



2025-2026

FOREWORD

This ***Employment Policy Handbook*** provides only guidance, because personnel policies and benefits, by their nature, are constantly under review as changes in applicable law, regulations, economic conditions and the way an employer operates affect them. The Carter G. Woodson School, therefore, necessarily reserves the right to change, revoke, or add policies or procedures described in this Handbook without notice when it deems the changes to be in the best interest of The Carter G. Woodson School and its personnel; to comply with applicable employment laws in the State of North Carolina; to decide whether and to what extent a policy or procedure applies to any particular situation; and to interpret policy provisions. If there are any questions concerning a policy or procedure, please check with the School Administration.

Neither this Handbook nor any of its provisions, whether express or implied, form the basis or terms of a contract of employment between The Carter G. Woodson School and any employee, nor any offer to any employee. Employment with The Carter G. Woodson School is at-will, meaning simply that both the employee and The Carter G. Woodson School are free to terminate the employment relationship at any time, with or without notice, and with or without cause, except as stated in Chapter 115C of the North Carolina General Statutes and individual employment contracts. No supervisor, manager, board member or representative of The Carter G. Woodson School has the authority to make any contrary oral assurance or agreement.

Handbook Acknowledgment Form

CARTER G WOODSON EMPLOYEE HANDBOOK ACKNOWLEDGMENT FORM

I acknowledge that I have had access to a copy of the Carter G. Woodson School Employee Handbook. Furthermore, I acknowledge that I have the responsibility to understand and adhere to the contents of this handbook, including but not limited to Carter G. Woodson School Board policies. I understand that failure to abide by Board policies could subject me to disciplinary action up to and including dismissal. I understand that this document will be placed in my personnel file.

Signed: *|EMPLOYEESIGNATURE|*

Print Name: *|EMPLOYEEFULLNAME|*

Position: *|EMPLOYEE POSITION TITLE|*

Date: *|DATE|*

**THE BOARD OF DIRECTORS OF
CARTER G WOODSON SCHOOL, INC.
d/b/a THE CARTER G. WOODSON SCHOOL**

437 Goldfloss St (Main Building), Winston Salem, NC 27127

(The Carter G. Woodson School is a North Carolina Non-profit School)

**CONFLICT OF INTEREST
FOR the Fiscal Year Ended June 30, _____**

I hereby certify that-

1. I have received a copy of the the Conflict of Interest, Anti-Nepotism, Gifts, and Disclosure Policy (the Policy),
2. I have read and understand the Policy,
3. I have agreed to comply with the Policy,
4. I understand that The Carter G. Woodson School is charitable and that, in order to maintain its federal tax exempt status and its Charter, it must engage primarily in activities which accomplish one or more of its tax exempt purposes and comply with other relevant federal and state statutes and regulations, and
5. During the past year, neither I, nor to the best of my knowledge, any member of the family has had an interest or taken any action which would contravene the Policy.

WHEREAS I HAVE SET MY HAND AND SEAL hereto on the ____ day of _____, _____.

Employee Signature

Printed Employee Name

Position



Welcome Letter

2025-2026 School Year

Theme: Cultivating Greatness Within-One Mind, One Mission

Greetings, CGW Eagles,

Welcome to the 2025-2026 school year at Carter G. Woodson School- a place where purpose, passion, and people come together to serve and uplift our scholars, families, and community.

This year, we proudly embrace the theme:

“Cultivating Greatness Within: One Mind, One Mission”

This is more than a slogan-it is a call to action. It reminds us that every role matters, every voice has value, and every hand contributes to shaping a legacy of excellence. Whether you serve in the classroom, the cafeteria, the front office, the transportation department, facilities or the leadership team, you are a vital part of the greatness we are building at CGW.

To cultivate greatness is to nurture potential-within ourselves, within our students, and within each other. It requires intention, unity, and accountability. As we move forward together, we must operate with one mind and one mission: to ensure that each child feels seen, supported, and challenged to rise to their highest potential.

Our handbook outlines the policies and expectations that help us function as a strong, aligned community. These guidelines are not just rules-they are the framework that protects our culture and supports our shared mission. I encourage you to review this document thoroughly and refer back to it often.

Thank you for your commitment, your heart, and your excellence. Let's lead with purpose, support one another, and hold ourselves accountable as we cultivate greatness-together.

With appreciation and belief in all we will accomplish,

Darlene M. Steele

Darlene M. Steele

Sr. Executive Director



INTRODUCTION

THE CARTER G. WOODSON SCHOOL

MISSION STATEMENT

Education and citizenship are our vital concerns. The Carter G. Woodson School is a place where every child is taught in a challenge-friendly, nurturing, and constructive learning environment. At Carter G. Woodson, every child is respected, and every child is expected to learn to grow, to be the best that he or she can be.

THE VISION

The Carter G. Woodson School arose from the hopes, dreams, frustrations, and determination of Attorney Mack and a group of ordinary people in Forsyth County, North Carolina; who were profoundly concerned about the future welfare and well-being of their children.

Taking to heart the African proverb, “it takes a whole village to raise a child,” they worked to collaborate on ways they could create a new educational model that would honor the unique capabilities of their daughters and sons. In the summer of 1997, construction began, and the Carter G. Woodson School opened in fall 1997 with 175 students.

BELIEFS

Committed to education and citizenship, we offer young leaders challenging opportunities in a nurturing environment strengthened by ethnic and cultural pride and empowered by our motto: “Strive to Excel Not to Equal”

HISTORY OF CARTER G. WOODSON SCHOOL

On October 4, 1996, Challenges of the Twenty First Century, Inc filed Articles of Incorporation with the Secretary of State of North Carolina. The incorporation of this nonprofit corporation was the first step of the formal beginnings of The Carter G. Woodson School. A little less than a year later, in the spring of 1997, the chairman of the board of directors, Pender Madyun, signed the Charter Agreement and Assurances (charter agreement) with the North Carolina Department of Public Instructions which marked the beginning of The Carter G. Woodson School of Challenges, the initial name of the school. There were seven original directors of the corporation: Pender T. Madyun, Shirley Fulp-Causser, Alice Bitting, Amatallah Abdus-Shakur, Lois Scales, Hazel M. Mack, and Lee Faye Mack. There were three incorporators: Shirley Fulp-Causser, Alice Bitting, and Amatallah Abdus-Shakur. Hazel Mae Mack, who conceived of the idea of the school, served as attorney for the newly formed corporation. Hazel M. Mack, with the help of Shirley Fulp-Causser, incorporated the school, prepared the 501 (3) (c) application, wrote the original draft of the school application and made the call to the community to rally support for the school.

Early on, before the incorporation in the fall of 1996, to determine interest in the idea of a charter



school, a meeting was called at the East Winston Library. On an early Saturday morning, a standing room only group of parents with children in tow appeared to express their interest. Pender Madyun, Alice Bitting, Lois Scales and Amatallah Abdus-Shakur were among those who expressed an interest. Parents from that gathering went on to become the core group that spent time and personal resources to start the school. Educational professionals, Dr. Virginia Newell, Ruth Hopkins, and Delois Linder review portions of the application. The application of the Carter G. Woodson School was among the first school applications preliminarily chosen for an in-person interview before the North Carolina Department of Instructions during the spring of 1997. Hazel M. Mack and Pender Madyun made the trip to Raleigh, North Carolina for the presentation. Carter G. Woodson School mission as outlined in its charter application, “Education and citizenship are our vital concerns.” The Carter G. Woodson School of Challenge is a place where every child is taught in a challenge friendly, nurturing, and constructive learning environment. At Carter G. Woodson, every child is respected, and every child has the opportunity to learn, to grow, to be the best that he or she can be. We ask for and appreciate your cooperation and vigorous attention toward achieving these ends.

ORGANIZATION

The Board of Directors consists of volunteers from diverse backgrounds and professions who share a desire to ensure opportunities for learning for students in Winston Salem. The Board designates a leadership team for the school to oversee the day-to-day operations of Carter G. Woodson School. The Board and Administration leadership work together for the benefit of the school and its student population.

We believe our future is inextricably tied to our children and that we must prepare our children to be able to handle the challenges of our world when they are adults. We believe the education our children receive can either help or hinder their ability to meet those challenges.

The record of the conventional public-school system indicates an alarming degree of neglect and hindrance to our children’s preparation toward acquiring the skills necessary to become productive, successful and fulfilled individuals. Having access as a charter school to the same funds as the regular public-school system affords us the direct opportunity to determine and influence the quality of education our children receive.

The Carter G. Woodson School arises from the dreams, hopes, frustrations and determination of a group of ordinary people who are profoundly concerned about the future welfare and well-being of our children. We formed a Corporation and named it according to what we realize as our responsibility, what we expect as our task, and what we strive for as our goal.

The Articles of Incorporation designate an eight-member board. The current members of the 2025-2026 Board of Directors are:

- **Kenneth Love, Esq.** Board Chair 2025-2026
Attorney at Law
- **Jeffrey Baldwin**, Board Member
Paralegal at Legal Aid of North Carolina

- **Alice Bitting**, Board Member
Happy Hill Neighborhood Association Member
- **Quiana Childress**, Board Member
Social Worker [CGW Alumna]
- **Dr. Thomas Coaxum**, Treasurer
(Retired University Administrator)
- **Hazel Mack, Esq.**, Founder and Board Member
Attorney at Law (Legal Adviser)
- **Jane McKim**, Board Secretary
MA, Elementary Education
- **Rev. Dr. Alberta McLaughlin**, Board Member
Victim Witness Advocate, Salisbury Police Department
- **Arianne Vargas Olivares**, Vice Board Chair 2025-2026
Marketing Specialist [CGW Alumna]

BOARD MEETINGS

Board meetings are held the second Monday of each month. **No meetings are held during the months of January and August.** Notices of meetings are available in English and Spanish in the front lobby of the main school building, Elementary Building, and the Middle school Building. Board meetings are open to the public, unless a closed session is needed to protect someone's right to privacy and confidentiality.

Our philosophy at the Carter G. Woodson School is that children will respond to the expectations that adults have of them. If we expect them to achieve and provide the impetus and freedom for them to do so, they will.

AUTHORIZED REPRESENTATIVE AND DELEGATED AUTHORITY

The Board of Directors has authorized the Sr. Executive Director to represent its interest and has delegated its authority for the purposes of establishing the terms of employment and supervising the day-to-day operation of the School. The Board expects employees to acknowledge and respect the authority of leadership.

EMPLOYMENT POLICIES

EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Carter G. Woodson School is committed to fostering an inclusive, equitable, and respectful workplace that reflects the diverse community we serve. We are proud to be an Equal Opportunity Employer and do not discriminate in employment opportunities or practices on the basis of:

- Race
- Color
- Ethnicity
- National origin
- Ancestry
- Religion or creed
- Sex (including pregnancy, childbirth, and related conditions)
- Gender identity or expression
- Sexual orientation
- Age
- Disability (physical or mental)
- Genetic information
- Marital status
- Military or veteran status
- Citizenship status
- Political affiliation
- Any other status protected by federal, state, or local law

All employment decisions are made based on merit, qualifications, performance, and school needs. This applies to all terms and conditions of employment, including recruitment, hiring, promotion, compensation, benefits, training, discipline, and termination.

We are intentional about building a team that reflects our student body and promotes a school culture rooted in equity, access, and belonging. Carter G. Woodson School encourages applications from individuals of all backgrounds—especially those who are traditionally underrepresented in education.

AT WILL EMPLOYMENT DISCLAIMER

All individuals classified as “employees” of Carter G. Woodson School are considered at-will employees, meaning employment may be terminated at any time, with or without cause or notice, at the discretion of the Board of Directors. While employees will be offered and are required to sign one-year contracts outlining specific responsibilities and benefits associated with their roles, these contracts do not alter the at-will nature of the employment relationship. It is important to note that while at-will employees may be dismissed or demoted at the discretion of the Board, such actions may not be taken for unlawful reasons, including those prohibited by federal or state law.

RIGHT TO WORK

Carter G. Woodson School adheres to the Right to Work laws established by the State of North Carolina. In alignment with this public policy, every individual’s right to seek, obtain, and maintain employment shall be protected free from coercion, discrimination, or undue restraint. Employment at Carter G. Woodson School shall not be denied or restricted based on an individual’s membership or non-membership in any labor union, labor organization, or



association. All employees have the right to choose whether or not to participate in such groups, and that choice shall have no bearing on hiring, continued employment, or terms of employment. The school is committed to upholding fair and lawful employment practices in accordance with state and federal regulations.

