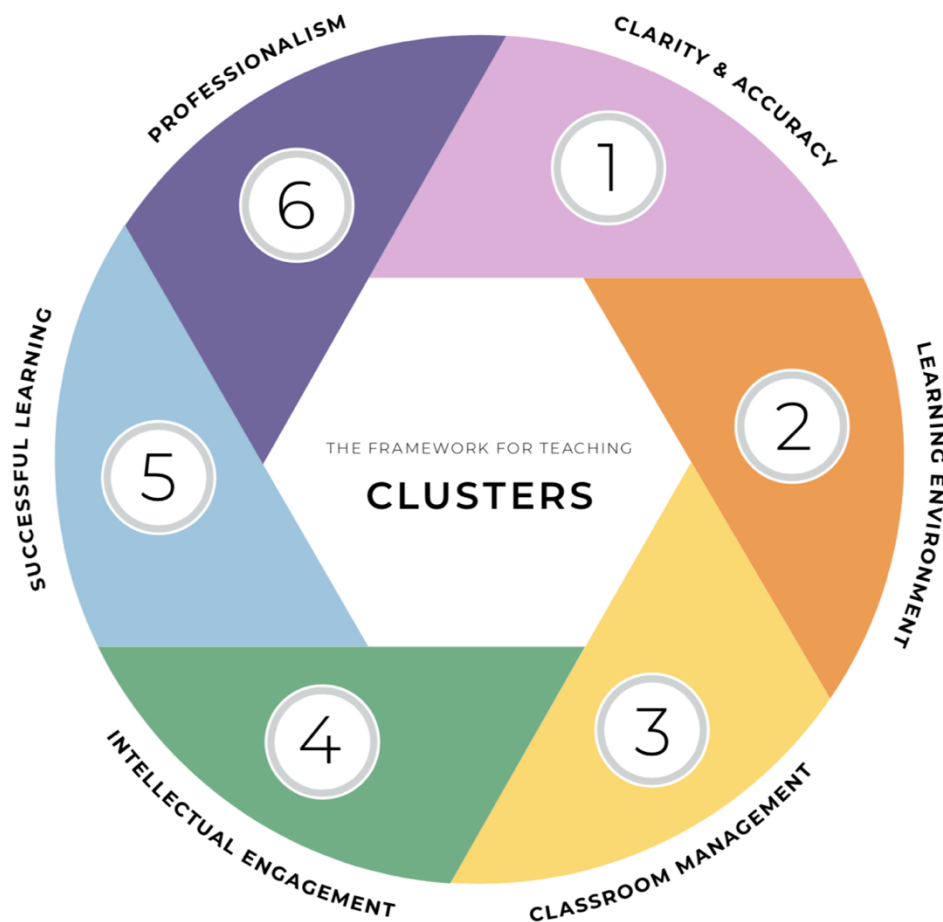
Submitted by:

Related Material:

Danielson Framework for Teaching (FFT) Clusters.pdf

RTHS Alternative Evaluation Instrument Crosswalk-NCEES and Danielson (1).pdf

THE FRAMEWORK FOR TEACHING CLUSTERS



Six Clusters to Support Teacher Growth
and Student Learning

*A tool for collaborative observation, professional
conversations, and engaged teacher learning*



The Framework for Teaching Clusters, Version 2.3

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The Framework for Teaching Clusters

Six Clusters to Support Teacher Growth and Student Learning

The Framework for Teaching Clusters (FFT Clusters) describe skills demonstrated by accomplished teachers in promoting high levels of student learning—skills based on foundational knowledge and dispositions, grounded in a deep understanding of how people learn, and enacted through principled decision making.

The FFT Clusters are a companion tool designed to complement the Framework for Teaching (the Framework), originally developed in 1996. The Clusters distill “big ideas” of the Framework’s four domains and 22 components into an efficient tool (composed of six large concepts). This multi-use tool can serve as the foundation for professional growth by teachers, both through their own reflection on practice and their conversations with colleagues, mentors and coaches, and supervisors.

An important source of power of both the original Framework and the FFT Clusters is their use of a common language of practice. This common language permits both the development of shared understandings and meaningful professional conversation. Assumptions about the nature of learning and a specific understanding of how to promote it are implicit in both the original Framework and the FFT Clusters. Namely, they promote a constructivist view of learning. It is the learner who does the learning, and it is the job of the teacher to arrange for that learning to occur.

Utilized together, these tools support various aspects of teacher growth, system-wide school improvement efforts, and coherent approaches to understanding teacher knowledge and skills across all stages of the career continuum. Like the original Framework, the FFT Clusters are “generic” in nature; they apply to all teaching situations, in all disciplines, and at different student ages and levels. This feature promotes broad professional conversations and ensures that the tool is responsive to the needs of educators.

The FFT Clusters reflect teaching to high standards of student learning. Principles of teaching for engaged and important learning and whole-child development are, to some degree, generic. For instance, all teaching

THE COMMON THEMES

Equity

Equity is the primary Common Theme and is supported by the others. Teachers strive for excellence, but “a commitment to excellence is not complete without a commitment to equity.” Each student deserves access to world-class teaching and to learning environments that promote joyful inquiry, intellectual rigor, and reflection.

Cultural Competence

Culturally competent teachers create culturally responsive and inclusive learning environments that move beyond surface level attention to cultural differences and foster a sense of belonging by embracing and giving power to diverse points of view.

High Expectations

Excellent teachers hold and communicate high expectations and ensure access to rigorous content for *all* students. Teachers also demonstrate high expectations by encouraging productive struggle and tenacity.

Developmental Appropriateness

Learners do the learning, and excellent teachers understand the cognitive and social-emotional development of students in ways that support their creation of appropriate learning environments and opportunities.

Attention to Individual Students

Classrooms are comprised of individuals with unique characteristics and needs. For this reason, excellent teachers ensure that goals and tasks have to potential to challenge students at different levels and with different needs.

Student Assumption of Responsibility

Excellent teachers create the conditions for students to assume responsibility for their own learning. Student agency may be fostered through a variety of different school models and instructional approaches but is essential to successful teaching and learning.

for deep conceptual understanding requires the use of precise academic language, the skills of argumentation, and perseverance with challenging content. In practice, of course, actual teaching occurs with students in all their diversity – cultural, linguistic, and developmental. Hence, accomplished teachers must be familiar with students’ individual characteristics, mindsets, and needs and arrange for learning and growth accordingly. When the language of the FFT Clusters refers to attending to individual students, it is to this full range of learners that it

applies. These principles are described in the Common Themes of the Framework, which permeate all its components and the FFT Clusters. These aspects of teaching are not discrete, observable practices but rather beliefs that are evident in how teachers engage in those practices. Understanding the Common Themes and their implications is essential to understanding the details provided within the Clusters.

When grounded in an understanding of how we learn and a commitment to excellence and equity, the six Clusters provide a roadmap for student learning through active, intellectual engagement, which has always been the heart of the Framework and is the ultimate goal of instruction.

If (1) Clarity of Instructional Purpose and Accuracy of Content, (2) A Safe, Respectful, Supportive, and Challenging Learning Environment, and (3) Classroom Management are in place, then the conditions exist for

(4) Student Intellectual Engagement with important content to occur, which is necessary to reach the ultimate goal of (5) Successful Learning by All Students. Teaching rests on a foundation of (6) Professionalism and must be supported by teacher-centered professional learning systems and teacher-powered school improvement efforts that honor and reflect the needs of the whole teacher.

Each cluster includes three focus areas to support professional growth and deepen understanding. In addition, indicators and considerations prompt reflection, analysis, and goal setting. Rubrics provide a more detailed description of practices that might be cultivated. Together, these elements provide a high-level and practical overview of the big ideas represented by each Cluster.

Further understanding can be achieved through exploration of components from the original Framework related to each Cluster (see Appendix A for a complete alignment of components and elements to the Clusters). The indicators for the Clusters include parenthetical reference to the FFT components. Educators can refer to the Framework for further descriptions and rubrics for these components.

The FFT Clusters promote teaching to high standards of student learning reflected in high-level, college- and career-readiness standards. By focusing on the FFT Clusters, teachers, teacher leaders, and those who support their learning can promote a growth mindset while engaging in professional conversations around these six major areas of instructional practice. Use of the Framework Clusters can transform casual or formal conversations about teaching practice into opportunities for authentic and purposeful dialogue to enhance student learning.



THE SIX CLUSTERS & FOCUS AREAS

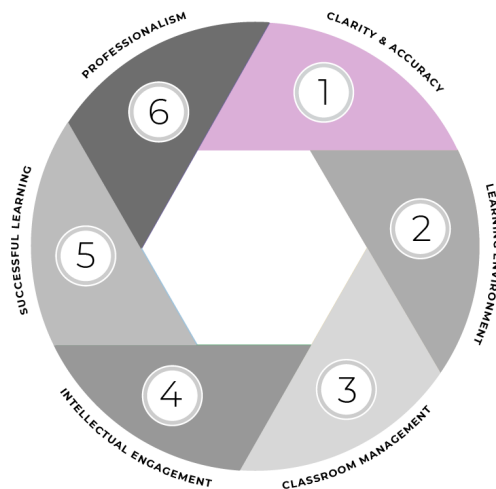
1	CLARITY & ACCURACY	<ul style="list-style-type: none"> • LEARNING OUTCOMES • INSTRUCTIONAL DECISION-MAKING • CONTENT EXPERTISE
2	LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • POSITIVE DEVELOPMENTAL RELATIONSHIPS • INTELLECTUAL CHALLENGE • SUPPORT & PERSISTENCE
3	CLASSROOM MANAGEMENT	<ul style="list-style-type: none"> • ROUTINES & PROCEDURES • COLLECTIVE RESPONSIBILITY • PHYSICAL ENVIRONMENT
4	INTELLECTUAL ENGAGEMENT	<ul style="list-style-type: none"> • LESSON STRUCTURE & FLOW • RICH LEARNING TASKS • STUDENT COLLABORATION & DISCOURSE
5	SUCCESSFUL LEARNING	<ul style="list-style-type: none"> • EQUITABLE ACCESS • ASSESSMENT & FEEDBACK • SHARED ACCOUNTABILITY
6	PROFESSIONALISM	<ul style="list-style-type: none"> • CONTINUOUS LEARNING • COLLABORATION • PRINCIPLED DECISION-MAKING

Cluster 1 – Clarity & Accuracy

Clarity of Instructional Purpose and Accuracy of Content

Teaching is a purposeful activity; it is goal-directed and designed to achieve particular, well-defined ends. Even when high-quality instructional materials are available, teachers must determine the purposes for a given class on a given day. In all disciplines, daily purposes are embedded in larger goals that develop over time. That is, important understanding of complex concepts (such as the distinction between democratic and republican forms of government, or the behavior of prime numbers) and the skills of constructing paths of reasoning, do not lend themselves to a single day's lesson, and are not "checked off" as complete. They develop slowly, with the purpose for a given day anchoring a longer sequence of lessons. In fact, the very phrase "habits of mind" suggests that it takes time to develop such understanding and skill, and increased sophistication in content. Therefore, although it is essential for teachers to demonstrate clarity of instructional purpose, those purposes may not be able to be considered "finished."

Clarity of instructional purpose is essential to good teaching; classroom time is, after all, limited, and available time must be used wisely. Instructional purposes are statements not of what the students will do, but of what the teacher intends for students to learn; they should be clear and appropriately challenging for the students in the class. It is not



sufficient for a teacher to state what the students will do during a lesson; he or she should also be clear about what they will learn. Although students learn through tasks and investigations, and reflection on those activities, the tasks must be designed to serve the teacher's instructional purpose and be suitable to the students in the class.

Clarity of purpose implies alignment with 1) high-level standards and curriculum outcomes, including factual, conceptual, and procedural knowledge, skills, and understandings and 2) strategies and processes relating to and underlying these skills and understandings. The content should be challenging and rigorous, and appropriate for students in the class; this suggests that learning

Cluster 1 Focus Areas

LEARNING OUTCOMES

are clear and ambitious, reflect important content knowledge, and address the social, emotional, and intellectual development of students.

INSTRUCTIONAL DECISION-MAKING

is guided by the instructional purpose and focused on student engagement in the intellectual work of learning.