ELIGIBILITY FOR EMPLOYMENT

Prior to employment, all candidates must provide valid documentation verifying U.S. citizenship or legal resident alien status in compliance with federal and state regulations. As part of the hiring process, the State of North Carolina requires completion of a New Hire Reporting Form. Additionally, all candidates must undergo a background check, which will be initiated and processed during the hiring process. Employment is contingent upon satisfactory completion of all required documentation and background screening.

ONE-YEAR CONTRACTS

Carter G. Woodson will offer all new and current employees one-year contracts that state the positions they will hold and their annual salary or hourly pay rate. Contracts may include a probationary period for new employees or new positions. All contracts expire at the end of the term for which you are hired. Offer to rehire or offer a new contract is not guaranteed.

JOB CLASSIFICATIONS

This section outlines the classifications used to determine eligibility for specific benefits afforded to Carter G. Woodson School employees based on their work schedule and employment type.

Full-Time Employee

A full-time employee is defined as one whose regular workweek meets the standard number of hours for the assigned position, but not less than 30 hours per week. Eligibility for benefits is determined at the time of initial employment or when there is a change in assignment status.

Part-Time Employee

A part-time employee regularly works at least 20 hours per week, but less than the number of hours designated as full-time for that classification. Eligibility for certain benefits may vary based on total hours worked and position.

Temporary Employee

A temporary employee is one who either:

- Works less than 20 hours per week, or
- Is employed for less than six consecutive months, regardless of weekly hours.

Temporary employees may be full-time or part-time by schedule but are not eligible to earn or use paid leave. Any leave earned during previous employment may not be applied during a temporary assignment.

Substitute Employee

A substitute employee serves on a day-to-day, as-needed basis to temporarily fill a position. Substitute employees are considered temporary and do not accrue benefits or leave.

HIRING PROCEDURES

At Carter G. Woodson School, we are committed to recruiting and hiring qualified, mission-aligned individuals who contribute to a positive and inclusive learning environment. Our hiring process is designed to ensure fairness, transparency, and compliance with applicable local, state, and federal employment laws.

All candidates must successfully complete the following steps prior to employment:

1. Application & Initial Screening

Candidates must submit a completed Application for Employment or a current résumé.

Applications are reviewed to determine whether candidates meet the minimum qualifications for the position.

2. Interview Process

Qualified candidates will be invited to participate in one or more interviews, which may include:

- Phone or virtual screenings
- In-person interviews with school leadership and/or team members
- Demonstration lessons or work samples (for instructional roles)

3. Reference & Background Checks

Selected candidates must provide a minimum of two to three professional references. The hiring team will contact references and may request performance evaluations from previous employers. In addition, all candidates are required to complete a criminal background check and, where applicable, a fingerprinting process, as part of the school's commitment to student safety.

4. Credential Verification

For instructional or licensed roles, candidates must provide proof of:

- Valid state teaching license/certification
- Official academic transcripts
- Any required endorsements or credentials for specific subjects or grade levels

5. Offer of Employment

Upon successful completion of all requirements, the selected candidate will receive a formal offer of employment. All employees are required to sign an annual employment contract that outlines the terms, expectations, and compensation for their position.

6. Pre-Employment Documentation

Each candidate's pre-employment file may contain, but is not limited to, the following:

- Application for Employment or Résumé
- Letters of Interest or Cover Letter
- Reference Contact Information or Recommendation Letters
- Employment Evaluations from Prior Employers

- Academic Transcripts and/or Degree Verifications
- Copy of Valid Teaching License or Certification (if applicable)
- Criminal Background Check and Clearance
- I-9 Employment Eligibility Verification and Supporting Documents
- W-4 Tax Forms
- Direct Deposit Authorization
- Signed Employment Contract

EMPLOYEE PERSONNEL FILES

The Human Resources Department maintains employee personnel files. Contents may include, but are not necessarily limited to employment contracts, payroll and employee benefit documents, college transcripts, licenses and related documents/forms, professional development record, continuing education documentation, and seminar/workshop certificates. A personnel file may also contain letters about an employee's work-related or professional conduct as a commendation, complaint, or suggestion for improvement. You must be given a copy of any such letter that is to be placed in the employee file. We may also place excessive time reporting issues in employee files.

EMPLOYMENT CATEGORIES AND CALENDAR (10,11,12-month employment)

- 10-Month Employees: Typically include instructional and academic support staff whose work year follows the student instructional calendar (e.g., August through June). These employees do not generally work during scheduled school breaks unless otherwise assigned.
- 11-Month Employees: May include key support roles or leadership positions requiring additional workdays beyond the standard 10-month calendar. These roles may involve some summer planning and program oversight.
- 12-Month Employees: Generally include administrative, operations, and year-round positions. These employees work throughout the calendar year and are eligible for full annual leave, holidays, and other designated time off in accordance with the school's leave policies.

Each employee's classification—whether full-time, part-time, temporary, or substitute, and 10-, 11-, or 12-month—determines their eligibility for benefits, leave accrual, and work expectations.

CONFLICT OF INTEREST, ANTI-NEPOTISM, GIFTS, AND DISCLOSURE POLICY

The purpose of this Conflict of Interest, Anti-Nepotism, Gifts, and Disclosure Policy ("Policy") is to protect the tax-exempt status of The Carter G. Woodson School, Inc. ("School") and to comply with all relevant laws and regulations of the State of North Carolina, by identifying situations that present potential conflicts of interest, and to provide the School with a procedure that, if observed, will allow a transaction to be treated as valid and binding even though a Director, Officer, or

Employee has or may have a Conflict of Interest with respect to the transaction. This Policy is also intended to ensure independent decision making by the Directors, Officers, and Employees of the School, and to prevent the appearance of impropriety. In the event there is an inconsistency between the requirements and procedures prescribed herein and those in federal or state statutes and regulations, said statutes and regulations shall control.

1. Interpretation. This Policy shall be interpreted broadly.
2. Definitions. In addition to other terms defined elsewhere in this Policy, the following terms shall have the following meanings in this Policy, unless the context otherwise requires;
 - a. Board means the Board of Directors of the School
 - b. A Conflict of Interest means any circumstance described in Sections 3 and 4 of this policy.
 - c. A contract of Transaction is any agreement or relationship involving employment, the sale or purchase of goods, services, or rights of any kind, the providing or receipt of a loan or grant or the establishment of any other type of pecuniary relationship. The making of a gift to the School is not a Contract or Transaction.
 - d. A Director means a voting member of the Board of Directors of the School, and shall not include an ex officio member of the Board.
 - e. An employee means the School Administrator, any faculty member, staff or other employee of the School.
 - f. An Entity means a natural person, a corporation, a limited liability company, a limited liability partnership or other business organization.
 - g. Immediate Family Member means a spouse, parent, child, brother, sister, grandparent, or grandchild of a Responsible Person, including step, half and inlaw relationships, as defined by N.C. Gen.Stat. 115C12.2, or any successor statute.
 - h. A Material Financial Interest in an entity is a financial interest of any kind, direct or indirect, that, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect a responsible Person's or Immediate Family Member's judgement with respect to transactions to which the Entity is a party. This includes all forms of compensation.
 - i. An Officer shall include any officer of the Board and the School Administrator, as defined by the Bylaws.
 - j. A Responsible Person is any person serving as an Officer, Director, any member of a committee of the Board, any member of the Parent-Teacher-Student Advisory Committee, or any Employee of the School.
 - k. School shall mean The Carter G. Woodson School, Inc. and Carter G. Woodson charter school for which The Carter G. Woodson, Inc. holds the charter.
 - l. Supervisory Employee shall mean the School Administrator and any Employee with supervisory authority over the Employees and independent contractors.

Employment of Engagement of Immediate Family Members

1. Before an Immediate Family Member of any Director or Supervisory Employee shall be employed or engaged as an Employee, independent contractor, or otherwise by the Board, in any capacity, such proposed employment or engagement shall be:
 - a. Disclosed to the Board; and

- b. Approved by the Board in duly called, open session meeting.
2. The burden of disclosure of such a conflict of interest shall be on the applicable Director or Supervisory Employee.
3. If the requirements of this Section and the procedures described in Section 5 of this Policy are complied with, the School may employ or engage an Immediate Family Member of any Director or Supervisory Employee.

Conflict of Interest Defined. In addition to Section 3, for purposes of this Policy, the following circumstances shall be deemed to create Conflicts of Interest:

1. Outside Interests.
 - a. A contract or Transaction between the School and a Responsible Person or Immediate Family Member.
 - b. A contract or Transaction between the School and any Entity in which a Responsible Person or Immediate Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator, or other legal representative of said Entity.
2. Outside Activities.
 - a. A Responsible Person or Immediate Family Member competing with the School in the rendering of services or in any other Contract or Transaction with a third party.
 - b. A Responsible Person or Immediate Family Member having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator, or other legal representative of, or consultant to, an Entity or individual that competes with the School in the provision of services or in any other Contract or Transaction with a third party.

Gifts, Gratuities and Entertainment. A Responsible Person or Immediate Family Member accepting gifts, entertainment, or other favors, from any individual or Entity that:

1. Does business with or is seeking to do business with, or is a competitor of, the School; or
2. Has received, is receiving, or is seeking to receive a loan or grant, or to secure other financial commitments from the School; or
3. Is a charitable organization; and
4. Under circumstances where it might be inferred that such actions were intended to influence or possibly would influence the Responsible Person in the Performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value that are not related to any particular or activity of the School.

Procedures for Conflict of Interest.

1. Before Board or committee action on a Contract or Transaction involving a Conflict of Interest, a Director, Officer or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting.
2. A Director, Officer, or Committee Member who plans to attend a meeting at which he or she has reason to believe that the Board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting. Such disclosure

shall be reflected in the minutes of the meeting.

3. A person who has a Conflict of Interest shall not participate in or be permitted to hear the Board's or committee's discussion of the matter except to disclose material facts and to respond to questions. After disclosing material facts and responding to questions, the person who has conflict of interest must be excused from the meeting during discussion of the matter. Such recusal shall be reflected in the minutes of the meeting.
4. A person who has a Conflict of Interest with respect to a conflict or transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the contract or transaction and shall not be present in the meeting room when the vote is taken. For purposes of this subsection, a Director or Officer has a conflict when he or she stands for election as an Officer or for re-election as a Director or Officer.
5. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
 - a. Responsible Persons who are not Directors, or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee action, shall disclose the Chair or the Chair's designee any Conflict of Interest that such Responsible Person has with respect to a contract or transaction. Such disclosure shall be made as soon as the conflict of interest is known to the responsible person. The responsible person shall refrain from any action that may affect the School's participation in such Contract or Transaction.
6. In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to the Chair or the Chair's designee, who shall determine whether there exists a Conflict of Interest that is subject to this Policy.

Acceptance of Gifts. Responsible Persons and Immediate Family Members are prohibited from accepting gifts, money or gratuities gifts from the following:

1. Persons receiving benefits or services from the School;
2. Entity performing or seeking to perform services under contract with the School; and
3. Entities who are otherwise in a position to benefit from the actions of the School.
4. Employees may, with the prior written approval of their supervisor, receive honoraria for lectures and other such activities while on personal days, compensatory time, annual leave, or leave without pay. If the employee is acting in any official capacity, honoraria received by an Employee in connection with activities relating to employment with the organization are to be paid to the School.

Confidentiality. Each Responsible Person shall exercise care not to disclose confidential information acquired in connection with such status or information the disclosure of which might be adverse to the interests of the School. Furthermore, a responsible person shall not disclose or use information relating to the business of the school for the personal profit or advantage of the Responsible Person or an Immediate Family Member.

Non-Disclosure of Directors. A director shall not be disqualified from serving as a director because of the existence of a conflict of interest, so long as the director's action comply with this Policy and applicable law.

Violations of the Policy.

1. If the Board or committee has reasonable cause to believe a responsible person has failed to disclose actual or possible conflict of interest, or has otherwise violated this Policy, he or she shall inform the Responsible Person of the basis for such belief and afford the Responsible Person an opportunity to explain the alleged failure to disclose or violation.
2. If, after hearing the Responsible Person's response and after making further investigation as warranted by the circumstances, the Board or committee determines the Responsible Person has failed to disclose an actual or possible Conflict of Interest or has otherwise violated this Policy, the Board shall take appropriate disciplinary and corrective action.

Meeting. All Board meetings in which matters relating to a Conflict of Interest shall be duly called open-sessions meetings.

Records of Proceedings. The minutes of all Board and Committee meetings shall contain:

1. The identification and disclosure of a Conflict of Interest, or potential Conflict of Interest, including the names of the persons who disclosed or otherwise were found to have an actual or possible Conflict of Interest, the nature of the interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or Committee's decision as to whether a conflict of interest in fact existed.
2. The names of persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
3. The fact that the person with the Conflict of Interest was recused from the discussion, consideration, or vote on a matter that is the subject of a Conflict of Interest.

Review of Policy. To ensure the School operates in a manner consistent with charitable purpose, consistent with federal and state law, and does not engage in activities that could jeopardize its tax exempt status or its Charter, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arms' length bargaining; and
2. Whether partnerships, joint ventures, and arrangements with management Schools 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 increment, impermissible private benefit or in an excess benefit transaction.

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

Annual Statements.

1. Each new Responsible Person shall be required to review a copy of this Policy and to acknowledge in writing that he or she has done so.
2. Each Responsible Person shall annually complete and sign a statement and disclosure form which affirms such person:
 - a. Has received a copy of this Policy.

- b. Has read and understands the Policy.
- c. Has agreed to comply with the Policy.
- d. Understands that the School is a charitable organization and in order to maintain its federal tax exempt status and its Charter it must engage primarily in activities which accomplish one or more of its tax-exempt purposes and comply with other relevant federal and state statutes and regulations, and
- e. Identifies any relationships, positions, or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions, or circumstances might include services as a Director of or consultant to a not-for-profit organization, or ownership of a business that might provide goods or services to the School.

Any such information regarding business interests of a Responsible Person or an Immediate Family Member shall be treated as confidential and shall generally be made available only to the Chair, the School Administrator, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

This policy was certified and signed by the Board of Directors on the 8th of August, 2018 (The Compliance Officer has a signed copy of this Policy).

DRUG-FREE WORKPLACE & DRUG TESTING POLICY

Carter G. Woodson School is committed to providing a safe, healthy, and productive work environment for all employees, students, and visitors. In accordance with the Drug-Free Workplace Act of 1988, the school strictly prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance in the workplace, on school property, or during any school-sponsored activity.

The presence or use of illegal drugs, unauthorized controlled substances, or the misuse of prescription drugs while performing job duties or on school premises is strictly prohibited. Employees are expected to perform their duties unimpaired by any substances that could interfere with their ability to effectively and safely carry out their responsibilities.

Employee Notification of Drug-Related Convictions

Any employee who is convicted of a criminal drug offense (including but not limited to possession, sale, or use of illegal drugs) must notify the Sr. Executive Director in writing within five (5) calendar days of the conviction. This requirement applies whether the offense occurred on or off school premises or during or outside of work hours. Failure to notify the school within the specified time frame may result in disciplinary action, up to and including termination of employment.

Drug Testing

Carter G. Woodson School reserves the right to require drug testing in the following circumstances:

- Pre-employment screenings for certain positions

- Reasonable suspicion based on observed behavior or evidence
- Post-accident or incident involving injury or safety concerns
- As required by state or federal regulations

Employees who refuse to comply with drug testing procedures or who test positive for illegal or unauthorized substances will be subject to appropriate disciplinary action, which may include mandatory referral to a substance abuse program, suspension, or termination.

Support for Employees

Carter G. Woodson School encourages employees who may be struggling with substance use to seek help. Although voluntary disclosure of substance use does not exempt an employee from performance expectations or disciplinary procedures, the school may, at its discretion, support access to confidential resources or Employee Assistance Programs (EAPs) where available.

IMMIGRATION & I-9 COMPLIANCE

Carter G. Woodson School is committed to full compliance with all federal immigration laws, including the Immigration Reform and Control Act of 1986 (IRCA). As a condition of employment, all employees—regardless of position—must provide documentation that verifies their identity and eligibility to work in the United States.

Form I-9 Requirements

In accordance with U.S. Citizenship and Immigration Services (USCIS) regulations, all new hires must complete Form I-9, Employment Eligibility Verification within the first three (3) days of employment. This process includes:

- Completing Section 1 of Form I-9 on or before the first day of employment
- Presenting original and unexpired documentation from the USCIS-approved list of acceptable documents
- Allowing the school to complete Section 2 by reviewing and verifying the documents within three (3) business days of the hire date

Failure to provide appropriate documentation within the required time frame will result in delayed employment or termination of the employment offer.

E-Verify Participation

As part of its verification process, Carter G. Woodson School may utilize E-Verify, a federal web-based system, to confirm the employment eligibility of newly hired employees by comparing I-9 information to Department of Homeland Security (DHS) and Social Security Administration (SSA) records.

Ongoing Compliance

Employees are responsible for maintaining valid work authorization throughout their

employment. Any employee whose work authorization is set to expire must provide updated documentation in advance. Failure to maintain valid employment eligibility will result in administrative action, up to and including termination.

Non-Discrimination Commitment

Carter G. Woodson School does not unlawfully discriminate on the basis of citizenship or national origin. All employment verification practices will be conducted in a fair, consistent, and non-discriminatory manner, in accordance with applicable state and federal laws.

H1-B SPONSORSHIP POLICY

Carter G. Woodson School (“CGW” or “the School”) is committed to attracting and retaining a talented, diverse workforce. This policy outlines the procedures and expectations for sponsoring eligible employees for H-1B nonimmigrant work visas, in accordance with United States immigration laws and Department of Labor regulations.

Policy Statement

Carter G. Woodson School may sponsor qualified international candidates for H-1B visas on a case-by-case basis when the School determines that:

- The position is hard to fill with qualified U.S. citizens or permanent residents;
- The candidate possesses unique skills, qualifications, or certifications that support the mission and strategic goals of the School; and
- The sponsorship is in the best interest of CGW’s students and community.

Sponsorship is not guaranteed and is based on budget availability, legal eligibility, and staffing priorities.

Eligibility Criteria

To be considered for H-1B sponsorship, the candidate must:

- Have a job offer from Carter G. Woodson School in a “specialty occupation” as defined by the U.S. Citizenship and Immigration Services (USCIS), generally requiring a bachelor’s degree or higher in a specific field.
- Possess valid credentials and required licenses or certifications for the position, such as teaching licensure through the North Carolina Department of Public Instruction (if applicable).
- Demonstrate legal eligibility to work in the U.S. and meet all USCIS requirements.

Sponsorship Process

1. Initial Request

- The hiring manager or department head must submit a request to the Sr. Executive Director for review and approval.
- A business case must be included that outlines why sponsorship is necessary for the position.

2. **HR & Legal Review**

- The Human Resources department and the Sr. Executive Director will coordinate with a qualified immigration attorney to review the candidate's eligibility and ensure all legal standards are met.

3. **Offer of Employment**

- Once approved, an offer of employment may be extended contingent upon successful filing and approval of the H-1B petition.

4. **Filing and Costs**

- CGW will cover required employer-paid H-1B filing fees (e.g., base filing fee, ACWIA fee, fraud prevention fee) as mandated by law.
- Optional premium processing or dependent visa application costs will be the responsibility of the employee, unless otherwise approved.

Terms and Conditions

- **Duration:** H-1B sponsorship is typically valid for an initial period of three (3) years and may be extended for an additional three (3) years, subject to eligibility and school approval.
- **Continued Employment:** Employment under H-1B status is contingent upon continued legal work authorization and satisfactory job performance.
- **Green Card Sponsorship:** Requests for employment-based permanent residency sponsorship will be considered separately and are not automatically granted.

Non-Discrimination Clause

Carter G. Woodson School does not discriminate based on national origin, citizenship, or immigration status and adheres strictly to federal employment and anti-discrimination laws.

Right to Modify or Deny

The School reserves the right to deny or discontinue sponsorship if:

- The employee fails to meet performance expectations;
- Legal or regulatory changes impact sponsorship viability;
- Budgetary constraints or organizational needs shift;
- Misrepresentation or fraud is identified in the application process.

GREEN CARD POLICY

From time to time, faculty and staff request that the school sponsor their application for citizenship. The Board of Directors, acknowledging that throughout the history of the school's operation, it is beneficial to provide an incentive to keep loyal and talented staff members, desire to create a policy that works to keep talented staff members. The following policy will describe the criteria and process the Board of Directors will use in considering any application for immigration sponsorship.

Application requirements:

The Board of Directors will consider applications from staff members who have met the following requirements.

- a. The applicant must have worked at Carter G. Woodson for at least 3 full school years before an application may be considered. The purpose is to provide time for the staff member and administration to determine if the employment will likely be a long-term fit for the school. A full school year means that the staff member was employed on the first day and last day of classes for an academic year. If a staff member starts their first year after the first day of school, the Board will decide when their 3rd anniversary will be set for the purposes of this policy.
- b. The applicant must be present for work on a regular basis without excessive absences.
- c. The applicant must demonstrate a willingness to work to improve the school environment and community.
- d. The applicant must meet performance standards appropriate for the position for which they were hired. Standards will be based on the needs of our students and any local, state, and/or federal educational requirements.
- e. If approved, the applicant must agree to remain employed with Carter G. Woodson for a minimum of 5 full academic years after the application is approved, to begin on the first school day of the year AFTER approval.

Application process:

To initiate the process, an applicant will submit a letter of intent to the HR manager in Administration. The letter will then be forwarded to the School Director and the designated representative of the Board of Directors. The letter need not be of any particular format. The letter shall indicate the applicant's request for sponsorship, a statement of why the applicant is making the request, a statement of how the applicant feels that his or her continued employment is beneficial for the school, and any other information the applicant wishes to share. The applicant is also permitted to attach any supporting documentation that they wish to be considered.

The Administration will then complete the attached form. The form will be forwarded to the Personnel Committee for the Board of Directors along with any supporting information for its recommendation to approve or not approve the request.

The Personnel Committee will then review the information provided. They will investigate the request which may include speaking to Administration, the applicant, and reviewing any relevant information at their discretion. The Committee will work to have a recommendation to the full Board no later than the 2nd Board meeting after the request is made. At that Board meeting, the full Board will consider the request based on the recommendation of the Personnel Committee.

Approval of the request requires a Two-Third's vote of approval by the present Board members assuming a quorum is present.

Board Considerations:

The Board will consider the following factors in determining whether or not to approve a request.

1. The length of time the applicant has been with the school
2. The overall performance of the applicant and of the students in his or her classes
3. Participation in extracurricular activities
4. The recommendation of Administration
5. Discipline history of the applicant, if applicable
6. Commitment of the applicant to stay after approval is granted
7. Budget concerns of the school at the time the application is made
8. Requirements of United State Immigration law

Additional Steps:

If the Board approves the applicant's request, the school will then follow the steps for employers seeking to sponsor an employee as set out by the U.S. Department of Labor and the U.S. Citizen and Immigration Services. The Board's approval of an applicant's request does not necessarily mean that the applicant will receive a visa. For more information on employment-based immigrant visas, see <https://travel.state.gov/content/visas/en/immigrate/employment.html>.

The applicant is expected to fully cooperate with the Board's efforts.

CODE OF CONDUCT & PROFESSIONALISM

STANDARDS OF PROFESSIONAL CONDUCT

Carter G. Woodson follows the **16 NCAC 06C .0602** Standards of Professional Conduct for the education profession. [16 ncac 06c .0602.pdf](#) outlines the Standards of Professional Conduct for the education profession in North Carolina. These standards, established by the State Board of Education, detail expectations for educators' behavior and conduct in their professional roles.

CODE OF ETHICS & STANDARDS OF CONDUCT

Carter G. Woodson employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. All employees are responsible for both the integrity and the consequences of his or her own actions. Each employee must exhibit the highest standards of honesty, integrity, and fairness when engaging in any activity concerning the school system, particularly in relationships with vendors, suppliers, students, parents, the public, and other employees.