CONTENT EXPERTISE

is evident in the teacher's presentations, explanations, and responses to students.



outcomes may be individualized, to some degree, by enabling all students access to the curriculum and to accommodate different students' backgrounds, prerequisite understanding, language proficiency, and special needs.

Teachers demonstrate deep knowledge of content and pedagogy in many ways, including planning and presentation of content, and responses to student questions and comments throughout the lesson. A knowledgeable teacher will know whether a student's question is important to the discipline and therefore worth pursuing in depth, or whether it represents a sidebar and can be answered immediately and the lesson moved along.

A lesson's activities, as revealed both in the planning documents and in their execution in the classroom, must serve to achieve the lesson's purpose. In a well-designed lesson, these tasks and activities are sequenced and designed to engage students in the intellectual work of learning. Furthermore, "clarity" extends to the activities themselves. Students should not be in the dark about how to complete an activity, what steps they should take, whether it's to be done on their own or with classmates, and how learning will be assessed. Instructive assessments will be grounded in the clarity of instructional purposes and the accuracy of content.

Well-run classrooms are purposeful and joyful. Students and teachers are clear in what they are doing and what desired learning is being pursued. There is a sense conveyed, through both words and actions, that the lesson is important and learning is exhilarating and empowering. Serendipity may permit the extension of learning into other areas, but the fundamentals are clear and grounded in the teacher's deep knowledge of content and ways to engage students in that content.

Teachers also demonstrate their knowledge of content through reflection on and analysis of the lesson. By identifying successful portions of the lesson (while other portions were less so) and the reasons for these discrepancies, they demonstrate understanding of internal connections between different aspects of the content and how student learning can be assured.

Another way teachers exhibit mastery of content is through imaginative use of metaphors and analogies, illustrating points they are making as they explain concepts and relationships among concepts. Such visual images often bring content to life in new ways for students, and help students develop their own flexibility with the content.

Considerations

- In what ways do the learning outcomes challenge students to think critically?
- In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?
- What examples do you see of congruence between the activities and instructional outcomes?
- How do the tasks engage students in high-level learning in the discipline?
- How does teachers' deep understanding of the content support intellectual work by students during lessons?

Indicators

- Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c)
- Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)
- Planned resources and activities aligned to the instructional purpose (1d, 1e)
- Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)
- Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)



Cluster 1 – Clarity & Accuracy

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable to the students, through some combination of the following:</p> <p>The teacher’s plans indicate weak content knowledge.</p> <p>The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning.</p> <p>Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for many students in the class.</p> <p>Planned learning tasks, materials, and question sequences are of low cognitive challenge, are unrelated to the lesson’s stated purpose, or are unsuitable for many students.</p> <p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>The teacher makes a serious error of content or academic language that will affect students’ understanding of the lesson.</p> <p>Students indicate through body language or verbal exchanges that they don’t understand the content being presented.</p> <p>Students appear confused about the learning task.</p>	<p>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students, through some combination of the following:</p> <p>The teacher’s plans reflect rudimentary understanding of the content.</p> <p>The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning.</p> <p>Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards and are unsuitable for some students in the class.</p> <p>Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson’s stated purpose, or both. They are unsuitable for some students.</p> <p>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</p> <p>The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language.</p> <p>The teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher finds it necessary to clarify the learning task so that students can complete it.</p>	<p>The instructional purpose and learning tasks are clear, the content presented is accurate and suitable to the students, through some combination of the following:</p> <p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher has identified broad skill groups of students within the class and uses this information in planning.</p> <p>Learning outcomes, as stated by the teacher, are expressed in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.</p> <p>Planned learning tasks, materials, and question sequences support the lesson’s purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.</p> <p>The teacher states clearly, at some point during the lesson, what the students are learning.</p> <p>The teacher makes no content errors and models the correct use of academic language.</p> <p>The teacher’s explanation of content is clear and invites student participation and thinking.</p> <p>Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.</p>	<p>The purpose and learning tasks of the lesson are very clear, and the content presented is accurate and accessible to the students, through some combination of the following, in addition to elements listed under Proficient:</p> <p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher knows the proficiency level of each student in the class and incorporates this understanding into plans.</p> <p>Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to be suitably challenged.</p> <p>Planned learning tasks and materials permit advanced students to extend the lesson’s purpose and provide students who require it with more time, attention, and supports.</p> <p>The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to the broader outcomes of the curriculum.</p> <p>The teacher explains content clearly, using metaphors and analogies or inviting student predictions to connect content to real life experiences.</p> <p>The teacher’s carefully-crafted questions enable students to extend the lesson objectives for deeper understanding.</p> <p>Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes.</p>

Cluster 2 – Learning Environment

Safe, Respectful, Supportive, & Challenging Learning Environment

To do their best work and commit to the activity called school, students must feel respected and honored as people. They must sense their teachers believe in their capabilities; many adults can trace their success in school and in later years to a teacher who believed they could be somebody. For some students, the experience of an adult who conveys such confidence can be life altering.

Teachers convey respect and caring for students through myriad verbal and nonverbal cues: listening carefully to students’ ideas, asking for clarification and elaboration, or displaying sensitivity to students’ feelings. A teacher’s attitude may be outwardly friendly or stern, but beneath even a stern demeanor a teacher conveys an essential *caring*, a sense that each student, regardless of background or family circumstances, is important and has potential. In such an environment, students need not fear they will be belittled by the teacher or demeaned in front of their classmates.

The atmosphere of support and respect is not confined to students as people but extends to them as learners. Many adults are convinced that they “can’t do math” or “were never good at reading poetry.” Although it’s difficult to know the origin of such sentiments, teachers should never convey



them. When teachers indicate that they sincerely honor all students in their journey for understanding, students can engage in that quest assured of deep support by the teacher. It’s a safe environment, in other words, for students to take intellectual risks, to try out ideas, to question the teacher’s—or the book’s, or another student’s—account. Students know they need not fear ridicule or unkind sarcasm from the teacher or from other students. As the emotional environment signals support and respect, the physical environment conveys learning is important and is rich and inviting.

In feeling safe with the teacher and other students, students must also feel challenged, and they must be willing to rise to that challenge. This is partly through the nature of the work itself; that work must be rigorous, engaging, and meaningful. But in addition, students must be willing to make a commitment to it. There must be, in other words, a prevailing norm of student commitment to high-level work; those who engage in such work must not be regarded by their classmates as “geeks,” or “nerds,” or some other term that, in student culture, denotes “un-cool.” Furthermore, just as a classroom culture should honor intellectual work, that same culture should insist that students persevere in challenging content, sticking with it until they “get” it and have achieved a higher level of understanding.

Student cultural attitudes toward work vary profoundly from one age group and from one school to another. Overwhelmingly, young children are keen to learn and to explore the world; if instructional tasks are interesting, then they participate willingly and aim to excel. With older students, the situation

Cluster 2 Focus Areas

POSITIVE DEVELOPMENTAL RELATIONSHIPS

characterized by care and respect between teacher and students and among students, support a sense of safety and belonging.

INTELLECTUAL CHALLENGE

is evidenced by high expectations, high levels of cognitive energy, and risk-taking.

SUPPORT & PERSISTENCE

are demonstrated in the classroom environment; students persevere through challenges in their quest for mastery.



is more complex; most efforts students make to succeed in school, after all, take place in private—for example, completing their homework assignments and studying for tests. But other actions occur in public, in front of their peers, such as participating in class discussions and engaging in group work. Thus, students who decide to make a commitment to high-level work in school are making a public declaration of that commitment. It's essential that they not become isolated or “punished” by their peers for that commitment.

Educators are aware of research regarding student mindsets, that is, how students view the role of intelligence in learning, (whether it's regarded as fixed or malleable), and the extent to which student success is a function of their views on the intersection of intelligence, on the one hand, and hard work on the other. Researchers and teachers find that when students acquire a growth (rather than a fixed) mindset, the more capable they are of persevering through the inevitable difficulties all learners encounter in mastering complex material. Thus, teachers have an obligation to encourage such a growth mindset in their students.

Teachers whose classrooms are safe and challenging environments for student learning have artfully combined challenge with support. They know their students well enough to know when a student has “blown off” an assignment, or when, in contrast, the student simply does not understand a concept well enough to complete high-quality work. When it comes to student commitment to learning, teachers don't take “no” for an answer, and are ready to provide assistance when needed. This teaching is not formulaic; it is a high-level professional enterprise in which teachers know when to cajole, when to reteach, when to praise, and when to enlist the participation of other students—all in the service of high-level learning within an environment of challenge and support. Within this environment,

Considerations

- In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment?
- How do teachers convey high expectations for student learning and encourage hard work and perseverance?
- In what ways do teachers create classrooms that are safe for risk-taking?
- How do students take ownership of their work and demonstrate a commitment to mastering challenging content?
- How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs?

Indicators

- Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a)
- High levels of cognitive energy (2b)
- A safe environment for student risk taking (2a)
- High expectations for students' capabilities for learning (2b)
- Productive student engagement in small group work (2c)
- Student perseverance, even in the face of challenges (2b)

students persevere in their quest for deep understanding and mastery.

A specific tool used by many teachers for ensuring high-quality work, and for enlisting students in the effort to engage everyone in the work at hand, is teaching students the skills of group work. After all, much important academic work is best done in small groups - discussion, solving problems, completing projects - and such group work, in order to be productive, requires listening to and/or respectfully disagreeing with others, assuming tasks for completing work, or summarizing the status of a project. Furthermore, students must be able to engage in such work even when not under the direct supervision of the teacher. These are specific skills and reflect a more general classroom culture of productivity. Students are not born with such skills; they need to be explicitly taught and practiced. When they are, these skills make a material contribution to the culture of productive engagement with high-level work and learning.

Cluster 2 – Learning Environment

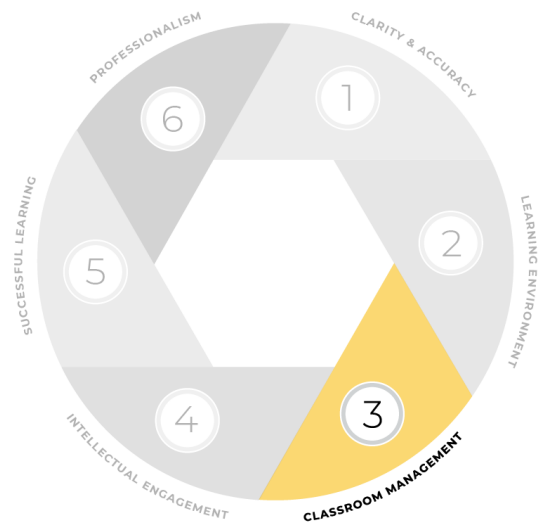
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Interactions between teacher and at least some students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance, through some combination of the following:</p> <p>The teacher uses disrespectful talk toward students and does not address disrespectful interactions among students.</p> <p>The teacher displays no familiarity with, or caring about, individual students' interests or personalities.</p> <p>The teacher conveys, to at least some students, that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty.</p> <p>Students participate in only routine responses and tasks that require only low levels of risk taking.</p> <p>Students receive no support from their classmates.</p> <p>Students show no signs of active collaboration.</p>	<p>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modest levels of student perseverance, through some combination of the following:</p> <p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect; the teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful.</p> <p>The teacher conveys only modest learning expectations for most students.</p> <p>The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner.</p> <p>Few students offer their ideas on questions that seem to entail intellectual risk.</p> <p>Students offer assistance to classmates in a supportive manner when prompted by the teacher.</p> <p>Group work is sometimes collaborative, sometimes not.</p>	<p>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work, through some combination of the following:</p> <p>Interactions between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students.</p> <p>The teacher makes connections with individual students.</p> <p>The teacher has high expectations for most students and conveys high regard for students' abilities.</p> <p>Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content.</p> <p>Students participate willingly and appear confident in offering their ideas in front of classmates.</p> <p>Students spontaneously offer assistance to classmates in a supportive manner.</p> <p>Students are productively engaged collaboratively with a partner or during small-group work.</p>	<p>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality, through some combination of the following, in addition to elements listed under Proficient:</p> <p>Interactions between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students.</p> <p>The teacher demonstrates knowledge and caring about the lives of students beyond school.</p> <p>Students' questions, comments, and writing indicate high expectations for self and a desire for deep understanding of the content.</p> <p>Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning.</p> <p>Students volunteer ideas, even when these ideas might seem to be unpopular among classmates.</p> <p>Students recognize and express appreciation for the efforts of their classmates.</p> <p>Group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group's work.</p>

Cluster 3 – Classroom Management

Classroom Management

A fundamental requirement for any productive classroom is that it runs smoothly. Teachers must establish efficient procedures for the completion of routine tasks, such as taking attendance, guiding transitions into work groups, distributing and collecting materials, and handling end-of-class dismissal. These procedures accomplish several essential purposes, are taken care of with a minimal loss of instructional time, and provide the security of familiar routines for students. Efficient routines convey to students that the teacher is in charge, though not a dictator, thus assuring them that they need not fear chaos.