Employee conduct should be such as to protect the person's integrity and/or reputation and that of Carter G. Woodson. All employees must commit to honorable behavior. Employees shall perform their jobs in a competent and ethical manner without violating the public trust or applicable law, policies, and regulations. It is not pragmatic to elucidate all of the situations that might fall under the guidelines of this Policy. In addition to other policies, regulations, and approved practices that have been established covering specific areas of activity (such as purchasing), the absence of a law, Policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times. It shall be the employee's responsibility to familiarize him/herself with the rules and procedures

EXPECTATIONS FOR PROFESSIONAL BEHAVIOR

- All employees are expected to conduct themselves in a manner that protects the dignity, safety, and learning environment of all students and staff.
- Inappropriate, disrespectful, or disruptive conduct, whether verbal, physical, or digital, is prohibited.
- Employees shall demonstrate confidentiality, particularly with regard to student records, personnel matters, and sensitive school information.
- Conflict of interest or any use of a position for personal or financial gain is strictly prohibited.
- Employees shall refrain from any behavior, including on social media, that may undermine their role or negatively impact the reputation of Carter G. Woodson School.

Accountability and Responsibility

- Each employee is responsible for their actions and decisions. Failure to uphold these standards may result in corrective action, disciplinary measures, or termination of employment.
- The absence of a specific policy or regulation does not exempt any employee from the obligation to act ethically and in the best interest of the school and its students.

STAFF AND STUDENT INTERACTION BOUNDARIES POLICY

Carter G. Woodson School is committed to fostering a safe, respectful, and supportive learning environment for all students. To maintain professional and ethical standards, clear boundaries between staff and students must be observed at all times.

General Principles

- All interactions between staff and students must be professional, respectful, and focused on the educational and developmental needs of the student.
- Staff members serve as role models and are expected to demonstrate appropriate behavior both on and off campus, including during school-related events and online.
- Personal relationships or communications that could be perceived as inappropriate, preferential, or that violate professional boundaries are prohibited.

Acceptable Interactions

- Communication should be related to school activities, academics, or student support and conducted during appropriate times and settings.
- Staff may provide encouragement, guidance, and support in a manner that is transparent and aligned with school policies.
- Public interactions during school events or extracurricular activities are acceptable when consistent with professional conduct.
- Use of technology (email, school-approved apps, or platforms) for communication with students should be strictly for educational purposes and comply with Carter G. Woodson's Acceptable Use Policy.

Prohibited Conduct

Staff members must not:

- Engage in private or personal communications with students that are unrelated to educational matters or that could be perceived as inappropriate.
- Have any form of physical contact with students that is not necessary for safety, instruction, or discipline and must always be appropriate and professional.
- Share or solicit personal contact information (e.g., personal phone numbers, social media accounts) with students unless explicitly authorized and necessary for school business.

- Meet with students alone off school grounds or outside of school-sanctioned activities without prior approval and appropriate supervision.
- Engage in any form of harassment, favoritism, or discriminatory behavior towards any student.

Social Media and Electronic Communication

- Staff should maintain professional boundaries on all social media platforms by not “friending,” “following,” or otherwise connecting with students on personal accounts.
- Communication through school-sanctioned platforms must be monitored, purposeful, and documented as required.
- Any electronic communication with students should be transparent and relevant to school matters.

Reporting and Accountability

- Any staff member who observes or suspects a violation of these boundaries must report concerns immediately to the Sr. Executive Director or designated compliance officer.
- Students and parents are encouraged to report any behavior that they feel violates this policy.
- Violations of this policy may result in disciplinary action, including termination, and may also be reported to law enforcement or licensing bodies as required by law.

PROFESSIONALISM/DRESS CODE

Carter G. Woodson is a professional work environment. All employees must exhibit the highest degree of professionalism. We are a full uniform school for students. Therefore, employees must dress in a way that supports the mission of being a uniform school. Employees may be sent home for wearing clothes that distract the mission of teaching our students and exhibiting a positive role model for our students. Depending on the department, additional dress code guidelines may apply. For example, the Security department has a dress code that differs from the general requirements outlined below. The Facilities department will also have a more relaxed dress code due to the nature of their work.

All employees are expected to dress in a manner that is:

- Professional
- Culturally sensitive
- Reflective of the values of academic excellence and unity

Employees may be asked to return home and change if attire is deemed inconsistent with the expectations outlined below.

General Guidelines for All Staff

1. Professionalism

Employees should wear attire appropriate for an academic environment. Acceptable examples include, but are not limited to:

- Dress slacks or khakis
- Button-down shirts or blouses
- Modest-length skirts or dresses
- Sweaters, cardigans, and blazers
- Closed-toe shoes or clean, professional footwear

2. Comfort and Practicality

We recognize that many staff members are on their feet and moving throughout the day. Clothing and shoes should allow for mobility, while still maintaining a neat and professional appearance.

3. Modesty and Appropriateness

Clothing should not be overly casual or revealing.

Avoid:

- Shorts (unless approved for certain roles)
- Short Dresses
- Leather cloth
- Tank tops or crop tops
- Tight, sheer, or low-cut clothing
- Flip-flops or slippers

Staff attire should always be suitable for a setting that includes children and families.

4. Clean and Well-Maintained Appearance

All clothing should be clean, wrinkle-free, and in good repair. A tidy appearance contributes to a culture of professionalism and respect.

5. Cultural Sensitivity and Inclusion

Employees are expected to wear attire that respects the cultural, religious, and personal identities of the diverse school community.

This includes:

- Avoiding clothing with language, images, or symbols that could be offensive
- Being mindful of religious practices related to modesty or dress
- Ensuring that attire promotes belonging for all students, staff, and families

Cultural sensitivity in attire means making choices that honor inclusion, avoid stereotypes, and reflect our community values. We uplift staff who choose to wear traditional or culturally significant attire in appropriate, respectful ways.

6. Department-Specific Dress Codes

Some departments may have additional guidelines based on their roles:

- **Security Staff** must follow the uniform requirements specific to safety and visibility.

- **Facilities and Custodial Staff** may follow a more relaxed dress code that aligns with the physical nature of their work, while still maintaining neatness and professionalism.
- **Physical Education or Wellness Teachers** may wear athletic attire, provided it is clean, appropriate, and school-branded when possible and on activity days.

Enforcement

Supervisors are responsible for monitoring adherence to the dress code. Any violations will be addressed privately, and repeated issues may lead to disciplinary action.

What is acceptable:

- Blouses or shirts paired with dress pants,
- Skirts, or professional dresses (Be mindful of the length)
- Closed-toe shoes or low heels are often preferred and dress shoes or professional loafers are common choices.
- Collared shirts (e.g., dress shirts or polos)
- Dress pants or chinos.
- Jeans will be acceptable on Fridays, provided they are styled with a professional or dressy look. *No “distressed” or torn jeans, no jean shorts.*
- Religious Headwear

What is NOT acceptable:

- Deep cut blouses/Backless blouses/Spaghetti straps/Cropped shirts/ T-shirts • Flip flops/Bedroom shoes
- See through clothing, short skirts, low-cut tops, leather pants/skirts (due to the tightness of the material) or anything deemed overly casual or provocative.
- *Sweat pants/leggings worn as pants.*
- Athletic or fashion hats

The determination of what is and is not appropriate will be at the discretion of the school leadership team. If the team determines that an outfit worn by an employee is not appropriate, then that determination is final and the employee will be required to make the appropriate change to their clothing.

SOLICITATION

Carter G. Woodson School absolutely prohibits the requesting of money, supporting or participation for products, groups, organizations or causes which are unrelated to the school. Employees have the legal right to refuse assistance or participation in any kind of activities or organizations. Employees have the legal right to refuse assistance or participation in any kind of activities or organizations unrelated to the school.

TECHNOLOGY AND SOCIAL MEDIA USE POLICY

Employees of Carter G. Woodson School are expected to uphold the highest standards of professionalism—both in the workplace and in their use of technology, including electronic communications and social media. The actions of staff, whether on or off campus and whether

online or offline, reflect not only on their personal reputations but also on the image and values of Carter G. Woodson School.

Professional Conduct in Digital Spaces

Employees should be mindful that:

- Content shared digitally—via email, text, websites, or social media—may be permanently accessible and publicly visible, even if originally intended to be private.
- The tone, content, and context of online posts or digital messages should align with the mission, values, and professionalism expected at CGW.
- Employees must use sound judgment when posting or interacting online to avoid any material that could harm the reputation of the school, its students, families, or staff.

Prohibited Online Behavior Includes (but is not limited to):

- Posting or sharing any defamatory, pornographic, discriminatory, harassing, or otherwise inappropriate content.
- Using social media to communicate in a way that could be perceived as bullying, hostile, or offensive to students, colleagues, families, or the broader community.
- Sharing confidential or proprietary information related to Carter G. Woodson School, its operations, staff, students, or families.
- Using the school's name, logo, or likeness without proper authorization in a way that implies endorsement or partnership.
- Posting photos or videos of students or staff without appropriate consent in accordance with school media policies.

Use of School Technology and Devices

When using school-issued technology or accessing CGW systems:

- All activity should be for educational, professional, or job-related purposes only.
- Employees are prohibited from using school devices or networks to view, access, or distribute inappropriate or unauthorized material.
- Personal use of CGW technology should be limited and appropriate, never interfering with work duties or violating school policy.
- Employees must protect login credentials, data security, and confidential student or employee information at all times.

Communication with Students

- Digital or social media communication with students must remain strictly professional and educational in nature.

- Employees must not “friend,” “follow,” or engage with students via personal social media accounts.
- Any communication with students via electronic platforms must occur through school-approved channels, be accessible to school administration, and remain appropriate in content and timing.

CONFIDENTIALITY STATEMENT & FERPA COMPLIANCE

Confidentiality is a critical component of the school. The school receives, possesses, and holds a great deal of confidentiality, including personal information relating to the school, its employees, students, board members, vendors, and partners. We expect all individuals to uphold confidentiality for all. If any individuals are unsure about the confidential nature of specific information or any other aspect of this agreement, they should ask for clarification. Carter G. Woodson School is committed to treating and using educational information about its clients responsibly, and we are required by the Federal Education Rights and Privacy Act (FERPA) to maintain privacy and security of client educational records.

The Carter G. Woodson School’s employees must adhere the practice standards and principle of confidentiality, as there is a zero tolerance for gossiping:

“I agree that I will not undertake or interfere in the handling of any matter that is not my concern directly or that may cause harm in any way to any of the aforementioned persons. I agree that I will protect and safeguard the right of confidentiality such aforementioned person should be able to expect of me. Even in matters of the so-called public domain, I agree to divulge any public information through proper channels, under appropriate circumstances, and only to parties or parties who have a legitimate need to know. I agree that I will not participate in “GOSSIPING or SPREADING RUMORS IN OR ABOUT THE CGW WORK PLACE AND ITS EMPLOYEES”.

Employees of Carter G. Woodson School are required to acknowledge and sign the Confidentiality Agreement contained in their Annual Employment Packets.

REPORTING MISCONDUCT & PROFESSIONALISM

Carter G. Woodson School (CGW) is committed to operating with integrity, transparency, and accountability. All employees are expected to uphold the highest standards of ethical behavior and comply with applicable laws, regulations, and school policies. This policy provides guidance for reporting suspected misconduct, unethical behavior, or violations of policy, and outlines protections for individuals who report such concerns in good faith.

What to Report

Misconduct may include, but is not limited to:

- Violations of school policy or procedures
- Fraud, theft, or misuse of school resources
- Discrimination, harassment, or bullying
- Unsafe or unhealthy work conditions
- Conflicts of interest or nepotism
- Violation of student safety protocols
- Retaliation against individuals who report concerns

Reporting Channels

Employees are encouraged to report concerns through any of the following methods:

1. **Direct Supervisor or Manager**
 - If appropriate and safe, report your concern to your immediate supervisor.
2. **Senior Executive Director**
 - Concerns may be reported directly to the Sr. Executive Director if the matter involves your supervisor or is of a serious or sensitive nature.
3. **Board of Directors (if applicable)**
 - For issues involving school leadership or unresolved concerns, a written report may be submitted to the Chair of the Board of Directors.

Investigation Process

All reports will be handled with care, confidentiality, and prompt attention. The school will:

- Review and assess each concern
- Conduct a fair and impartial investigation
- Take corrective action where warranted
- Maintain confidentiality to the extent possible

False allegations made with malicious intent may result in disciplinary action.

Whistleblower Protection

No employee, student, or community member who reports misconduct in good faith will face retaliation, harassment, or adverse employment consequences as a result of the report.