Classrooms are, after all, crowded places; there are typically over 25 students (and sometimes more), plus a teacher, in a relatively small space. This fact is a source of anxiety for many new teachers; they fear the class size will overwhelm them, particularly if the students are physically larger than the teacher. What is to prevent students from simply refusing to comply with the teacher’s directions? How will they avoid chaos, with students doing whatever they choose, perhaps causing harm to themselves or other students? How can a teacher ensure that students actually *learn* anything? What is to guarantee that students will follow the rules, rather than take charge themselves? These are not unreasonable questions, and a new teacher’s anxieties are understandable. In creating and then promulgating classroom routines and procedures, including behavioral



norms, a teacher should keep in mind the following principles:

Routines and norms should be created with student participation.

Students need to feel in control of their lives; they are quickly alienated by a teacher whose approach to classroom management is one of “This is how it is because I say so.” Moreover, classroom routines are established not only to maintain an orderly environment, but to solve real or potential practical problems. Students like having a chance to speak in a discussion, the challenge is working out an approach allowing everyone the opportunity to be heard. The same thinking applies to virtually all routines: the question “What would happen if we all just went for the door at the same time?” will elicit, even from young children, the recognition that the result would be chaotic—chairs could be overturned or some students knocked over. Next can come the question, “What might be some reasonable procedures for leaving the room?”

The teacher’s attitude in establishing routines and procedures is all-important. It’s essential for teachers to establish, with students, an environment in which important and interesting work can be accomplished. Therefore, routines and norms are needed for many activities: distributing and collecting materials, keeping a neat classroom, moving between large- and small-group activities, and so on. The purpose of routines is to maximize student learning; it’s not because the teacher insists on control. This attitude permits the teacher to sincerely elicit student contributions. *Routines must be taught.*

Cluster 3 Focus Areas

ROUTINES & PROCEDURES

create efficiency and clarity to support joyful, productive engagement in learning activities.

COLLECTIVE RESPONSIBILITY

is shown by all members of the classroom community through monitoring of the standards of conduct, execution of procedures and routines, and productive contributions to learning.

PHYSICAL ENVIRONMENT

is supportive of learning and appropriate for the social, emotional, and academic needs of all students.

But even after students and the teacher have developed routines and norms for classroom operations, those routines must be taught and practiced. Teachers cannot assume students will automatically know what is intended by a direction such as “Move into your small work groups.” Unless students have practiced a routine to accomplish such a task, the alternative, given the crowded nature of many classrooms, can be chaos. Experienced teachers devote some time at the beginning of a year to *teaching* routines for all sorts of everyday classroom procedures: distributing and collecting materials, pushing chairs in at the end of class, and so on. Teaching routines is the same as teaching other skills: the routine is described, then students have a structured opportunity to practice it and do it again, incorporating feedback about the success of the first attempt. The same also applies to norms of behavior; they can be isolated, and role-played, so students know what to expect when involved in a situation calling for a teacher to take corrective action. In this way, students are not caught off guard, or unprepared, by events.

Furthermore, unless they are obliged to teach “from a cart” or for other reasons have no consistent use of physical space, teachers exercise a lot of control over the physical environment in which they work. That physical environment can itself exert a powerful influence over what takes place in a classroom: the nature of teacher-student and student-student interactions, the success of large and small group discussions, and the like. As with



other aspects of the classroom environment, students can (and should) play a role in maximizing the contribution of the physical space for their learning. This influence can take the form of suggesting revisions to the arrangement of classroom furniture, to ensuring that traffic patterns support maximum student engagement.

An observer can only infer from teacher directions and student actions whether routines were, in fact, established earlier in the year. Moreover, teachers who are fortunate enough to have the assistance of volunteers or paraprofessionals in their classrooms have the additional challenge of ensuring those individuals are productively engaged in making a substantive contribution to the life of the class.

Considerations

- In what ways are classrooms well run and organized?
- How might classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time?
- How might students themselves take a more active role in ensuring a productive classroom?
- In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
- How does the physical environment in classrooms support learning and engagement?

Indicators

- Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)
- Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)
- Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d)
- Physical environment supportive of learning activities (2e)
- Productive contribution to the class by volunteers and paraprofessionals (2c)

Cluster 3 – Classroom Management

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The classroom environment is disorganized and chaotic, through some combination of the following:</p> <p>Classroom procedures for transitions and other non-instructional activities are either absent or ineffective, resulting in the loss of significant instructional time.</p> <p>Small groups not working with the teacher are not involved in productive work.</p> <p>No standards of conduct appear to have been established, the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it.</p> <p>There are physical hazards in the classroom, endangering student safety.</p> <p>Volunteers and paraprofessionals have no defined role and may be idle much of the time.</p>	<p>The classroom is at times disorganized, through some combination of the following:</p> <p>Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time.</p> <p>Small groups are only intermittently engaged while not working directly with the teacher.</p> <p>Standards of conduct appear to have been set, but the teacher’s attempts to maintain order are uneven, or the teacher’s response to student misbehavior is inconsistent.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>Volunteers and paraprofessionals participate but require frequent supervision, or their work is not well integrated with classroom activities.</p>	<p>The classroom functions smoothly and efficiently, through some combination of the following:</p> <p>Effective and efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction.</p> <p>All students are productively engaged during small-group work, indicating established procedures.</p> <p>The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher’s response to misbehavior is effective.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>Volunteers and paraprofessionals work with minimal supervision in sync with classroom goals.</p>	<p>The classroom functions seamlessly, through some combination of the following, in addition to elements listed under Proficient:</p> <p>Students take the initiative with their classmates to ensure non-instructional routines run smoothly; productive classroom norms are well established, and students as well as the teacher act to maintain them.</p> <p>Students ensure productive small-group work by, for example, assigning roles.</p> <p>The teacher’s monitoring of student behavior is seamless and preventative, accomplished largely through nonverbal means; student behavior is entirely appropriate.</p> <p>Students take the initiative to contribute to and adjust the physical environment to support learning for all students.</p> <p>Volunteers and paraprofessionals understand their roles and responsibilities and take initiative in their work in the class.</p>

Cluster 4 – Intellectual Engagement

Student Intellectual Engagement

Student engagement is at the very heart of good teaching; it is typically the first item educators identify when invited to describe the classroom of a teacher whom they consider an expert.

However, the term *engagement* does not have a single, or a simple, definition. First, intellectual engagement is not the same as being busy or on task; it's quite possible for students to be occupied doing work—for example, completing a worksheet—that does not represent new learning. Furthermore, physical activity is not sufficient; an activity might involve students in working with physical materials but doing so in a formulaic manner. The key to student engagement is not physical, but mental, activity. A task might be “hands-on,” but to qualify as intellectual engagement, it must be “minds-on.” School, in other words, from the point of view of students, is not a spectator sport. It's essential to maximize the extent students are involved in intellectual activity, such as exploring new ideas, making connections, or formulating and testing hypotheses.

A useful indicator of student intellectual engagement is the answer to the question, “Who’s doing the work?” When students listen while the teacher makes a presentation, demonstrates a procedure, or applies a rule, their role may be entirely passive; they may be simply watching while the teacher performs. However, a teacher may present new material in such a way that students are invited to connect new information with prior understanding or predict outcomes of a scenario. When teachers structure lessons in ways that invite students to be intellectually active, those students



explore the nuances of meaning of various concepts and generate new understanding. This process involves thinking. Thus, a variation on the maxim “Who’s doing the work?” is “Who’s doing the thinking?” Only when students are actively thinking can they be said to be intellectually engaged.

In addition to students engaging in thinking, they can become aware of their own cognitive processes; that is, teachers can engage students not only in cognitive work, but also in *metacognitive* work. How did they arrive at a certain conclusion? What’s the evidence for it? In making an error in solving a problem, what was the trajectory of their thinking? Where did it go off track? Can they retrace their steps and find the error? The latter questions deal with the process of thinking and are highly transferable to other situations, and indeed to other subjects. They enable students, when they encounter difficulty such as arriving at a false conclusion, to retrace their steps and take corrective action.

It should also be noted, student engagement in learning does not always appear tidy; when students are wrestling with a new concept or making connections between new content and previously learned material, they may make a few false starts or pursue what turns out to be a dead end before making a course correction. It’s challenging for some teachers to allow their students to engage in this *productive struggle*, but the resulting understanding is satisfying to students, empowering them as learners, and solidifying their comprehension.

A lesson in which students are engaged usually has a discernible structure (a beginning, a middle, and an end) with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which the teacher encourages students to derive

Cluster 4 Focus Areas

LESSON STRUCTURE & FLOW

allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.

RICH LEARNING TASKS

engage students in important learning through well-designed activities, questions, and discussion.

STUDENT COLLABORATION & DISCOURSE

invite higher-order thinking, develop reasoning skills, and create the opportunity to engage thoughtfully with others’ thinking and ideas.



important learning from the learning tasks, from the discussion, or from what they have read.

Visitors have no difficulty recognizing a classroom with high levels of student cognitive engagement. There is palpable (almost electric) energy in the room, as students display commitment to their work and are eager to explain their accomplishments to visitors. This is not the busywork of students complying with a teacher's requests for them to complete assignments; in a classroom in which students are pursuing their own goals, their work is self-directed, and the environment is vibrant.

For teachers, there are two critical aspects to teaching for student intellectual engagement: designing (or locating) and managing rich learning tasks and skillfully using student discourse.

Rich learning tasks

Designing (or identifying) suitably demanding learning tasks for students is one of the most challenging aspects of teaching, since a task that is challenging for one student may be routine for another. One can analyze the cognitive demand of a task; whether the task is suitably rigorous, or appropriate, for an individual student is determined by the level of knowledge and cognitive development of the student. A task, in and of itself, is not rigorous or routine; what makes it rigorous or routine is the gap between the demands of the task and the current capabilities of the students who are asked to complete it. If the gap is small or nonexistent, the task is routine and boring; if the gap is too great, the task may be overwhelming. Like Goldilocks's porridge, the gap should be "just right."

Another characteristic of rich learning tasks relates to being "group-worthy," inviting multiple perspectives from different students working together in groups. Much classroom activity, after all, takes place in pairs or small groups, with the teacher playing a mediating role, rather than directly teaching. Tasks suitable for collaborative work enable students with different strengths to make a contribution to the overall effort.

Considerations

- How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection?
- In what ways do instructional activities and questions explored promote intellectual engagement and energy?
- How are students asked to explain their thinking, construct arguments, and question the thinking of others?
- How do teachers create the conditions for students to take responsibility for their own learning?
- How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work?

Indicators

- The content is seen as worthwhile, important, and interesting (2b)
- Content is presented in a manner that engages students in thinking and reasoning (3a)
- Learning tasks require students to engage intellectually, to think; some may involve productive struggle (3c)
- Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)
- The lesson has a recognizable structure, with time for reflection and closure (3c)
- Students explain their thinking and question the thinking of others (3b)

Student discourse

Questioning and discussion is used to deepen student understanding (rather than serve as recitation, or a verbal "quiz"). Effective teachers use divergent and convergent questions, framed in ways inviting students to formulate hypotheses, make connections, or challenge previously held views. These teachers are especially adept at responding to and building on student responses and making use of their ideas.