Retaliation is strictly prohibited and may result in disciplinary action, up to and including termination, for those who engage in retaliatory behavior.

Employee Responsibility

All employees have a duty to report known or suspected violations of policy, law, or ethical standards. Failing to report serious concerns, particularly those involving student safety, may result in disciplinary consequences.



WORK HOURS & ATTENDANCE

SCHOOL CALENDAR

Carter G. Woodson School Calendar consists of 4 professional work days and 8-10 designated holidays depending on the month of employment, along with tentative snow make-up days. The 8 holidays our school currently recognizes are as follows:

- Labor Day (1st Monday of September)
- Veteran's Day (November 11th)
- Thanksgiving Holiday Break, (4th Thursday of November, may include the day before and day after depending on the school calendar).
- Winter Holiday Break (review the school calendar for actual days)
- Martin Luther King Jr. Day (3rd Monday of January)
- Spring Holiday Break (review the school calendar for actual days)
- Memorial Day (last Monday of May)
- Juneteenth Holiday (June 19th)
- Independence Day (July 4th)

Any holidays not listed are not recognized by our school and if taken off by the employee, said employee must use their vacation time or unpaid time off.

ATTENDANCE POLICY

All CGWS employees are responsible for meeting the expected standards for attendance. Chronic, habitual, and/or excessive lateness or absenteeism affects the Charter School's ability to provide educational services. Additionally, it places an undue burden on co-workers who report for work as scheduled. The instructional staff is expected to be on campus from 7:45 am to 3:30 pm unless otherwise specified in your service agreement.

EMPLOYEE WORK SCHEDULE

Employees' work schedules are initially indicated by their individual contracts. However, such schedules may be adjusted based on the needs of the school as dictated by the Sr. Executive Director. Work hours in the office and departments may vary based on the needs of the school. The school, at its discretion, reserves the right to alter the required work hours of employees, with or without notice.

The work week begins on Sunday and ends on Saturday. While the school is not traditionally open on Saturdays and Sundays, there will be times where staff members are required to complete tasks for the benefit of the school on these days.

EXTENDED WORK ACTIVITIES:

Work hours and activities may be extended from time to time for attendance at staff meetings, board meetings, professional development, student activities, emergency incidents, and any related occurrences. Such extensions are necessary to ensure that work flows smoothly and that employees are informed and well-prepared to carry out their responsibilities. Extended work



times and activities will be announced as far in advance as possible. Employees who are affected will be notified either by e-mail or in person. Except in dire circumstances, employee attendance and participation are mandatory and without any additional pay, unless otherwise stated by the school's leadership. Failure to attend a mandatory extended work activity while present for the day, will result in a note placed in your personnel file.

ATTENDANCE AND PUNCTUALITY

At Carter G. Woodson School, regular attendance and punctuality are essential to providing consistent services and quality instruction to students. The Board of Directors emphasizes that low absenteeism among staff is critical to maintaining a productive, effective, and stable learning environment.

All employees are expected to:

- Report to work on time and remain present through the full duration of their scheduled workday.
- Follow all absence-reporting procedures and obtain prior approval for any planned leave.
- Use the designated timekeeping system to clock in and out daily, including salaried staff (for accountability and payroll accuracy).
 - Our payroll system includes geolocation to track whether time is recorded on campus, remotely, or offsite.
 - Non-exempt staff will be paid based on official time entries; tardiness beyond a 5-minute grace period or early departures will result in pay adjustments.

Leave Usage and Deductions

- Vacation days must be used before requesting unpaid leave.
- Pay will be deducted if vacation time is exceeded or if an employee is absent without proper authorization.
- To the extent permitted by law, unauthorized or unreported absences may result in disciplinary action, including dismissal.

Substitute Preparation Requirement (Teachers)

To ensure uninterrupted instruction and effective classroom management during teacher absences (planned or unplanned), all regular classroom teachers are required to prepare a Substitute Teacher Folder or a digital file via Google Classroom.

- Middle and High School Teachers using Google Classroom should “invite” the Administrative Team to access your digital sub folder for continuity and leadership support.
- Substitute plans must be submitted no later than six weeks after the start of the school year and updated as needed.

Each physical or digital substitute folder must include:

- Attendance procedures and current class rosters
- Seating charts
- Detailed, easy-to-follow lesson plans, including backup plans

- Instructional materials: textbooks, guides, manuals, answer keys
- Forms: attendance slips, behavior documentation
- Emergency plans and evacuation procedures
- Daily schedules (include pull-outs and specials)
- Faculty Handbook highlights: school map, mission, discipline policy
- Designated student helpers
- Staff contacts: who to reach out to for assistance
- Medical alerts or procedures for specific students
- Hall passes for restroom, nurse, or office use
- Instructions for collecting and storing student work
- Lunchroom and transition routines
- Accident or incident reporting steps
- Expectations for assistants, student teachers, and substitutes

By maintaining strong attendance, clear communication, and preparedness, we uphold our shared commitment to excellence and accountability at Carter G. Woodson School.

PROCEDURE FOR REPORTING AN ABSENCE

All employees must notify their direct supervisor, the Sr. Executive Director, and the Human Resource Department via email for any absence, in addition to requesting time off through the clock in and out system. It is the employee's responsibility to inform the school's leadership and their direct supervisor when illness or injury results in an absence from work. Failure to report an absence in a timely manner will result in disciplinary action, following this 3-step process:

1. First offense: The Employee will be written up and have a letter placed in their personnel file.
2. Second Offense: The Employee will have a meeting with the Schools Executive Director and HR as well as a second and final warning letter placed in their file.
3. Third and Final Offense: The employee will be subject to termination. In cases of a third unauthorized leave, the immediate supervisor should contact the appropriate Human Resources Department to ensure that a certified letter is sent notifying the employee that termination will occur unless mitigating circumstances are present and can be proved. An employee who repeatedly fails to call his/her supervisor in a timely manner when absent jeopardizes his/her job and shall be subject to disciplinary action up to and including dismissal.

In an emergency beyond an employee's control in which the employee is unable to notify the school, an employee must notify as soon as possible. If an employee is absent for two (2) consecutive days without notification from their Direct Supervisor, the Sr. Executive Director, and/or the Human Resource Department, the employee shall be deemed to have abandoned his/her job and shall immediately be subject to dismissal.

Absent teachers must have substitute folders which include work, school schedule, class schedule and instructions for the substitute. Consecutive absences should be reported on a day-to-day basis. Habitual lateness or absenteeism can result in disciplinary action up to termination. Failure to report absences may result in disciplinary action or dismissal. *See*

General Leave policy.

All staff are required to attend the first two weeks of Board Retreat, Training, Open House, and orientation prior to the start of the school year. Teaching staff will not have leave approved during EOY testing periods, if leave is taken that employee will be written up and may face possible termination.

BREAK PERIOD/LUNCH

At Carter G. Woodson School, staff members may receive a break during the day, which is assigned and directed by their immediate supervisor based on the operational needs of the school.

Lunch Break Guidelines:

- Teachers may not always have a separate or duty-free lunch period, particularly in grade levels where continuous student supervision is required.
- Teachers are encouraged to eat lunch during their planning time or alongside students, as appropriate to their schedule.

Leaving Campus for Lunch:

- Teachers may leave campus during their planning period if no duties are scheduled during that time.
- Teachers must return promptly for their next assigned duty and notify the front office or supervisor before leaving campus.

PROFESSIONAL DEVELOPMENT

Employees will regularly attend professional development on campus and away from campus. Employees are expected to attend professional development scheduled by the Carter G. Woodson School administration. Employees are also encouraged to seek further development by participating in professional associations or attending training on their own to remain abreast of the latest developments in their areas of employment. These days are to be Pre-Approved by the School's Principal and must be noted in your timecard for that day.

EMPLOYEE COMPENSATION

ANNUAL SALARY AND HOURLY COMPENSATION

Compensation is dependent upon relevant factors—i.e., size of the school (enrollment), job position, duties, education, years of experience and ongoing professional training/development, licensure, and related factors. To the nearest extent possible, compensation is based upon comparability data within the State of North Carolina, and may be subjected to a market analysis by an HR professional to ensure competitive compensation. The school's leadership prepares a proposed employee roster with positions and salary structure specified. At its Annual Meetings, the Board of Directors deliberates and approves employee contracts and salaries. The School's leadership is the designated signatory. No contracts may be confirmed or signed without Board approval.

The Carter G. Woodson School is solely responsible for employee compensation. By your signatures, all employees are required to acknowledge and sign the following statement. The statement is included in your Annual Employment Packet.

“You are hereby informed that The Carter G. Woodson School indemnifies the State of North Carolina from any liability for employee salary or any other compensation for which the school is responsible. Employees must give written acknowledgement of this indemnification which states—

“In accordance with G.S. 115C-238.29H (a)(a1), charter schools are required to include the following statement in all contracts and leases into which it enters:

“No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State of North Carolina 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.

“Additionally, the Carter G. Woodson School and the Contractor enter into the foregoing Contract with the understanding that the continuation of the Contract is contingent upon the school having funds available. School officials may terminate the Contract immediately upon the date of written notice to the Contractor. Any such termination would be for the duration of the original Contract period, and no further services are to be rendered nor will any further payments be made from the date of termination.”

PAY PERIODS

The school pays all teachers and salary staff on a 24-pay cycle. The Carter G. Woodson School currently pays all employees semi-monthly on the 15th and the last day of each month. When payday falls on a holiday or weekend, paychecks are deposited on the preceding workday. The payroll schedule will be accessible to staff.

DIRECT DEPOSIT

Direct Deposit is required. As part of the hiring process, all employees are responsible for input of relevant direct deposit information into the payroll system. Employees' paychecks are directly deposited into their accounts at their bank, savings and loan, or credit union.

EXEMPT/SALARIED EMPLOYEES

Exempt and salaried employees at Carter G. Woodson School are required to use the payroll system for tracking and recording their time to ensure accurate payroll processing. While exempt employees are generally not required to track hours worked, accurate record-keeping is important for compliance and auditing purposes.

TARDIES/LEAVING EARLY

If an employee needs to arrive late or leave early, their vacation time will no longer be automatically deducted for such absences. Employees would need to submit PTO in the payroll system for review and approval. However, employees must provide their supervisors with proper notice. "Proper notice" means informing the immediate supervisor by email (refer to the Organizational Chart) about the expected tardiness or early departure in advance, preferably not less than one hour before the scheduled reporting time. In cases of a verifiable emergency, this notice requirement may be waived.

Simply calling and leaving a message with a coworker or anyone not in a supervisory role, or not authorized to handle attendance-related communication, is not considered sufficient. Failure to provide proper notice as outlined in this policy may result in disciplinary action, up to and including termination.

PAYROLL SYSTEM

For attendance purposes, all employees are required to clock in and out using the payroll system. To ensure accuracy and prevent timekeeping issues, all staff will have access to the payroll system through school computers or mobile devices with tracking enabled. Additionally, supervisors will review and approve all recorded time on a weekly basis before submitting it to HR. This step helps ensure that all timekeeping records are accurate and up-to-date.

DEDUCTIONS & WITHHOLDINGS

The Carter G. Woodson School automatically deducts Federal, State, and Social Security taxes from employees' paychecks. Income tax deductions are based upon the exemptions an employee claims on his/her W-4 and NC-4 withholding forms. Payroll deductions will also be made for the benefits in which the employee is enrolled. The types and amounts of all deductions as well as the number of federal and state exemptions are printed on the employee's pay stub. The Carter G. Woodson School must make the proper deductions as required by law.

Withholdings may also be made for an unexcused absence, a lost time card, or incorrect

calculation of hours. If an employee has any questions about his/her deductions or withholdings, please see the Human Resources personnel.

CHANGE IN DEDUCTIONS

You may elect to change your federal or state deductions, based upon the exemptions you claim, whenever you desire. An employee must make any change in deductions in writing. For the employees to change their withholdings, a new W-4, and/or NC-4 form has to be submitted to the Administrative Assistant. Deductions will continue until employment has ceased. Deductions will be taken from the employee's paycheck unless they have signed a Deduction Authorization Notice, changing the deduction before the established payroll deadline.