Class discussions should be animated, engaging students in important issues and promoting the use of precise language to deepen and extend understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking, to critique the reasoning of others, and to cite specific evidence to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Cluster 4 – Intellectual Engagement

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The level of student intellectual engagement is low, through some combination of the following:</p> <p>The teacher conveys no energy for the importance of the learning goals and assignments.</p> <p>Content is presented in a didactic manner, with no invitation for students to think and make their own meaning.</p> <p>Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking.</p> <p>The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.</p> <p>The teacher does not ask students to organize their thoughts and formulate ideas.</p> <p>All discussion is between the teacher and individual students; students are not invited to respond directly to one another.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Few students are involved in the activities and discussions.</p> <p>The lesson has no recognizable structure; it's a random series of events and activities.</p>	<p>The level of student intellectual engagement is modest, through some combination of the following:</p> <p>The teacher displays little energy for the lesson's purpose or assignments.</p> <p>The teacher's explanation of concepts includes perfunctory invitations for student thinking.</p> <p>Learning tasks are so highly scaffolded that the result is a single pathway to completion.</p> <p>The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking.</p> <p>The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students do so.</p> <p>The teacher asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so.</p> <p>About half the students are involved in activities and discussions.</p> <p>The lesson has a recognizable structure, although parts of it may be rushed, while others drag.</p>	<p>The classroom is a cognitively busy place, with students encouraged to use their minds, through some combination of the following:</p> <p>The teacher exhibits energy for the topic and conveys its importance.</p> <p>The teacher's explanation of concepts invites student intellectual engagement and time to share their thinking with others.</p> <p>Learning tasks demand higher-order thinking, inviting students to take initiative, and may involve productive struggle.</p> <p>Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.)</p> <p>Wait time is used productively; students engage in thoughtful reflection during discussion.</p> <p>Students direct their comments to one another during full class discussions; there is lively discussion during small-group work.</p> <p>The teacher asks students to explain their thinking and reasoning, citing specific evidence; many students do so.</p> <p>Virtually all students are involved in the activities and discussions.</p> <p>The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks.</p>	<p>The classroom is a cognitively vibrant place, with students encouraged to use their minds, through some combination of the following, in addition to elements listed under Proficient:</p> <p>The students exhibit energy for and interest in the topic and associated tasks; they push their classmates' thinking with extended questions.</p> <p>Students are thoughtfully engaged in the teacher's explanation of concepts, as evidenced by their conversations and questions.</p> <p>Students modify a learning task to make it more meaningful or relevant to their needs.</p> <p>Students initiate higher-order questions; they invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts.</p> <p>Students extend the discussion, enriching it.</p> <p>Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understanding or connecting procedures to underlying concepts.</p> <p>Students initiate efforts to explore the reasoning that led to a conclusion that warrants revision, identifying fallacies in their thinking.</p> <p>Students themselves ensure that all their classmates are involved in the activities and discussions.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>

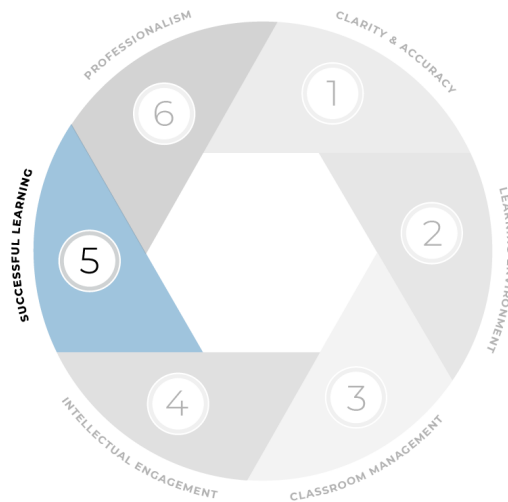
Cluster 5 – Successful Learning

Successful Learning by All Students

It is not sufficient for teachers to engage in an activity called teaching; they must ensure students learn. One way of defining *teaching* is as “that which causes student learning.” While this appears an obvious statement, educators frequently overlook it as they attempt to codify *good teaching* in ways that focus exclusively on actions of teachers without considering success of those efforts in ensuring student learning.

Experienced teachers recognize all learning as complex, involving the interplay of conceptual and procedural knowledge, facts and processes, dispositions and habits of mind. Students don’t “master” all of these in the same way, or in the same sequence, and they enter any lesson with their own strengths and areas for growth. However, every lesson and longer unit has a focus; it’s in that area of focus that teachers must articulate and make specific plans to address what they intend students to learn.

Ascertaining whether students have, in fact, learned what was intended requires the design (or adoption) of summative assessments aligned to those outcomes (so that the teacher can take corrective action before moving on), and formative assessments used during the course of a unit or lesson. This requires sophisticated record-keeping systems. In addition, for teachers to improve their approach, they must not only be aware of resources (in the school or, more broadly, in the district or the community); they must commit to what is needed to help every student succeed.



Traditionally, teachers did not ascertain the extent to which their students learned the material being taught until they had completed an instructional unit; indeed, the assessment (usually a test of some type) signaled the end of instruction, students’ work was graded, and the class went on to the next unit. In this approach, teachers could know whether or to what extent their students *had* learned but could not ensure that they did so. Many teachers now employ a subtler approach designed to shape instruction during the course of a lesson or unit. Teachers monitor students’ responses and activities constantly, monitoring the “pulse” of the class frequently during a lesson and making revisions when needed. These changes might be a slight modification in the pace of an activity or in an activity itself based on students’ lack of comprehension (too challenging) or boredom (too easy). Such monitoring occurs constantly and is not specifically planned.

Cluster 5 Focus Areas

EQUITABLE ACCESS

to important and rigorous content is supported for each student.

ASSESSMENT & FEEDBACK

advance learning and inform necessary modifications and additional supports.

SHARED ACCOUNTABILITY

for mastery and growth is established between teachers, students, and families.



To be effective, monitoring student learning must be addressed to individual students. Global questions, such as “Does anyone have any questions?” are unlikely to yield information on which a teacher can act. Instead, accomplished teachers devise techniques to determine the levels of understanding of individuals. For example, students’ responses to a carefully-crafted question, with their answers written on whiteboards and held up for the teacher to see, provide important information to the teacher about the extent of each individual student’s understanding. If the question is designed to yield diagnostic information, the teacher acquires a fairly specific notion of what needs to be done, ensuring every student understands the content. While not providing such timely information, exit tickets, on which students hand in their response to a carefully designed question as they leave the class, can also supply information on the learning of individual students.

When teachers use such practices, assessment becomes completely integrated into instruction. Teachers are alert to what’s going on during a lesson, watching students for indications they are following the discussion or are acquiring the desired understanding from an instructional activity. Sometimes students provide such indications explicitly; for example, they ask clarifying questions. On other occasions, however, the indications are much more subtle or camouflaged, for example a quizzical look. That said, some objectives are long-term and necessitate more time for students to work toward achieving mastery. Taking into consideration assessment information, the teacher can articulate how students are progressing toward a larger learning goal. In addition, it is important to note students will be engaged in assessing their own progress—working with deliberateness toward goals and aware of how much progress they have made.

Another important mechanism ensuring students’ success is arranging for specific and timely feedback on their efforts. The teacher can provide this feedback, of course. But it can also be supplied by other students (as when they challenge—respectfully—the thinking of their classmates) or by the instructional activities themselves. For example, the solution to a problem in mathematics may simply “not work.” Whatever the source of the feedback, students come to realize that learning is a process of continual iteration; it’s never complete.

Families, too, can be allies in teachers’ quest to ensure student success. They have, after all, known the students for a longer time the teacher has and can provide insight into the students’ lives and interests beyond school. Such information can be invaluable to a teacher in planning instruction and responding to individuals. Skilled teachers keep parents and guardians abreast of students’ success in school and work with families to enhance that success.

Considerations

- In what ways do teachers ensure learning by all students?
- What are some ways teachers monitor student understanding through specifically designed questions or assessment strategies?
- What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
- How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress?
- When teachers reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning?

Indicators

- Both summative and formative assessments, aligned to learning outcomes, have been planned and developed (1f)
- The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d)
- Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d)
- If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (1d, 3e)
- The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b)
- The teacher enlists, as appropriate, the engagement of families in student learning (4c)
- In reflection, the teacher assumes responsibility for student learning (4a)

Attention to every student’s learning is grounded in important assumptions, namely, that the students are capable of high-level learning and that the teacher has the necessary skill, resources, and attitude to enable them to succeed. These beliefs are fundamental. If teachers lack a strong sense of efficacy, then they will be inclined to give up easily when students experience difficulty (as virtually all students do at some point). In such cases, teachers find other factors on which to place the “blame” for students’ struggles: their backgrounds (“His parents are getting a divorce”), the perceived weaknesses of older siblings (“Her brother never could do fractions either”), the lack of skill of a previous teacher (“They should have learned this last year”), or the inadequacy of the adopted materials (“This textbook is terrible”). Therefore, teachers’ ensuring the learning of every student is a reflection of their confidence that they can teach well and that their students are capable of high-level learning.

Cluster 5 – Successful Learning

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The teacher makes no attempt to ensure the learning of all students, through some combination of the following:</p> <p>Summative assessments are poorly aligned with the learning outcomes.</p> <p>No formative assessments have been designed for use during the lesson.</p> <p>The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding.</p> <p>Feedback to students is only global, such as, “Good job, everyone.”</p> <p>The teacher makes no attempt to adjust the lesson, even when such action is clearly needed.</p> <p>The teacher conveys to students that when they have difficulty learning, it is their fault.</p> <p>Record-keeping systems are disorganized and incomplete; families are unaware of their children’s progress.</p> <p>In reflecting on the lesson, the teacher cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes.</p>	<p>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students, through some combination of the following:</p> <p>Only some of the learning outcomes are addressed in summative assessments.</p> <p>Plans refer to the use of formative assessments but with no specificity.</p> <p>The teacher requests global indications of student understanding, such as, “Any questions?”</p> <p>Feedback to students is neither specific nor oriented toward future improvement of work.</p> <p>The teacher’s efforts to modify the lesson are only partially successful.</p> <p>The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them.</p> <p>The teacher maintains school-required record-keeping systems and communicates sporadically with families but does little else to inform families about student progress.</p> <p>In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or well behaved.</p>	<p>The teacher makes thoughtful and genuine attempts to ensure the learning of all students, through some combination of the following:</p> <p>All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals.</p> <p>Plans include specific formative assessments which are used during instruction.</p> <p>The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding.</p> <p>Feedback includes specific and timely guidance on how students can improve their learning.</p> <p>The teacher makes effective changes to the lesson in response to evidence of student difficulties.</p> <p>The teacher conveys to students that s/he has other approaches to try if or when the students experience difficulty.</p> <p>The teacher maintains a coherent record-keeping system on student learning and regularly sends home information about student learning.</p> <p>In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met.</p>	<p>The teacher consistently and successfully ensures learning by all students, through some combination of the following, in addition to elements listed under Proficient:</p> <p>The teacher’s plan for summative assessment explicitly provides information to students about their progress.</p> <p>The teacher constantly “takes the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning.</p> <p>Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher.</p> <p>High-quality feedback comes from many sources, including other students; it is specific and focused on improvement.</p> <p>When appropriate, students use assessment information to guide their next steps.</p> <p>The teacher conveys to students that failure, persistence, and productive struggle are key aspects of learning and success.</p> <p>The teacher actively encourages two-way communication with families regarding student learning.</p> <p>In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning.</p>

Cluster 6 – Professionalism

Professionalism

Schools are, above all, environments to promote the learning of students; they are also places for the intellectual engagement of teachers, so they can better promote the learning of their students. Schools are, in other words, learning organizations for teachers, with potential realized when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect as well as by recognition of responsibility to constantly seek improvement within their practice and contribute to the life of the school and the broader professional community. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school, larger district, or both. These activities include service on school and district curriculum committees or engagement with parent-teacher organizations. With experience, teachers assume leadership roles in these activities or others, and in their school communities in general.

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to keep their knowledge and skills current. Continuing to stay informed and develop skills allows teachers to become more effective, exercise leadership among their colleagues, and constantly refine their understanding of how to engage students in learning. Thus, growth in content and content-specific pedagogy is essential to good

teaching. To the extent technology is an aid to student learning, it’s essential teachers stay abreast of developments in that area as well.

Networking with colleagues through activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. In particular, sharing perspectives while jointly examining student work can provide insight to the cognitive processes of individual students. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations (at the regional, state, or even national level), reading professional journals, and attending educational conferences, workshops, or university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.



Cluster 6 Focus Areas

CONTINUOUS PROFESSIONAL LEARNING

and improvement are valued and consistently demonstrated through an inquiry-based, growth-focused, and results-oriented approach to professional engagement.

COLLABORATION

with colleagues occurs frequently, involves active engagement, and is characterized by commitment and trust.

PRINCIPLED DECISION-MAKING

consistently guides practice and interactions with students, families, colleagues, and community members.