EMPLOYEE BENEFITS

EMPLOYEE BENEFITS

The Carter G. Woodson School offers benefits, such as Medical, Dental, and Vision insurance coverage, Basic Life, Voluntary Life, Short/Long Term Disability, as well as a Flexible Spending Account and access to an Employee Assistance Plan. Please be aware that benefit plans may vary depending on the needs and ability of the school. Details can be found in the Employee Benefits Booklet. Benefits are to be renewed yearly, at which time every employee must revise and reapply for benefits regardless of their start date. (please see your Human Resources Department for specifics)

MEDICAL INSURANCE

Carter G. Woodson School provides the option of a medical plan for employees and their eligible family members. The cost of the health insurance is shared between the employer and the employee. The employer covers a portion of the premium, while employees contribute through payroll deductions. For employees who include additional eligible family members on their plan, the premium distribution will vary, with different portions covered by both the employer and the employee.

The HR department will collaborate with insurance vendors to update the insurance plans annually. Please be aware that plan prices for employees may vary each year due to market conditions and school-specific factors.

WORKER'S COMPENSATION

All employees are covered under the Workers Compensation Law. Payment is provided for medical expenses and partial income, at no cost.

TIME-OFF BENEFITS

The leadership team at Carter G. Woodson School will review and propose an annual calendar each year for the Board's review and approval.

PAID-TIME OFF (PTO) BENEFITS

The Carter G. Woodson School offers PTO benefits in addition to holiday benefits. PTO should be used for any absences other than holidays, breaks, and bereavement leave. PTO days do not roll over to the next school year. All employees, including those in leadership roles, must track and request time off through the payroll system. PTO is accrued on a monthly basis beginning in the first month of the employee's start date for each school year. Employees may request advanced PTO days if they have not yet accrued sufficient PTO for their needs. However, no

more than 4 advanced PTO days will be approved, which equals to 4 months of employment. Employees who take advanced PTO days and do not return to work for the remainder of the contract year may be required to repay the value of the advanced PTO days taken, or it may be deducted from their final paycheck.

- Ten-month full-time employees receive (10) PTO days.
- Eleven-month full-time employees receive (11) PTO days.
- 12-month full-time employees receive (12) PTO days.

PTO will be used as follows:

1. **Full Day of PTO:** To request a full day of PTO, employees should submit a request for a full day's worth of hours.
2. **Partial Day of PTO:** If an employee needs to leave before the end of the workday, they must enter the number of hours of PTO required for their absence. For example, if an employee leaves 2 hours early, they should record 2 hours of PTO in the system.

BEREAVEMENT DAYS

Carter G. Woodson School offers up to five days of paid bereavement leave per year for full time employees in the event of the death of an immediate family member. The number of days granted, up to five, will be based on the employee's needs and requests. Immediate family members include the employee's spouse, child, parent, sibling, grandparent, and grandchild, as well as any step, half, or in-law relationships, or a person living in the employee's home who qualifies for a deduction under Section 151 of the Internal Revenue Code.

UNUSED PTO days

PTO days do not roll over. If an employee is non-renewal or terminated, they will not be compensated for any unused leave. Regardless of whether an employee has exhausted their vacation days by the end of the school year (June 30th), the benefit will reset on July 1st.

JURY DUTY OR SUBPOENAED APPEARANCES

The Carter G. Woodson School allows you to fulfill your civic responsibility on a jury or appearing as a subpoenaed witness without loss of pay or benefits. When you receive a summons, subpoenaed or other legal notice of the same, you must immediately prepare the necessary leave forms. Proof of attendance in court each day is required. In cases like this, you will be excused from work for the necessary time. Your absence will be counted as an authorized absence with regular base pay. Accrual of leave will not be affected by your absence. Salary or stipends earned for these activities will be deducted from your regular salary.

MANDATORY DAYS

We strongly encourage staff to be mindful of requesting time off during periods of high priority, such as professional developments, projects, events, payrolls, and budgeting and other times when school needs immediate attention.

Teaching staff are prohibited from requesting days off throughout the last two weeks of school when students have their final testing and the first two weeks of school students are in attendance. All staff members of the school are required to attend the Board of Director's School staff retreat and professional development prior to the start of the new school year.

INCLEMENT WEATHER DAYS

The decision to close Carter G. Woodson School due to inclement weather will be made by the Senior Executive Director, based on local conditions. The Senior Executive Director will also determine the method of notification to inform all employees of the closure. In the event of a school closure due to inclement weather, affected employees will not be charged with Paid Time Off (PTO) for the missed workday.

LEAVES OF ABSENCE

The Carter G. Woodson School grants leaves of absence to employees in certain situations or under conditions which necessitate their prolonged absence from work. The Carter G. Woodson School recognizes the following leaves of absence without pay: FMLA Leave and Military Leave.

FMLA LEAVE

The Family & Medical Leave Act (FMLA) provides certain employees with up to 12 weeks of unpaid, job-protected leave per year for specified family and medical reasons with continuation of group health coverage under the same terms and conditions as if the employee had not taken leave. Please see the Human Resource department for more details regarding the requirements for FMLA eligibility.

MILITARY LEAVE

The purpose of Military Leave is to provide employees the opportunity to fulfill their military obligations. Reservists receive a leave of absence in case of an emergency or call to duty by the federal government.

SCHOOL ACTIVITY LEAVE

Employees are entitled to up to four hours per year for parent/teacher conferences, volunteering, etc., pursuant to N.C.Gen.Stat. 95-28.3.

PERFORMANCE MANAGEMENT

TEACHERS OR INSTRUCTIONAL EMPLOYEES

Teachers who hold licenses or a probationary contract will receive at least one evaluation each year. You will be observed formally at least three times each year by the Administration. All observations between evaluations may be used in evaluating your performance.

Teachers are responsible for keeping up with all of the conditions—including deadlines, coursework, and other requirements—surrounding their licensure. Failure to keep up with your licensure plan or expiration date may result in loss of employment or a decrease in position or in pay.

All lateral entry teachers are responsible for working with the administration on the completion of all requirements to hold a North Carolina License to teach for the year employed. In the contract that you will sign, there will be noted stipulations that will require you to meet a deadline on completion of tasks associated with the licensing process in North Carolina (i.e. Praxis requirements, course of study as well as, proof of experience) before any consideration of a continuation of employment with The Carter G. Woodson School.

BUS DRIVERS AND COMMERCIAL DRIVING LICENSE

Bus drivers at The Carter G. Woodson School play a vital role in ensuring the safety, punctuality, and well-being of our students. As such, all bus drivers must meet and maintain the following requirements and responsibilities:

Licensure and Endorsements

- All bus drivers must possess a **valid Commercial Driver's License (CDL)** with **Passenger (P)** and **School Bus (S)** endorsements.
- It is the responsibility of the driver to ensure that their credentials remain current and in compliance with North Carolina Department of Motor Vehicles (NC DMV) regulations.

Mandatory Drug and Alcohol Testing

In accordance with **state and federal law (49 CFR Part 382)** and school policy, **all bus drivers are subject to the following drug and alcohol testing requirements:**

- Pre-employment drug testing (must return a negative result before beginning duties)
- Random drug and alcohol testing
- Post-accident testing
- Reasonable suspicion testing, if supervisors observe behavior suggesting substance use
- Return-to-duty and follow-up testing, if applicable

Any refusal to comply, or a positive test result, will result in immediate removal from driving

duties and may lead to **termination of employment**.

Reporting Requirements

Bus drivers are required to **immediately report** to their supervisor and school leadership **any of the following incidents**, regardless of whether they occur during work hours:

- Traffic violations
- Citations or tickets
- License suspension, revocation, or expiration
- Any involvement in an accident while operating a school vehicle

Failure to disclose this information in a timely manner will result in disciplinary action, **up to and including termination**.

Professional Expectations

- Bus drivers are expected to adhere to all school policies and serve as role models for student behavior.
- They must demonstrate professional conduct at all times while representing Carter G. Woodson School.
- Safety, punctuality, and respectful communication with students, families, and staff are essential responsibilities of the role.

WORKPLACE VIOLENCE

Carter G. Woodson prohibits any form of violence, stalking, threats or damaging property by or against any employee, student, vendor or visitor to the school. Violating this policy will result in disciplinary action up to and including dismissal as unacceptable personal conduct, and may also result in criminal prosecution. This policy also prohibits retaliation or harassment against anyone who makes a good faith report of a violation of this policy. CGW will, to the extent permitted by law, protect the anonymity and safety of anyone who reports an act of violence, as defined by this policy.

REPORTING SEXUAL HARASSMENT

Sexual Harassment of any kind is prohibited in the workplace. This includes any unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature between a superior and a subordinate, between peers, or between any employee/vendor and a student since such conduct is inappropriate and it interferes with job performances, creates an intimidating, hostile, or offensive working environment, and/or affects the employment opportunities or benefits.

REPORTING IMPROPER ACTIVITIES

Under North Carolina Law, the employee is encouraged to report to the School's leadership and the Board of Directors if any evidence of activity by any school employee that violates a state or federal law, is fraudulent, involves the misappropriation of resources, endangers public health, or may be subject to any form of discrimination for having made report.

INTERNET USE

All Internet users are expected to behave legally, responsibly, and ethically when using the Internet. Unacceptable uses of the Internet include: violating copyright laws or plagiarism; illegally copying software; accessing confidential records without authorization; publishing, accessing, or sending profane or obscene material; communicating threats; or using another person's password without permission. Employees should not use social media while at work.

E-mail is intended for conducting school business and as a general rule should not be used for personal business on a regular basis. Confidential student records or personnel information should not be sent by e-mail unless in a secure manner. The confidentiality of your email is not assumed. The Carter G. Woodson School reserves the right to review any email sent over its system.

CELL PHONE USE

Employees should silence their cell phones while on the job and in the classroom. Employees should not be in the classroom during instructional time talking, texting, playing games or using social media during instructional time or while on duty. Teachers have breaks and after school to use their cell-phones. Teachers should use system programs available to communicate to parents instead of the school phones. Refrain from allowing parents to text or call your personal cell phones, all staff should be using school approved systems to communicate such as Infinite Campus, Google Classroom, Class Dojo, and more. Our school policy does not allow students to have cell-phones. Therefore, staff need to set an example by refraining from using the cell-phone and exposing their cell phones in front of students.

SMOKE-FREE WORKPLACE

The Carter G. Woodson School is further committed to maintaining a healthy, smoke-free work environment. Smoking is prohibited inside or outside of any of the school premises. "School premises" include any of the buildings or land and surrounding common areas up to the border of the school property.

CIVIL RIGHTS

If a student, parent, or other person claims that an employee or the school system has violated their civil or constitutional rights, the employee should refer them to the School Leadership. In most cases, the school will advise them to file a grievance so that the dispute can be resolved at the school level. The School Attorney will advise the staff regarding legal and policy issues raised in the complaint. If the grievance cannot be resolved and a lawsuit is filed, in most cases, the School Attorney or the school insurance carrier may provide legal defense.

CRIMINAL CHARGES

If a student or parent charges an employee with a crime, the employee should notify the School's leadership or the employee's supervisor as soon as possible. The Directors or supervisor and appropriate administrative representative will investigate the allegations. If they determine that the employee is innocent of all charges, they may recommend that the School Attorney defend the employee at no charge. If they believe that the employee is guilty of the charges, they may recommend appropriate disciplinary action, up to and including dismissal.

JOB OPENINGS

The Carter G. Woodson School will post all job openings for a specified period of days. The Carter G. Woodson School Administration will attempt to fill positions "Internally" when possible.

Job vacancies will be posted via the internet when necessary. Interviews for vacant positions will be conducted with administration and selected candidates prior to a selection being made. Interview candidates will be selected based on their qualifications for the vacant position.

VOLUNTARY RESIGNATION

Any Carter G. Woodson School employee wishing to voluntarily resign from his/her position should submit a written resignation at least two weeks prior to his/her ending date of employment. Resigning employees will not receive credit for any accrued or unused leave time. Further information relative to separation procedures and the impact on benefits is available via the administration.

POST-TERMINATION REFERENCES

The Carter G. Woodson School will provide the following information to agencies requesting a reference on a former or current employee:

Dates of Employment
Job Title/ Responsibilities
Salary Verification
Rehire Status

No subjective information about the employee, his/her performance, or confidential information

will be provided. ALL requests for references or employment verification should be forwarded to Administration.

GRIEVANCES

This grievance policy provides a structured process for students, parents, or staff to address serious concerns or conflicts that affect their experience at the school. All grievances will be handled professionally, confidentially, and with the goal of resolving issues promptly and fairly. The Board of Directors serves as the final arbitration body in the grievance process. All grievances must follow the outlined chain of resolutions before reaching the Board.

Grievance Resolution Procedure

Step 1: Initial Resolution Attempt

- The complainant should first attempt to resolve the issue informally with the involved party, if appropriate.

Step 2: Mediation Coordinator or Dean of Students

- If unresolved, the complainant should submit a written grievance to the Mediation Coordinator or Dean of Students within 5 school days. It will be reviewed and responded to within 3 school days.

Step 3 : School Principal

- If no resolution is reached through mediation, the grievance may be escalated to the School Principal, who will investigate and respond within 7 school days.

Step 4: Executive Director

- If further unresolved, the grievance can be submitted to the Executive Director for review and decision within 3 school days.

Step 5: Board of Directors

- At the final level, the complainant may appeal to the Board of Directors. The board will review the grievance and issue a final binding decision. All relevant documentation must be submitted in writing.

Important Guidelines

All grievances must be submitted in writing.

Retaliation against anyone filing a grievance is strictly prohibited.

All complaints will be handled confidentially and respectfully.

Grievants must allow adequate time for each step before escalating.

The Board of Director's decision is final and binding.

SAFETY & EMERGENCY PROTOCOLS

EMERGENCY CODES

STANDARD RESPONSE PROTOCOL

Medical Emergency- CODE BLUE: Medical Emergency Keep Students in Class

Bomb- CODE RED: Evacuate and follow assigned route

Fire- See the policy below. *Alarm Sounds, Evacuate, and Follow assigned routes

Tornado- See the policy below. * Move to Assigned Area Shelter for Tornado! Drop, Cover, and HOLD!

CODE 300-

- Intruder Inside (Hard Lockdown, locks, lights out, and out of sight, maintain silence).
- Kidnapping (Hard Lockdown, locks, lights out, and out of sight, maintain silence).
- Weapon ((Hard Lockdown, locks, lights out, and out of sight, maintain silence).

CODE 437- See Ice Protocol Below.

FIRE

To ensure the safe and orderly evacuation of all students, staff, and visitors in the event of a fire or fire alarm activation.

1. Alarm Activation:

- When the fire alarm sounds, **immediately stop all activity** and begin evacuation.
- Close **doors and windows** as you exit to contain smoke or fire.

2. Evacuation Routes:

- Follow the **posted evacuation route** for your room or area.
- Move quickly and calmly—**do not run or push**.

Building A

Building B

Building C

Building D

3. Teacher Responsibilities:

- Take your **class roll** and lead your students to the designated assembly area.
- **Account for all students** once outside.
- **Report missing students** or concerns to an administrator or safety officer.

4. Assembly Area:

- Proceed to the **designated area outside the building**, well away from the structure.
- Keep students calm, quiet, and with their class group.

5. Re-entry:

- Do not re-enter the building until the **all-clear signal** is given (usually a single ring over the intercom).

TORANDO

To protect students and staff during severe weather, such as tornado warnings or high-wind threats.

1. Warning Activation:

- When a tornado warning is issued or a drill is announced, **immediately proceed** to the designated shelter area in an orderly manner.
- Do not use elevators.

2. Shelter Location:

- Shelter in **interior hallways, restrooms, or windowless rooms** on the **lowest floor**.
- Avoid areas with windows, wide-span roofs (e.g., gyms), and exterior walls.

Building A

Building B

Building C

Building D

3. Crouch and Cover:

- Once in the shelter:
 - **Crouch low**, face the wall, **head down**.
 - Cover your **head and neck** with your arms.
 - Use books or backpacks for added protection if available.

4. Stay Put:

- Remain in position **until the all-clear is given** by administration or emergency personnel.
- Listen quietly for instructions.

5. Teacher Responsibilities:

- Bring your **class roster** and **account for all students**.
- **Report any missing or extra students** to an administrator immediately.
- Keep students calm and quiet throughout the drill.

LOCKDOWN

Soft Lockdown: A Soft Security Lockdown at Carter G. Woodson School involves heightened security measures without a complete lockdown. This approach allows normal educational activities to continue while limiting movement and access to ensure the safety of all students and staff, particularly across the multiple buildings serving K-12 students.

Soft Lockdown Protocol

1. Communication

- Alert: Notify all staff via intercom, school-wide messaging systems, and walkie-talkies that the school is initiating a soft lockdown.
 - Example message: "Attention staff, we are implementing a soft lockdown. All outside movement is restricted, but teaching and internal operations continue as



normal. Please remain vigilant."

- Parents/Guardians: Send out an automated message to inform parents that the school is under a soft lockdown as a precautionary measure. Reassure them that students are safe and the situation is being monitored.

2. Secure the Perimeter

- Exterior Doors: Lock all exterior doors to prevent unauthorized access.
 - o Security Personnel: Position security officers or designated staff at key entry points of each building to monitor any external movement.
 - o Access Control: Disable badge access for non-essential personnel or visitors.
 - o Outdoor Areas: Ensure all students are brought inside from outdoor activities (recess, PE, etc.) and secure outdoor areas (playgrounds, parking lots).

3. Classroom Procedures

- Classroom Doors: All classroom doors should remain closed and locked.
 - o Window Blinds/Curtains: Lower blinds or cover windows, if possible, but continue teaching as normal.
 - o Classroom Movement: Limit movement between classrooms unless absolutely necessary (e.g., bathroom or medical emergencies). In this case teachers may be asked to rotate to classrooms instead of groups of students moving around campus.

4. Controlled Building Movement

- Hallway Restrictions: Limit hallway movement during the soft lockdown. If movement is necessary (e.g., class changes), ensure students are escorted by staff.
 - o Bathroom Visits: Only allow bathroom visits with teacher or staff escorts. Use designated bathrooms near classrooms to avoid unnecessary movement.
 - o Cafeteria and Common Areas: Restrict access to common areas unless scheduled, and make sure they are monitored closely by staff or security. In this case some classes may be required to eat in their classrooms with the cafeteria staff supporting the deliveries.

5. Restrict Visitor Access

- Signage: Place visible signs at main entrances indicating that the school is in a soft lockdown and no visitors are allowed.
- Visitor Procedures: If a visitor arrives during the soft lockdown, notify them of the situation, ask them to leave, and reschedule their visit for another time.

6. Monitor Surveillance and Security Systems

- Cameras: Have security personnel actively monitor surveillance cameras, focusing on potential blind spots and entryways.
- CPI App Access: Ensure the security supervisor or assigned personnel can view the camera footage remotely for additional surveillance.

7. Emergency Team Briefing

- Key Personnel: Gather key staff members (administration, security, and emergency response team) for an update on the situation and response plan.
 - o Information Sharing: Continue to assess any developing threats and communicate with local authorities as needed.

8. End of Soft Lockdown

- All-Clear Signal: Once it is deemed safe, an official "all-clear" signal will be issued by



school administration.

- o Reopen Access: Unlock all exterior doors, and resume normal school operations.
- o Parent Notification: Send a follow-up message to parents/guardians informing them that the lockdown has been lifted and all students are safe.

Additional Considerations

- Training: Regularly train staff and students on soft lockdown procedures, so everyone is familiar with their roles.
- Drills: Conduct soft lockdown drills to ensure readiness and identify any potential issues.
- Coordination with Local Law Enforcement: Establish clear communication channels with local police, ensuring rapid support if needed.

This soft lockdown strategy is designed to maintain a calm and controlled environment while responding to potential threats or concerns.

ICE SAFETY PROCEDURES

Our priority is maintaining a safe and secure environment for all students, staff, and visitors. CGW enforces a warrant-only entry policy for ICE officials. If ICE were to arrive, it would most likely be in the early morning hours.

Security Levels & Response Procedures

● Level 1: High Alert (*ICE presence suspected in the area but not on campus*)
(*This level will not be communicated to staff*)

- Security personnel will maintain a visible presence at all building entrances.
- Parking lot access will be restricted to reduce entry points.
- An additional security staff member will conduct patrols inside buildings, changing locations every 30 minutes.

● Level 2: Soft Lockdown (*ICE present on campus – Code 437 announced via walkie-talkie*)

- No student movement across campus – students must remain in the building.
- Teachers and essential staff may move between buildings as needed.
- Limited movement is enforced until further notice.

● Level 3: Hard Lockdown (*If the situation escalates beyond control*)

- Full lockdown in effect – all classrooms and facilities secured.
- Doors locked, lights off, remain silent – avoid windows and doors.
- No movement for students, staff, or visitors until an all-clear is given.

Please familiarize yourself with these protocols and be prepared to follow them in the event of an ICE-related situation. If you have any questions, do not hesitate to reach out.

BUS DRIVER SAFETY POLICIES

The safety of students and staff during school bus transportation is a top priority at Carter G. Woodson School. These protocols are designed to provide clear guidance for responding to accidents, behavioral issues, medical emergencies, and other incidents on or around school buses.

Emergency Contacts & Communication

- Bus Drivers must have immediate access to:
 - o School Dispatch or Transportation Coordinator

- 911 for emergency services
- School Leadership (including Dean of Students and Executive Director)
- All communication devices (e.g., school-provided phones or radios) must be functional before departure.

Accident or Collision Protocol

If a bus is involved in a crash or traffic accident:

- Pull over safely and activate hazard lights.
- Check students and yourself for injuries.
- Contact 911 if needed.
- Contact the Transportation Director immediately.
- Do not move the vehicle unless instructed by emergency responders.
- Complete a Bus Incident Report within 24 hours.
- School Administration will contact families of affected students.

Student Behavior & Disruption

If a student exhibits unsafe, violent, or inappropriate behavior:

- Pull over in a safe location if immediate danger is present.
- Contact the Transportation Director for support.
- Document the incident in writing with time, date, student name(s), and description.
- Submit a Behavioral Incident Report to the Dean of Students within the same day.
- Students may be suspended from riding the bus following investigation and parent notification.

Medical Emergency

In the event of a medical emergency:

- Pull over safely.
- Call 911 if it is life-threatening.
- Contact the Transportation Director immediately. And School Nurse if needed.
- Administer first aid if trained and needed.

- Follow up with a Medical Emergency Bus Report to school administration and the nurse.

Unauthorized Person or Threat

If an unauthorized individual attempts to board the bus or poses a threat:

- Do **not** allow them on board.
- Lock the doors if possible.
- Drive away from the area if safe or remain on lockdown.
- Contact 911 and the Transportation Director immediately.
- Provide student and driver safety as the first priority.

Lost Child / Student Not Dropped Off

If a child cannot be dropped off (no adult at home or confusion):

- Contact Transportation Director.
- Return the child to school if needed.
- Inform the parent/guardian.
- Document the event in the **Transportation Concern Log**.

Weather and Road Conditions

- Monitor weather alerts before and during routes.
- Use alternative routes if directed by the Transportation Director
- In case of dangerous road conditions, park safely and wait for further instructions.

Reporting Requirements

- All incidents must be reported to the Safety Team using an Incident Report Form.
- Incidents will be reviewed and submitted to the Sr. Executive Director within 24 hours.
- Documentation is essential for accountability and legal compliance.

Ongoing Training

All bus drivers and transportation personnel will receive:

- Annual bus safety and crisis training
- Student behavior management support
- Refresher sessions on reporting protocols

SAFETY FOLDERS

Each teacher will have an Emergency Procedure Folder that must be carried with them during all drills and actual emergencies.

The folder includes:

- **Current class roster** with student names and attendance log
- **Emergency contact information** for each student
- **Map of the evacuation route** specific to the classroom or location
- A copy of this Emergency Drill Procedures document

This folder should be kept in an easily accessible location in the classroom and updated regularly.

For Administration: Emergency Operations Binder

The **Director/Principal** will maintain an **Emergency Operations Binder** to be kept in the front office or other designated area. The receptionist is responsible for keeping all information current and bringing the binder to the designated location.

The binder must include:

- **Current class rosters** for all classrooms
- **Emergency contact information** for all students and staff
- **Evacuation routes** for all areas and buildings on campus
- A copy of the monthly **Fire Drill and Safety Inspection Report Form**
- Copies of all emergency drill procedures and documentation

This binder should be updated at least monthly or as soon as class or contact information changes.