Considerations

- How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning?
- In what ways do teachers collaborate productively with one another?
- How can teachers be supported to contribute to the intellectual life of the school?
- What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students?
- How do teachers support a strong school culture and a climate of trust for staff, students, and families?

Indicators

- Collaboration with colleagues for joint planning, and school/district and community initiatives (4d)
- Active engagement in workshops, courses, and activities to improve practice (1d, 4e)
- Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)

Expert teachers also demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance requires teachers remain focused on students,

putting them first regardless of how this stance might challenge long-held assumptions, past practice, or simply an easier or more convenient procedure. For example, dialogue around issues surrounding the appropriate use of homework is certain to be spirited and reveal teachers' deep belief about student learning and how best to support it.

Accomplished teachers have a strong moral compass and are guided by the best interest of each student, even when this ethos involves challenging long-established school policies or procedures. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources that may extend beyond the classroom. Seeking greater flexibility in how school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in approaches to problem-solving and decision-making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.



Cluster 6 - Professionalism

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:</p>	<p>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:</p>	<p>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students, through some combination of the following:</p>	<p>The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students, through some combination of the following, in addition to elements listed under Proficient:</p>
<p>The teacher's relationships with colleagues are characterized by negativity and lack of trust.</p>	<p>The teacher has cordial relationships with colleagues and is trusted by them.</p>	<p>The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity.</p>	<p>The teacher takes initiative and a leadership role in organizing collaborative projects.</p>
<p>The teacher avoids involvement both in school activities and in district and community projects.</p>	<p>When asked, the teacher participates in school activities as well as district and community projects.</p>	<p>The teacher frequently volunteers to participate in school events and in school, district, and community projects.</p>	<p>The teacher regularly contributes to and leads significant district and community projects.</p>
<p>The teacher ignores or avoids opportunities to participate in activities for professional learning.</p>	<p>The teacher participates in professional activities when they are required or provided by the district.</p>	<p>The teacher seeks opportunities for continued professional development.</p>	<p>The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations.</p>
<p>The teacher declines to participate in team and departmental decision making, except when required by superiors.</p>	<p>The teacher participates minimally in team and departmental decision making.</p>	<p>The teacher actively participates in team and departmental decision making.</p>	<p>The teacher takes a leadership role in team and departmental decision making and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality.</p>
<p>The teacher does not prioritize the needs of students and operates in a self-serving manner.</p>	<p>The teacher notices the needs of students but is inconsistent in addressing them.</p>	<p>The teacher actively addresses student needs and actively works to provide opportunities for student success.</p>	<p>The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.</p>
<p>The teacher ignores school and district regulations.</p>	<p>The teacher minimally complies with school and district regulations.</p>	<p>The teacher completely complies with the letter, as well as the spirit, of school and district regulations.</p>	<p>The teacher makes material suggestions for the improvement of school and district regulations.</p>

Appendix A – Alignment of FFT Clusters to FFT Components and Elements

Cluster	Components	Elements
1 – Clarity & Accuracy	1a Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> • Content and structure of the discipline • Prerequisite relationships • Content-related pedagogy
	1b Demonstrating Knowledge of Students	<ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage
	1c Setting Instructional Outcomes	<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
	1d Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> • For classroom use
	1e Designing Coherent Instruction	<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
	1f Designing Student Assessments	<ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards
	3a Communicating with Students	<ul style="list-style-type: none"> • Expectations for learning • Explanations of content • Use of oral and written language
	3b Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> • Quality of Questions
	3c Engaging Students in Learning	<ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources
	3d Using Assessment in Instruction	<ul style="list-style-type: none"> • Assessment criteria • Feedback to students
	4a Reflecting on Teaching	<ul style="list-style-type: none"> • Use in future teaching
2 – Learning Environment	1b Demonstrating Knowledge of Students	<ul style="list-style-type: none"> • Child and adolescent development • Students’ interests and cultural heritage
	2a Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> • Teacher interactions with students • Student interactions with other students
	2b Establishing a Culture for Learning	<ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work
3 – Classroom Management	2c Managing Classroom Procedures	<ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals
	2d Managing Student Behavior	<ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior
	2e Organizing Physical Space	<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources

4 – Intellectual Engagement	1e Designing Coherent Instruction	<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
	2b Establishing a Culture for Learning	<ul style="list-style-type: none"> • Importance of content and of learning
	3a Communicating with Students	<ul style="list-style-type: none"> • Directions for Activities • Explanations of content • Use of oral and written language
	3b Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation
	3c Engaging Students in Learning	<ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing
5 – Successful Learning	1b Demonstrating Knowledge of Students	<ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage
	1d Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> • Resources for students
	1f Designing Student Assessments	<ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments
	3d Using Assessment in Instruction	<ul style="list-style-type: none"> • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
	3e Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
	4a Reflecting on Teaching	<ul style="list-style-type: none"> • Accuracy • Use in future teaching
	4b Maintaining Accurate Records	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning
	4c Communicating with Families	<ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program
6 – Professionalism	1d Demonstrating knowledge of Resources	<ul style="list-style-type: none"> • Resources to extend professional knowledge
	4d Participating in a Professional Community	<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school
	4e Growing and Developing Professionally	<ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
	4f Showing Professionalism	<ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations



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NCEES Standard I: Teachers demonstrate leadership.					Danielson Framework For Teaching											
Standard 1b: Teachers demonstrate leadership in the school.					Domain 4: Professional Responsibilities a. Participating in the Professional Community b. Growing and developing professionally c. Showing professionalism											
<p>b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>																
<input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school improvement plan.	<p>... and</p> <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	<p>... and</p> <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on school improvement activities.	<p>... and</p> <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.													
<table border="1"> <tr> <td> 4d: Participating in the Professional Community The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. </td> <td> The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. </td> <td> The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. </td> <td> The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. </td> </tr> <tr> <td> 4e: Growing and Developing Professionally The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. </td> <td> The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. </td> <td> The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. </td> <td> The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. </td> </tr> <tr> <td> 4f: Showing Professionalism The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. </td> <td> The teacher is honest in interactions with colleagues, students, and the public. The teacher attempts to serve students who are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. </td> <td> The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. </td> <td> The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. 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Observation	<p>Developing</p> <input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	<p>Proficient</p> <p>... and</p> <input type="checkbox"/> Contributes to the: <ul style="list-style-type: none"> <input type="checkbox"/> improvement of the profession through professional growth. <input type="checkbox"/> establishment of positive working relationships <input type="checkbox"/> school's decision-making processes as required. 	<p>Accomplished</p> <p>... and</p> <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	<p>Distinguished</p> <p>... and</p> <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.												
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Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td> <td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td> <td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. 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Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td> <td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td> <td>The classroom culture is a place where learning is valued by all, high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. 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<p>Standard 2d: Teachers adapt their teaching for the benefit of students with special needs.</p>	<p>Domain 1: Planning and Preparation b. Demonstrating knowledge of students d. Demonstrating knowledge of resources</p>																									
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Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.</p> <table border="1"> <thead> <tr> <th data-bbox="117 974 283 1031">Developing</th> <th data-bbox="283 974 445 1031">Proficient</th> <th data-bbox="445 974 609 1031">Accomplished</th> <th data-bbox="609 974 777 1031">Distinguished</th> <th data-bbox="777 974 934 1031">Not Demonstrated (Comment Required)</th> </tr> </thead> <tbody> <tr> <td data-bbox="117 1031 283 1193"> <input type="checkbox"/> Recognizes that students have a variety of learning needs. </td> <td data-bbox="283 1031 445 1193"> . . . and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. </td> <td data-bbox="445 1031 609 1193"> . . . and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. </td> <td data-bbox="609 1031 777 1193"> . . . and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. </td> <td data-bbox="777 1031 934 1193"></td> </tr> <tr> <td data-bbox="117 1193 283 1356"> <input type="checkbox"/> Is knowledgeable of effective practices for students with special needs. </td> <td data-bbox="283 1193 445 1356"> <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs. </td> <td data-bbox="445 1193 609 1356"> <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met. </td> <td data-bbox="609 1193 777 1356"> <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. </td> <td data-bbox="777 1193 934 1356"></td> </tr> </tbody> </table>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)	<input type="checkbox"/> Recognizes that students have a variety of learning needs.	. . . and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.	. . . and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	. . . and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.		<input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	<input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	<input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	<input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.		<table border="1"> <tr> <td data-bbox="1066 941 1207 1015"> 1b: Demonstrating Knowledge of Students </td> <td data-bbox="1207 941 1396 1015"> The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. </td> <td data-bbox="1396 941 1596 1015"> The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. </td> <td data-bbox="1596 941 1795 1015"> The teacher understands the active nature of student learning and attains information about levels of development for groups of students. 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<p>NCEES Standard III: Teachers know the content they teach.</p>	<p>Danielson Framework For Teaching</p>																				
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<p>a. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the <i>North Carolina Standard Course of Study</i>, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. 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<h2>NCEES Standard III: Teachers know the content they teach.</h2>	<h2>Danielson Framework For Teaching</h2>
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<p>Standard 3c. Teachers recognize the interconnectedness of content areas/discipline.</p>	<p>Domain 1: Planning and Preparation</p> <p>a. Demonstrating knowledge of content and pedagogy c. Setting instructional outcomes d. Demonstrating knowledge of resources e. Designing coherent instruction</p>
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<p>c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i>. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.</p>				
<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>	<p>Not Demonstrated (Comment Required)</p>
<p><input type="checkbox"/> Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p><input type="checkbox"/> Displays global awareness.</p>	<p>... and</p> <p><input type="checkbox"/> demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to the subjects.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines.</p> <p><input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>	

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1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.

<p>NCEES Standard III: Teachers know the content they teach.</p>	<p>Danielson Framework For Teaching</p>																									
<p>Standard 3d. Teachers make instruction relevant to students.</p>	<p>Domain 1: Planning and Preparation c. Setting instructional outcomes d. Demonstrating knowledge of resources e. Designing coherent instruction</p> <p>Domain 2: The classroom environment b. Establishing a culture for learning</p>																									
<p>d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.</p> <table border="1" data-bbox="117 548 932 704"> <tr> <td data-bbox="117 548 285 704"> <p>Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.</p> </td> <td data-bbox="285 548 445 704"> <p>... and Identifies relationships between the core content and 21st century content.</p> </td> <td data-bbox="445 548 604 704"> <p>... and Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</p> </td> <td data-bbox="604 548 779 704"> <p>... and Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.</p> </td> <td data-bbox="779 548 932 704"></td> </tr> </table>	<p>Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.</p>	<p>... and Identifies relationships between the core content and 21st century content.</p>	<p>... and Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</p>	<p>... and Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.</p>		<table border="1" data-bbox="1066 451 1873 792"> <tr> <td data-bbox="1066 451 1188 526"> <p>1c: Setting Instructional Outcomes</p> </td> <td data-bbox="1188 451 1360 526"> <p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. 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NCEES Standard IV: Teachers facilitate learning for their students. Danielson Framework For Teaching

Standard 4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students. Domain 1: Planning and Preparation
 a. Demonstrating knowledge of content and pedagogy
 b. Demonstrating knowledge of students
 c. Setting instructional outcomes
 d. Demonstrating knowledge of resources
 e. Designing coherent instruction

a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Understands developmental levels of students and recognizes the need to differentiate instruction. 	<ul style="list-style-type: none"> ... and Understands developmental levels of students and appropriately differentiates instruction. Assesses resources needed to address strengths and weakness of students. 	<ul style="list-style-type: none"> ... and Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. 	<ul style="list-style-type: none"> ... and Encourages and guides colleagues to adapt instruction to align with students' developmental levels. Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. 	

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also responsively acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and often vary.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

<p>NCEES Standard IV: Teachers facilitate learning for their students.</p>	<p>Danielson Framework For Teaching</p>																																		
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<p>b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p> <table border="1" data-bbox="157 519 976 706"> <tr> <td> <input type="checkbox"/> Recognizes data sources important to planning instruction. </td> <td> . . . and <input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. 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The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td> <td>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors, some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</td> <td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</td> <td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and articulate possible student misunderstandings. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute by extending the content or explaining concepts to their classmates and suggesting strategies that might be used. 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They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</p> <table border="1"> <tr> <td data-bbox="159 370 323 516"> <input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams. </td> <td data-bbox="323 370 487 516"> . . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. </td> <td data-bbox="487 370 651 516"> . . . and <input type="checkbox"/> Encourages students to create and manage learning teams. </td> <td data-bbox="651 370 821 516"> . . . and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom. </td> <td data-bbox="821 370 978 516"></td> </tr> </table>	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and <input type="checkbox"/> Encourages students to create and manage learning teams.	. . . and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.		<table border="1"> <tr> <td data-bbox="1110 305 1234 399"> <p>2b: Establishing a Culture for Learning</p> </td> <td data-bbox="1234 305 1409 399"> <p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. 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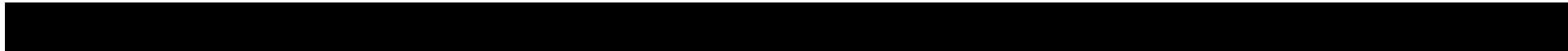
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<p>Standard 4g. Teachers communicate effectively.</p>	<p>Domain 3: Instruction a. Communicating with families</p>																				
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The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> </td> <td data-bbox="1356 927 1530 1040"> <p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors, some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct, but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. 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The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p> </td> <td data-bbox="1705 927 1932 1040"> <p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear explanation and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. 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<p>NCEES Standard IV: Teachers facilitate learning for their students.</p>	<p>Danielson Framework For Teaching</p>															
<p>Standard 4h. Teachers use a variety of methods to assess what students have learned.</p>	<p>Domain 3: Instruction d. Using assessment in instruction</p>															
<p>h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.</p> <table border="1"> <tr> <td data-bbox="157 397 325 560"> <p><input type="checkbox"/> Uses indicators to monitor and evaluate student progress.</p> </td> <td data-bbox="325 397 493 560"> <p>... and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</p> </td> <td data-bbox="493 397 661 560"> <p>... and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.</p> </td> <td data-bbox="661 397 829 560"> <p>... and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.</p> </td> <td data-bbox="829 397 976 560"></td> </tr> <tr> <td data-bbox="157 560 325 722"> <p><input type="checkbox"/> Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</p> </td> <td data-bbox="325 560 493 722"> <p><input type="checkbox"/> Provides evidence that students attain 21st century knowledge, skills and dispositions.</p> </td> <td data-bbox="493 560 661 722"> <p><input type="checkbox"/> Provides opportunities for students to assess themselves and others.</p> </td> <td data-bbox="661 560 829 722"> <p><input type="checkbox"/> Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</p> </td> <td data-bbox="829 560 976 722"></td> </tr> </table>	<p><input type="checkbox"/> Uses indicators to monitor and evaluate student progress.</p>	<p>... and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</p>	<p>... and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.</p>	<p>... and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.</p>		<p><input type="checkbox"/> Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</p>	<p><input type="checkbox"/> Provides evidence that students attain 21st century knowledge, skills and dispositions.</p>	<p><input type="checkbox"/> Provides opportunities for students to assess themselves and others.</p>	<p><input type="checkbox"/> Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</p>		<table border="1"> <tr> <td data-bbox="1113 300 1207 373"> <p>3d: Using Assessment in Instruction</p> </td> <td data-bbox="1207 300 1354 373"> <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. 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They adapt their practice based on research and data to best meet the needs of students.</p> <table border="1"> <thead> <tr> <th>Developing</th> <th>Proficient</th> <th>Accomplished</th> <th>Distinguished</th> <th>Not Demonstrated (Comment Required)</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Recognizes the need to improve student learning in the classroom. </td> <td> . . . and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom. </td> <td> . . . and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement. </td> <td> . . . and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level. </td> <td></td> </tr> </tbody> </table>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	. . . and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	. . . and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.		<table border="1"> <thead> <tr> <th>Component</th> <th>Unsatisfactory</th> <th>Basic</th> <th>Proficient</th> <th>Distinguished</th> </tr> </thead> <tbody> <tr> <td>4a: Reflecting on Teaching</td> <td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. 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<p>NCEES Standard V: Teachers reflect on their practice.</p>	<p>Danielson Framework For Teaching</p>										
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<p>b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices, includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.</p> <table border="1"> <tbody> <tr> <td> <input type="checkbox"/> Understands the importance of professional development. </td> <td> . . . and <input type="checkbox"/> Participates in professional development aligned with professional goals. </td> <td> . . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs. </td> <td> . . . and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent. </td> <td></td> </tr> </tbody> </table>	<input type="checkbox"/> Understands the importance of professional development.	. . . and <input type="checkbox"/> Participates in professional development aligned with professional goals.	. . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	. . . and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.		<table border="1"> <tbody> <tr> <td>4c: Growing and Developing Professionally</td> <td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td> <td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and superiors in professional conversations about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</td> <td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and superiors in professional conversations about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</td> <td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td> </tr> </tbody> </table>	4c: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and superiors in professional conversations about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and superiors in professional conversations about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
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Coversheet

A/B Schedule Plan (presentation)

Section: II. CSO Report
Item: D. A/B Schedule Plan (presentation)
Purpose: Discuss
Submitted by:
Related Material: Board March 16 Scheduling Presentation.pdf

New Schedule Proposal

Purpose: Share initial results from stakeholders about a potential schedule change and determine feasibility of next steps.



Why?



"7 classes as day makes me feel like a chicken running all over the place with my head cut off."

"Pressure is overwhelming"

"Short classes means lots of brain switching happening all day."

"School feels like go, go, go all day."

Continuity of Care: Social/Emotional Health



“Too much testing overlap.”

“There’s nothing worse than getting a student who is really interested in a topic and then having the bell ring and classes switched.”

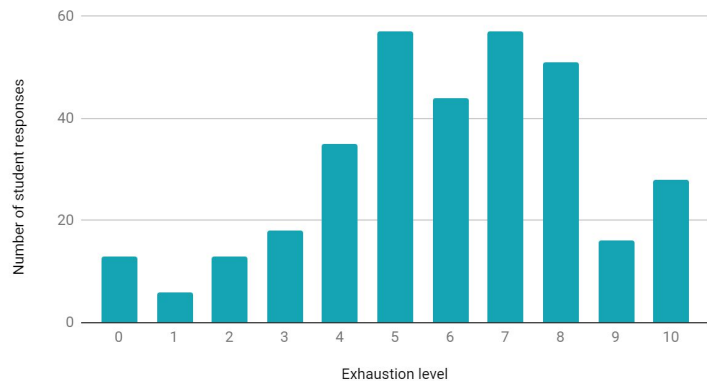
“Self-paced learning doesn’t run on somebody else’s schedule.”

“If people have to stop and restart class sections day-by-day then the product isn’t meaningful.”

Continuity of Care: Academics

Data Pre-Covid

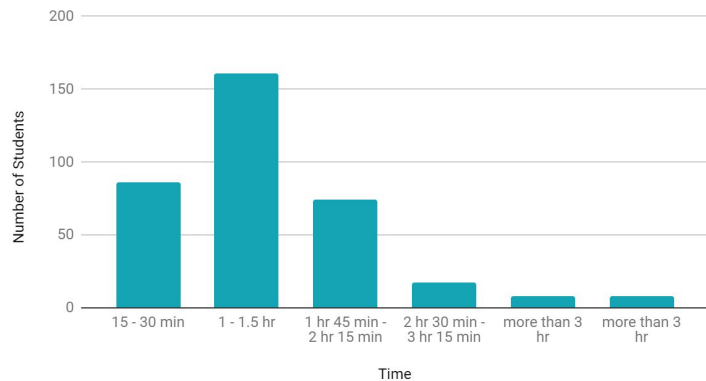
Students' Exhaustion Levels June 2018



42% expressed a 7 or higher

Students are exhausted.

Time After School Ends that Students Arrive Home



71% of students arrive home *at least 1 hour* after school ends

Since school ends so late, students don't even begin down time until at least 5:00pm.

Data Collection Results

Concerns about Our Current Schedule

Day is too long = 1,167.75 hours per year

- Extra curriculars
- Daily commute/traffic
- Athletics

Day is hectic/grinding/overloaded

Lunch is too short (30 minutes with passing)

- Clubs currently meet during lunch

Inconsistent Access to Teachers Outside of Class
for 1:1 or Small Group iPLT
0 hours

*Data was collected from 40 faculty, 8 support staff, and +/- 50 students through surveys and focus groups.

How does this meet our mission?

To increase access to globally competitive Science, Technology, Engineering, and Math (STEM) education for students and teachers across North Carolina, by incubating, proving and scaling innovative models of teaching and learning.

INTENTIONAL:

- **Innovation**
- **Acceleration**
- **Personalization**
- **Remediation**



We provide students with the tools to access power.

Students seek outside learning for choice classes.

We respect each other.

Students lead in their learning and teachers assess and teach new information to students.

How it Reflects Our Values

We find joy in learning & discovery.

Students can choose new projects and skills each quarter to learn.

We hold high standards and encourage growth through failure.

Students have more time for in-depth learning and practice during classes.

1. We are responsive.

Students have more structure in school and more personal time outside of school.

How does a new schedule address these needs?

Current Schedule	New Schedule
<p>Day is too long = 1,167.75 hours per year</p> <ul style="list-style-type: none"> • Extra curriculars • Daily commute/traffic • Athletics 	<p>927.5 hours per year (240.25 hours less per year) Day is ~ 1.4 hours shorter on average</p>
<p>Day is hectic/grinding/overloaded</p>	<ul style="list-style-type: none"> • 3 classes a day • Choice activity happens every day • Seminar & mentoring combined
<p>Lunch is too short (30 minutes with passing)</p> <ul style="list-style-type: none"> • Clubs currently meet during lunch 	<p>Lunch 45 minutes with passing time</p>
<p>Consistent Access to Teachers Outside of Class for 1:1 or Small Group iPLT 0 hours</p>	<p>Office hours every day from 2:30-3:00 66.5 hours</p>
<p>50 minute class means very little personalization</p>	<p>90 minutes to personalize student learning experiences</p>

Proposed New Schedule Based on Data Collected

4 Days of the Week (M/W & T/TH)		Friday Day	
9:00-10:30	1 A/B	9:00-9:30	1A
10:35-11:30	Mentoring & Seminar	9:35-10:05	1B
11:35-12:05	2 A/B	10:10-10:40	2A
12:10-12:45	Lunch	10:45-11:15	2B
12:50-1:20	3 A/B	11:20-11:50	3A
1:25-2:25	Choice Activity by Quarter	11:50-12:20	3B (Students go home and FR pick up their lunches to go)
2:30-3:00	Office Hours by All Teachers	1:00	Faculty Meeting

With longer class periods:

Students receive more individualized attention from teachers.

Teachers can adjust their instructional strategy multiple times in one class period.

Students will practice skills more with teacher input.

How will
this
increase
learning
for all
students?

With a mentoring/seminar combined class:

Mentors lead students through the student directed learning cycle and see the results during seminar.

Students form long term relationships with mentors and peers.

Mentors provide resources to build on areas of need and champion successes.

How will
this
increase
learning
for all
students?

With a choice class meeting every day:

Students have ownership of learning a skill or completing a project they enjoy.

Students form relationships with peers around an area of joy.

Students experience success and challenge doing something they have chosen.

How will
this
increase
learning
for all
students?

Research shows that the ***amount of instructional time*** is not as important as ***how that time is spent***.

How will
this
increase
learning
for all
students?

Teachers will provide:

more opportunities to implement creative teaching strategies to meet the needs of students

more one-to-one time for interactions with students

more opportunity to determine specific learning needs of their students

Next Steps

Send Video & Survey to All Stakeholders

Analyze the data

Share Results with the Board

Link to Plan

Link to Questions/Comments Document

Link to Schedule Details

March 28-April 1

April 1-19

April 20

https://docs.google.com/document/d/1U8ftnyuLaSCSyoPbBh5_kZkGN0VP_xH34HUp_jDf2I/edit?usp=sharing

https://docs.google.com/document/d/1F-DsFEvEUrloP0B84t_nug-xnQunRkE/edit?usp=sharing

Reduction of Class Time

Time in Class per Course

Current Schedule	New Schedule	College Courses
7760	7050	2,100 minutes per 3 hr credit (per UNC)
Loss of 710 minutes per course		

[Link to table](#) that compares high school English and college English.

[Learning and the brain](#) about the ideal amount of time for class. Conclusion: When your school starts investigating schedules, therefore, I suggest you start with these essentials: First: *study human attention*. Second: don't design "the optimal schedule." *Design the optimal schedule for your school and your students*. It might not work at anyone else's school, but it doesn't need to.

Coversheet

Monthly Financial Cashflow

Section: III. Finance
Item: A. Monthly Financial Cashflow
Purpose: Discuss
Submitted by:
Related Material: F2021-22 Budget Update - 20220228.pdf

Research Triangle High School	FY 2021-2022 0% Increase Approved June 2021	FY 2021-2022 Working Budget	Actuals as of 02.28.22	67%	Comments:
Revenue	ADM: 577	ADM: 585		% received to date	
State Funds - Revenue	3,330,186	3,541,370	2,500,531	71%	
State EC Funds	262,443	244,832	164,037	67%	
State Funds - NCVPS	(8,986)	(7,557)	(5,064)	67%	Added NCVPS Sureup funds
State Funds - Fines & Forfeitures	5,000	6,817	4,545	67%	
State Funds - COVID-19	-	-	-	0%	
State Funds - Other Funds (non-recurring)	-	157,767	157,767	100%	
Alamance County Funds	1,697	1,955	1,173	60%	
Chapel Hill Funds	25,812	43,290	43,290	100%	
Chatham County Funds	57,200	57,200	32,646	57%	
Durham County Funds	858,568	1,009,184	499,260	49%	
Franklin County Funds	2,223	4,344	1,893	44%	
Granville County Funds	9,644	11,573	7,715	67%	
Harnett County Funds	1,058	1,188	529	45%	
Johnston County Funds	-	451	451	100%	
Orange County Funds	38,700	64,530	35,914	56%	
Wake County Funds	943,860	851,760	569,102	67%	
Federal Funds - PRC 060 (EC)	102,925	102,925	73,804	72%	
Federal Funds - PRC 050	-	-	-	0%	
Federal Funds - PRC 103	5,707	5,714	-	0%	
Federal Funds - PRC 108	-	-	-	0%	
Federal Funds - PRC 118	-	843	843	100%	
Federal Funds - COVID-19	-	439,695	197,027	45%	
Grant Funds SRSA	50,000	50,000	-	0%	
Sales & Use Tax Refund	12,000	20,000	-	0%	
Corporate/Board/Private Donations	45,000	45,000	34,276	76%	
Interest Income	3,000	3,000	1,256	42%	
Other	-	7,048	7,048	100%	
Total Revenue	5,746,037	6,662,928	4,328,044	65%	
Expenses					
Principal	220,000	220,000	146,667	67%	
Interest	551,784	551,784	364,669	66%	
Bond Costs	8,600	8,600	5,463	64%	
Repair and Replacement Fund Transfer	85,800	85,800	57,200	67%	
Capitalized Improvements/Purchases	-	52,089	52,089	100%	
Building Expenses					
Utilities - elec, water and trash	72,000	72,000	49,224	68%	
Janitorial, Maintenance & Repair	190,000	190,000	153,799	81%	
Total Building Expenses	262,000	262,000	203,024	77%	
Personnel					
Salaries	3,071,695	3,326,547	2,131,277	64%	Increased - Added new Dean of Students and Director of Operations
Substitutes	70,649	100,000	69,830	70%	Increased to \$100,000 - Includes long-term sub pay for employees out on extended leave.
Contract - EC Consultants & Contracted Services	30,000	30,000	16,650	56%	
Contracted Financial Services	44,000	44,000	29,333	67%	
Personal Leave	5,400	5,400	-	0%	
Health Insurance - State Plan	304,865	320,771	201,565	63%	Projected out through year-end
Retirement - State 457 Plan + Match	85,700	63,000	39,960	63%	Projected out through year-end
Payroll Taxes - 7.65%	240,802	254,481	161,205	63%	Increased - Calculating off salaries
NC Flex Plan Fees	4,860	4,860	3,236	67%	
SUTA	9,101	9,101	2,120	23%	
Workers Comp Insurance	12,591	12,591	(583)	-5%	
Bonus	57,055	119,868	119,868	100%	Added final bonuses
Total Personnel	3,936,718	4,290,620	2,774,462	65%	
Instructional					
Technology	40,000	40,000	38,945	97%	
Educational Programs	50,000	50,000	31,558	63%	
Textbooks/Assessment	30,000	30,000	9,607	32%	
Digital Resources & SW Licenses	30,000	30,000	18,561	62%	
Staff Development	30,000	30,000	25,716	86%	
Total Instructional	180,000	180,000	124,387	69%	
Office & Administration					
Office Equipment	20,000	20,000	14,524	73%	
Furniture & Fixtures	15,000	50,000	40,091	80%	
Telephone/Communications	2,544	4,707	4,097	87%	
General Insurance	30,000	33,260	33,260	100%	Increased to equal actual expenses
Office Supplies	10,000	10,000	9,734	97%	
Total Office	77,544	117,967	101,707	86%	

Research Triangle High School	FY 2021-2022 0% Increase Approved June 2021	FY 2021-2022 Working Budget	Actuals as of 02.28.22	67%	Comments:
Other Expenses					
Sports	56,650	56,650	41,312	73%	
COVID-19 Expenses		255,326	125,424	49%	
Audit	16,000	15,600	15,600	100%	Decreased to equal total expense
Board of Director Materials	9,000	9,000	1,000	11%	
Counseling/College	4,000	4,000	45	1%	
Graduation	5,000	5,000	12	0%	
Fundraising/Development	5,000	5,000	1,968	39%	
Marketing & Recruitment	5,000	20,000	17,624	88%	Increased by \$3,000
LINQ Software Support	4,995	4,995	4,995	100%	
Legal & Consulting	35,000	60,000	53,889	90%	
Transportation	100,000	100,000	13,571	14%	
Food Services	65,000	65,000	22,498	35%	
Sales Tax	12,000	20,000	19,322	97%	
Social Service Fund	500	500	300	60%	
Robotics	9,000	9,000	-	0%	
Transfer to Raptorium	100	100	-	0%	
Total Other	327,245	630,171	317,560	50%	
Total Expenses	5,649,691	6,399,031	4,147,227.18	65%	
Surplus	96,345	263,897	180,817		
Surplus from Previous Years	1,913,020	1,913,020	1,913,020		
Ending Cash Balance	2,009,365	2,176,917	2,093,837		

Liquidity Requirement Calculation:

Total Expenses	6,399,031
Clubs, PTSO, Boosters Expenses (projected)	450,000
Less: Capitalized Purchases	-
Less: Principal Payments	(220,000)
Less: Repair and Replacement Fund Transfer	(85,800)
Total Operating Expenses	6,543,231
Divided by 365 days	365
Operating Expense per Day	17,927
Multiplied by 45 days	45
Minimum balance required for unrestricted cash and cash equivalents	806,700
Ending Cash Balance	2,176,917
Raptorium Cash	1,290
Clubs, PTSO, Boosters Cash	126,226
Total Unrestricted Cash and Cash Equivalents	2,304,433
Divided by Operating Expense per Day	17,927
Projected Days Cash on Hand	129

Liquidity Requirement for Days Cash on Hand 45

Debt Service Coverage Ratio Calculation:

Surplus (cash basis)	263,897
Net Income - Raptorium	100
Net Income - Clubs, PTSO, Boosters	-
Net Income - US Bank	-
Add: Repair and Replacement Fund Transfer	85,800
Add: Capitalized Items	52,089
Add: Principal Payments	220,000
Less: Amortization	(11,869)
Less: Depreciation	-
Change in Net Assets	610,018
Add: Interest	551,784
Add: Amortization	11,869
Add: Depreciation	-
Net Income Available for Debt Service	1,173,671
Maximum Annual Debt Service	766,784
Projected Debt Service Coverage Ratio	1.53

Excess of DSCR Requirement 253,530
Required DSCR in Covenants 1.20

FY 2021-22 Budget Update 02.28 (Formatted)

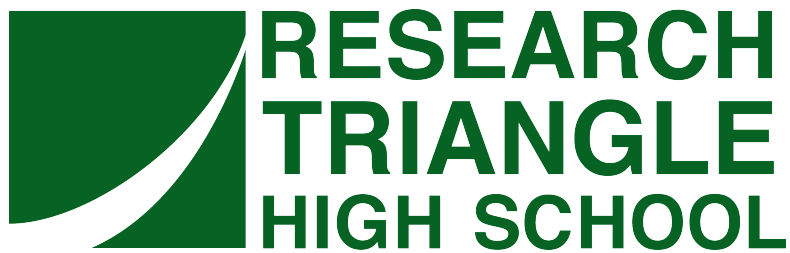
Covid Relief Federal Funds		<u>Allotment</u>	<u>Expensed</u>	<u>Remaining</u>
PRC 163	CARES ACT 2020	708.23	708.23	-
PRC 169	GEER-Student Health Support	14,520.00		14,520.00
PRC 172	ESSER II - Charter Supplements	105,840.00	83,808.88	22,031.12
PRC 173	ESSER II - Supplemental Contract Instructional Support Funding	3,756.00		3,756.00
PRC 176	CRRSA – ESSER II –LEARNING LOSS FUNDING	17,292.00		17,292.00
PRC 182	ESSER III PSU Supplemental Funding	235,200.00	71,602.80	163,597.20
PRC 185	ESSER III - ARP IDEA Grant to States	21,453.00		21,453.00
PRC 203	ARP-ESSER III - Teacher Bonuses	40,926.00	40,907.00	19.00
Total Funds		439,695.23	197,026.91	242,668.32

Coversheet

Committee Updates

Section: V. Development
Item: A. Committee Updates
Purpose: Discuss
Submitted by:
Related Material: 2022_03_09_monthly_development_committee_meeting_minutes.pdf

DRAFT



Research Triangle High School

Minutes

Monthly Development Committee Meeting

Date and Time

Wednesday March 9, 2022 at 2:30 PM

Location

[https://us02web.zoom.us/j/4228231778?
pwd=Q0VYc2Z6N2YvV0svUEI2V25GRVNHZz09](https://us02web.zoom.us/j/4228231778?pwd=Q0VYc2Z6N2YvV0svUEI2V25GRVNHZz09)

The Development Committee meets monthly - one week prior to the Board Meeting. If possible, please attend the meeting the meeting in person in Ashley's office. Alternately, you can connect in through zoom at:

Topic: Development Committee

Time: Jun 9, 2021 02:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

[https://rthighschool.zoom.us/j/6522016569?
pwd=c3ZuTnV0V0krVGp0MS9EVi8xQitUdz09](https://rthighschool.zoom.us/j/6522016569?pwd=c3ZuTnV0V0krVGp0MS9EVi8xQitUdz09)

Meeting ID: 652 201 6569

Passcode: 239898

Committee Members Present

B. Mitchell (remote), C. Coia (remote), C. Mugge (remote), Z. Playe (remote)

Committee Members Absent

M. Johnson, N. Danehower, R. THALLA, S. Rivers-Kobler

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

C. Mugge called a meeting of the Development Committee of Research Triangle High School to order on Wednesday Mar 9, 2022 at 2:30 PM.

C. Approve Minutes

Z. Playe made a motion to approve the minutes from Monthly Development Committee Meeting on 02-08-22.

C. Mugge seconded the motion.

The committee **VOTED** to approve the motion.

II. Development Director Update

A. Development Director Update

Stakeholder Engagement

- \$8K donation to the school last week by parents of 2 RTHS students
- Prom shop poster created. Looking for prom clothing donations
- Other Prom planning progressing and with planning committees
- Focusing on internship opportunities - Brandon suggested the the City of Durham nd Durham County have opportunities
- April 2nd is senior night - will be held at Durham Food Hall. Fun games and activities planned including items like Jeopardy with Mr. Grunden. 14 Seniors are working with Zoe on planning the activities
- Food Truck Rodeo on the 24th - kids on free and reduced lunch will free get tickets
- Interior windows by counselors will be getting maps of NC and US

Fundraising Opportunities

- Weight room enhancements for use both in Athletics and for Staff
- Phase 2 of landscaping/front of school aesthetic improvements
- Vinyl stick-ons for Board conference room windows to enhance entrance

B. Help needed from Board

A thank you breakfast from the Board to the Staff is being planned for April. Proposed date forthcoming.

III. 2021/22 Retreat Discussion

A. Discuss Development priorities for 21/22

Not discussed this meeting.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:30 PM.

Respectfully Submitted,
C. Mugge

Coversheet

Committee Updates

Section: VI. Governance
Item: A. Committee Updates
Purpose: Discuss
Submitted by: Carmen Mugge
Related Material: 2022_03_11_monthly_governance_meeting_minutes.pdf

BACKGROUND:

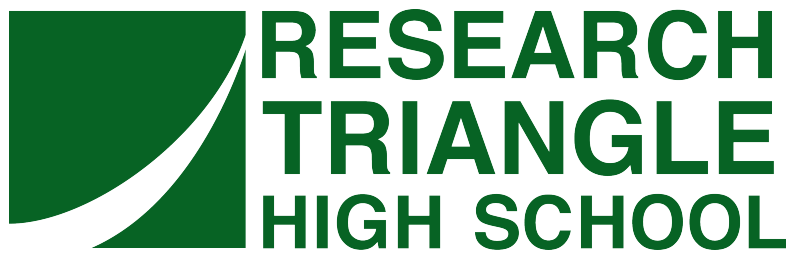
Key action areas needing Board's Attention:

- Board Leadership Slate for 22/23
- New Board Members for 22/23

RECOMMENDATION:

- Existing Board Members should let Carmen/Gary know their intentions for next school year
- Board members should come forward with new Board Member recommendations. Needs:
 - Academic Background
 - Development Background

DRAFT



Research Triangle High School

Minutes

Monthly Governance Meeting

Date and Time

Friday March 11, 2022 at 12:00 PM

Location

RTHS Board of Directors is inviting you to a scheduled Zoom meeting.

Topic: Monthly Governance Meeting

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

[https://rthighschool.zoom.us/j/97154458860?](https://rthighschool.zoom.us/j/97154458860?pwd=ajExMIRWOTZjVVdNVzYxL2VuekVwdz09)

[pwd=ajExMIRWOTZjVVdNVzYxL2VuekVwdz09](https://rthighschool.zoom.us/j/97154458860?pwd=ajExMIRWOTZjVVdNVzYxL2VuekVwdz09)

Meeting ID: 971 5445 8860

Passcode: 156385

One tap mobile

+13017158592,,97154458860#,,,,*156385# US (Washington DC)

+13126266799,,97154458860#,,,,*156385# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 436 2866 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 971 5445 8860

Passcode: 156385

Find your local number: <https://rthighschool.zoom.us/u/abnV4VUGVx>

The RTHS Board of Directors meets monthly on the Third Wednesday of each month, except for December and July. Meetings are held onsite at 5:30pm until 7pm, upstairs in the FBC Conference Room.

Committee Members Present

B. Mitchell (remote), C. Mugge (remote), D. Requena (remote), G. Rodgers (remote)

Committee Members Absent

M. Johnson, S. Carty Vetere

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Muggge called a meeting of the Governance Committee of Research Triangle High School to order on Friday Mar 11, 2022 at 12:00 PM.

C. Approve Minutes from last meeting

D. Requena made a motion to approve the minutes from Monthly Governance Meeting on 02-18-22.

G. Rodgers seconded the motion.

The committee **VOTED** to approve the motion.

II. Governance

A. Document Review

- Employee Handbook
 - Version at last Board Meeting had some unanswered questions which have been addressed
 - Lisa made a few additional changes in the paid time off section
 - Sent to Eric and Nan for their approval
 - Goal is to have it for this coming Board Meeting
- Parent/Student Handbook
 - Focus for this coming staff meeting is on Student Code of Conduct Section
 - Legal had concerns with 1st pass version because it did not have adequate consequences for severe behavior
 - Eric and his team working it
 - Goal is to have it for this coming Board Meeting
 - The goal is to have the remaining portions of the Handbook for approval by May
- Operations and Board Policy Manual
 - Initial meeting between Carmen and Brandon held this week to divide sections using the Voyager Manual as a guide. There were a couple of areas that we discussed that should be added such as areas that need Board Approval before proceeding.
 - The goal is to have the final Manual approved by Board by May

B. Other areas of focus for discussion

- Annual Report
 - Gary put together a template (attached)
 - Eric agreed to have Zoe coordinate the effort getting the required info from the designated parties
- Open Meeting Requirements

- Got clarification from legal and Brandon that committees do need to post meeting notices and minutes to the public
- Public Comment not required during committee meetings and non committee members should not speak at meetings unless called on
- Carmen to sent email to Committee Chairs
- Board Leadership transitions
 - Need to verify next years leaders:
 - Chair - Sondra 1 more year as been tradition or Carolyn?
 - Vice Chair - Carolyn or need a new vice chair?
 - Secretary - Ailette
 - Treasurer - Joey
 - Finance Committee - Joey
 - ACEX - Steve?
 - Governance - Dina?
 - Development - New board member? Parent to join committee this year as a non board member and possibly join board and take over next year?
- Recruiting new Board Members/ Determining who will be stepping down
 - Dina has a couple of parents/former parents that she thinks would be good and will pursue
 - Plan to ask board
- Annual Assessments
 - Dina agreed to perform in April/May

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:00 PM.

Respectfully Submitted,
C. Mugge

Documents used during the meeting

- 2021-22.Student Discipline Procedures.docx
- EmployeeHandbook.lgs.3.7.2022.lgs.docx
- Voyager FINAL.Operations and Board Policy Manual FOR VOTE.docx
- Annual Report Template v0.dotx

Coversheet

Vote on Student Code of Conduct

Section: VI. Governance
Item: C. Vote on Student Code of Conduct
Purpose: Vote
Submitted by:
Related Material: RTHS 2021-2022 Code of Conduct.lgs final for board approval.docx

Student Discipline Procedures

Student Code of Conduct

The School's expectation for student behavior are based upon the following governing principles:

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others both at school and during school-sponsored activities.
2. Students shall treat school property and facilities with care and respect.
3. Students shall treat the property of others with care and respect.
4. Students will follow The School's Honor Code and be honest in all academic and social situations.
5. Student behavior will reflect positively upon The School.

Good discipline is imperative to the success of the school: it is helping a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted, it is turning unacceptable conduct into acceptable conduct, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Board policies regarding student behavior. Teachers are encouraged to seek positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

Consequences for violating the policies in this handbook, teacher/team standards, or rules may include, but are not limited to the following:

- Parental involvement
- Isolation or time-out for short periods of time
- Behavior improvement agreements (contracts)
- Limitation of technology privileges
- Individual or small group sessions with an administrator
- Silent Lunch
- Detention during lunch or before/after school
- Exclusion from extracurricular activities
- Suspension or exclusion.

Commented [EG1]: Added per technology acceptable use policy in handbook

The School is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences including, but not limited to, immediate suspension and/or recommendation for longer-term consequences.

This Student Code of Conduct is not to be seen as all-inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration

further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

Failure to follow the instruction of a teacher, administrator or other school official and any conduct in violation of any written rule, policy or procedure or code of The School will result in appropriate disciplinary measures.

DEFINITIONS

- **Short-Term Suspension:** suspension from school, school activities and school grounds for a period of up to ten (10) school days.
- **Long-Term Suspension:** suspension from school, school activities and school grounds for more than ten (10) school days, but less than exclusion.
- **Exclusion:** Permanent removal of the student from school, school activities and school grounds. A charter school student who has been excluded may return to his local educational agency pursuant to North Carolina law.
- **Expulsion:** Permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff.

TIER I OFFENSES

Result: Parent engagement, lunch detention, limitation of technology privileges.

- Uniform/Dress Code violations
- Academic Integrity violations
- Littering on school property
- Repeatedly refusing to complete school assignments
- Violation of the Technology Use Agreement
- Repeatedly neglecting to bring notebook, pencil and/or other learning materials to class
- Cell phone/headphone use during the school day
- Violation of Technology Acceptable Use Policy

Commented [EG2]: Expanded list since RTHS does not do after school detention

TIER II OFFENSES

Result: After School Scheduled Detention, In School Suspension, Exclusion, or Short/Long-term Out of School Suspension, Suspension of technology privileges

- Committing repeated Tier I offenses
- Failure to comply with other assigned consequences
- Deliberately disrupting the normal educational process in the classroom
- Failure to attend an assigned class without a valid excuse, skipping school or cutting classes
- Use of profanity and/or an obscene gesture
- Lying to or deliberately deceiving a teacher or a staff member

- Willfully leaving the classroom or school grounds without permission
- Inappropriate public displays of affection
- Failure to follow instructions of school staff
- Unauthorized or inappropriate use of any electronic device while on school property not associated with the educational process during normal school hours.
- Throwing objects in the classroom or on school grounds
- Repeated tardiness
- Use of inappropriate language
- Insubordination
- Repeated violations of the Honor Code such as cheating and/or plagiarism
- Taking unauthorized or inappropriate photos or videos of another individual
- Bullying/harassment (cyber-bullying included)
- Any conduct committed off-campus that (a) if committed on campus would constitute a Tier II offense and (b) has a reasonable relationship to school operations
- Causing breakage to another student's school issued technology

CLASS TIER III OFFENSES

Result: Suspension or possible disciplinary hearing for repeated and/or severe behavior, which could include but would not be limited to a Long-Term Suspension or **Permanent** Exclusion from attending **Research Triangle High School**~~The School~~.

- Committing a combination of or repeated Tier I and/or Tier II offenses
- Using school technology or network to access pornographic, violent or other unacceptable content either at school or at home using school-owned electronic devices.
- Accessing, producing, posting, displaying or sending offensive message, music or images, including images of exposed body parts
- Damaging the reputation of a staff member – defamation of character.
- Trafficking, possessing and/or using tobacco/nicotine products on school property or at a school-sponsored event including the use or possession of electronic cigarettes or paraphernalia.
- Stealing or possessing stolen property
- Threatening to physically harm or attack another student, staff member or adult on school property or at a school-sponsored event
- Physically striking or attacking a student, staff member or adult whether as an individual act or with the assistance of others
- Possessing, handling, transferring or bringing a weapon or ammunition (including a toy weapon; example – toy gun, toy knife) on school property or at a school-sponsored event
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations
- Accessing or disseminating pornography, graphic content, sexual content or any other inappropriate material on an electronic device or in print.
- Possessing, selling, exchanging, distributing, attempting to purchase, using or being under the influence of alcohol, illegal drugs, drug paraphernalia, or any substance

purported to be an illegal drug, prescription medicine or alcohol on school property or at a school-sponsored event. This includes distribution of or purposely taking more than the prescribed amount of medically necessary prescription medication.

- Touching or conduct perceived as sexual or inappropriate in nature or which is deemed offensive to that person
- Damage/destruction/vandalism/arson of or trespassing on school property
- Hazing
- Bomb threat/hoax, false alarms
- Possession or use of explosives, fireworks, sparklers, smoke/stink bombs on school grounds or at a school-sponsored event
- Any conduct committed off-campus that (a) if committed on campus would constitute a Tier III offense and (b) has a reasonable relationship to school operations
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations

Note: Any student who inadvertently possesses or finds a weapon or illegal substance or stolen property, which may subject the student to exclusion, may or may not be recommended for these sanctions if the student voluntarily surrenders the property to a school staff person prior to discovery by another person. This should be done as soon as the student realizes that he/she is in possession of the weapon or substance or stolen property.

Any student who has been given out-of-school suspension three or more times in the same academic year may be recommended for exclusion.

The School and its employees shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws.

~~The Each-grade-level~~ Principal shall have the authority to suspend a student for up to ten (10) school days at a time (*i.e.*, a Short-Term Suspension). There are no appeals for short term suspensions of 10 days or less.

For Tier III offenses, ~~the each~~ school's Principal may recommend a Long-Term Suspension, and/or Exclusion, and/or participation in a Behavioral Contract. Decisions as to Long-Term Suspensions and/or Exclusion shall be made by the Director after appropriate written notice to the parties involved and a hearing if one is requested. In the absence of the Director, the Board Chair shall appoint a hearing officer. Student appeals from the decision of the Director or hearing officer shall be heard by a panel of three Board members who shall be appointed by the Board Chair. Appeals must be made in writing to the Board Chair within ten (10) days of the decision of the Director or hearing officer. The hearing of the panel will occur at the next regularly scheduled Board meeting date unless the family is otherwise notified. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors.

The School's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973. The disciplinary procedures applicable to students

with disabilities and those who have Section 504 accommodation plans are available on the school's website.