WORKPLACE INJURIES & WORKER'S COMP

Employees must report any work-related injury to their supervisor or the HR department as soon as possible. Immediate notification is crucial to ensure proper documentation and support. If the injury requires medical attention, employees should seek care from a healthcare provider. For severe injuries, seek emergency care immediately. Complete an Incident Report form detailing the nature of the injury, how it occurred, and any immediate actions taken. This form should be submitted to HR within 24 hours of the injury. Employees



may be eligible for workers' compensation benefits for work-related injuries. Employees must provide a medical clearance before returning to work if they have been off due to an injury. HR and the supervisor will work with the employee to accommodate any necessary adjustments or modifications upon return. If the injury results in an extended absence, employees may be eligible for leave under the Family and Medical Leave Act (FMLA) or other applicable leave policies. HR will provide information on how to apply for such leave. HR will follow up with the employee to ensure they receive appropriate care and support throughout their recovery process.

VISITORS/PARENTS/STUDENT INJURIES

If the parent of a student or a visitor is injured at Carter G. Woodson claims that the employee or the school is responsible for the injury, the employee should refer them immediately to the School Leadership. The School Attorney or the school's insurance adjuster will investigate the claim. If it is denied and the injured person files a lawsuit, the school and the insurance carrier's attorney may defend any employee who has been named a party. Additionally, any inquiries or concerns related to an injury on campus must be documented. An incident report will be completed by the Safety Team and submitted to the Senior Executive Director.

SCHOOL CULTURE

OVERVIEW

SCHOOL CULTURE

The Dean of Students (DOS) ensures the promotion of the Carter G. Woodson School Culture and Citizenship with consideration of our Multi-Tiered System of Supports (MTSS) framework and our School Improvement Team.

Proper and appropriate conduct is the foundation of the CGW culture. The information below is to be taught in all classrooms during the first 10 Days of school and then re-enforced throughout the school year as needed.

<i>What do you do?</i>	<i>What does this look like in action?</i>
Be Committed	<ul style="list-style-type: none">• <i>Complete assignments on time</i>• <i>Be on time to class</i>• <i>Be prepared for learning</i>• <i>Be on task</i>• <i>Participate in all learning</i>• <i>Encourage and inspire one another</i>
Model Greatness	<ul style="list-style-type: none">• <i>Having a positive “can do” and “will do” attitude</i>• <i>Be honest, tell the truth regardless of whom or what</i>• <i>Evoke the spirit of excellence from within at all times</i>• <i>Use appropriate and professional language</i>• <i>Follow instructions of teachers, and all official adult staff</i>• <i>Clean up after yourself in each classroom and lunchroom</i>
Show we are Worthy	<ul style="list-style-type: none">• <i>Make yourself worthy of respect and of self-respect</i>• <i>Show respect to others through random acts of kindness</i>• <i>Respect the school and property</i>• <i>Listen before speaking</i>• <i>Find the strength within to make good choices in all situations</i>
Achieve Success	<ul style="list-style-type: none">• <i>Be in proper uniform, cleanliness inside and out</i>• <i>Always make the Honor Roll, no excuses</i>• <i>Always be on time and always keep your word.</i>• <i>Take ownership of your education and learning</i>

School Culture: “The Way of The CGW School” is the foundation of its culture. These are the cultural elements of striving to excel not to equal:

1. Proper Uniform and Cleanliness
2. Good manners
3. Student Professionalism
4. Appropriate Social interactions among peers
5. Positive confident attitude
6. Uses good judgment(sagacity)
7. School Song by heart
8. Cultural Literacy(The knowledge and understanding of a culture's shared values and history. It fosters respect for your own culture and the culture of others. It fosters critical thinking and provides a more nuanced understanding of your own culture as well as others. **Dr. Carter G. Woodson wrote, "What we need is not a history of selected races or nations, but the history of the world void of national bias, race hate, and religious prejudice."**

*** See additional processes in the Parent/Student Handbook for Culture.*

IN LOCO PARENTIS & STAFF ROLE IN STUDENT DISCIPLINE

Overview: "In loco parentis" is a Latin term meaning "in the place of a parent." In the context of North Carolina public charter schools, this principle empowers school staff to act with limited parental authority while students are under school supervision. The purpose is to ensure student safety, discipline, and well-being during the school day and at school-sponsored events.

Why Is It Important?

- Ensures that students are safe and supervised
- Gives teachers the legal authority to enforce rules and discipline
- Allows staff to make decisions in emergencies
- Creates a structured learning environment

What Teachers Can Do Under *In Loco Parentis*:

- Supervise students throughout the day
- Enforce school rules and classroom behavior
- Respond to emergencies and provide first aid
- Intervene in bullying or harmful behavior
- Make decisions for student safety during school events or trips

What *In Loco Parentis* Does Not Allow:

- Teachers cannot violate students' constitutional rights
- Teachers cannot make decisions about major medical or legal issues without
- parental input



- Teachers cannot use unreasonable punishment or harm students
Teachers cannot replace parents—they only act temporarily in their role

Legal Basis: The idea of *in loco parentis* is part of common law (law made by judges not law makers) and has been recognized by courts in the U.S. In the landmark Supreme Court case *Tinker v. Des Moines* (1969), the Court ruled that schools must balance *in loco parentis* with students' constitutional rights.

In Summary: While students are at school, teachers act with the authority of a parent—not to replace parents, but to keep children safe, disciplined, and supported. This principle is essential to how schools operate and how students learn in a respectful, secure environment.

BEHAVIOR MANAGEMENT

Carter G. Woodson School follows a culturally responsive behavior plan. Carter G. Woodson adheres to the ancestral traditional held belief of communal support for children. The African proverb states, “it takes a village to raise a child.” All staff members correct children when they engage in behavior that will be detrimental and/or harmful to their academic growth and development. At Carter G. Woodson School, we do not tolerate any behavior or action that will disrupt learning. Also, we do not support any corrective action of misbehavior that will allow a child to be out of class and not learning. Carter G. Woodson’s behavioral plan requires parental support. Parents are the child’s first teacher. We know that parents want the best for their children. At Carter G. Woodson School, we partner with parents and guardians to ensure that children learn and exhibit behavior that will enable children to excel academically.

Moral Focus Purpose Plan: As a public charter school in North Carolina, Carter G. Woodson School is committed to educating the whole child by fostering academic excellence, personal responsibility, and strong moral character. A core component of our mission is to instill in each student a clear moral identity grounded in cultural heritage and community values.

Our approach to character education is embedded within our daily instructional practices and school culture. We implement a culturally relevant moral focus curriculum that emphasizes the development of essential skills, behaviors, mannerisms, virtues such as respect, responsibility, empathy, integrity, and perseverance. These values are not taught in isolation, but rather integrated across content areas and reinforced through school-wide expectations and interactions under our Multi-Tiered System of Supports (MTSS) plan.

Our school’s structure integrates character development in every aspect of instruction. We approach character education through a culturally relevant paradigm. The Carter G. Woodson School moral and character education is an essential part of every student’s education. At Carter G. Woodson, we expect our children to have great character. Teachers will instruct on moral behavior and teachers will correct children. We hold our teachers and staff accountable to encourage, model, teach and explain



great moral behavior.

Teacher Role: Self Education “Philosophers have long conceded, however, that every man has two educators: 'that which is given to him, and the other that which he gives himself. Of the two kinds the latter is by far the more desirable. Indeed all that is most worthy in man he must work out and conquer for himself. It is that which constitutes our real and best nourishment. What we are merely taught seldom nourishes the mind like that which we teach ourselves.’” - Carter G. Woodson, *The Mis-Education of the Negro*

ANTI-BULLYING & HARASSMENT POLICY

Anti-Bullying Law NCGS [Chapter 115C - Article 29C](#)

The Carter G. Woodson School is committed to maintaining a safe healthy learning environment encouraging creativity, free thought and inclusive culturally relevant classroom instruction. Proper and appropriate conduct is the foundation of this CGW culture. Bullying in any form is antithetical to that culture and is not tolerated. We are bound by NC Law wherein bullying is deemed illegal and condemned in the harshest terms. Below is the article:

“As used in this Article, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that: (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

(2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.”

Teachers are expected to observe, call out and redirect any and all forms of bullying inside the classroom, hallways and lunchroom. **The teacher is the professional and the teacher's discernment is crucial in identifying students who may be being bullied, struggling academically or emotionally, even if the student doesn't explicitly ask for help.**

Any student that believes he or she has been harassed or bullied should immediately tell a teacher, student services coordinator or school administrator. Any school employee made aware of bullying shall report it to the Dean of Students(DOS):

The Main Components of Bullying:

1. Intentional Harm

- Definition: The behavior is deliberate and meant to hurt, humiliate, or harm another person physically, emotionally, or psychologically.
- Examples: Name-calling, hitting, spreading rumors.

2. Repetition

- Definition: Bullying usually involves repeated actions or threats over time, not just a one-time incident.
- Examples: Daily teasing or ongoing cyberbullying.

3. Power Imbalance

- Definition: There is an unequal power dynamic between the bully and the target. This may be due to differences in physical strength, social status, popularity, or access to embarrassing information.
- Examples: An older student bullying a younger one, or a popular peer socially excluding someone less popular.

4. Unwanted and Unprovoked Behavior

- Definition: The victim does not invite or provoke the behavior. It is unsolicited and often causes distress or fear.
- Examples: Being targeted online for no reason or being mocked for one's appearance.

5. Negative Impact on the Victim

- Definition: Bullying causes real harm—emotional, physical, social, or academic.
 - Examples: Anxiety, depression, dropping grades, or avoiding school, including race, color, religion, ancestry, national origin, gender, sex, age, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, pregnancy, physical development, sensory disability, or by association with a person who is perceived to have one or more differences.

NC Law Regarding Cyber Bullying [G.S. 14-458.1](#)

Carter G Woodson School does not tolerate bullying. Any student that is being bullied at school will need to immediately inform a school official. Carter G. Woodson cannot address any accusation of bullying without being notified. If a student knows of threats, possible fighting situations, any type of communicating threats (bullying) or the use of abusive words to any student(s) is required that the student report such behavior to any school personnel; so that the school may intervene and prevent this type behavior.

Carter G. Woodson does not chase hyperbolic exaggerations associated with bullying that could be normal child development. We work carefully with students, teachers and parents on an individual and on a one on one basis with any accusation of bullying. Students involved in any

act of violence will be handled by the Executive Team.

Carter G Woodson School has no jurisdiction of any bullying or harassment that might occur at your house or your personal cell phone. Technology is rapidly changing. Many students use various forms of social media. If your child is being harassed by anyone via the internet, you can speak with law enforcement pursuant to the.

WE ENCOURAGE ALL PARENTS TO PREVENT YOUR CHILDREN FROM USING SOCIAL MEDIA BECAUSE IT DOES NOT ADD ANY ACADEMIC BENEFIT, AND YOU CANNOT CONTROL THE NEGATIVE IMAGES YOUR CHILD MIGHT RECEIVE.

Carter G. Woodson Administration has the right to administer any necessary procedure without following the above depending on the severity of the behavior and the number of incidences reported. North Carolina Statutes require the director to report any violation of NC law to the proper authorities, i.e., possession of illegal drugs/controlled substance or weapons.

STAFF ROLE IN IEP/504 PLAN IMPLEMENTATION

To ensure all staff members understand their roles and responsibilities in the implementation of Individualized Education Programs (IEPs) and Section 504 Plans in compliance with federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and North Carolina Department of Public Instruction (NCDPI) guidelines.

I. General Expectations for All Staff

- All staff are legally required to implement accommodations, modifications, services, and supports as outlined in each student's IEP or 504 Plan.
- Confidentiality must be maintained at all times. Plans should not be shared or discussed outside of professional, educational needs.
- Staff are expected to participate in ongoing training related to EC compliance, inclusive practices, and disability awareness.

II. Responsibilities by Role

1. General Education Teachers

- Review and sign acknowledgment of all IEPs/504s for students on your roster at the beginning of each semester or upon student enrollment.
- Implement accommodations and modifications as outlined in the student's IEP/504 Plan.
- Maintain documentation of accommodations provided (e.g., extended time, preferential seating, test read-aloud).
- Provide input for IEP/504 meetings regarding student performance, strengths, and areas of concern.
- Collaborate with EC teachers, 504 Coordinators, and support staff to monitor progress.

2. Exceptional Children (EC) Teachers / Case Managers

- Ensure IEPs are developed, reviewed, and revised according to IDEA timelines.
- Serve as the main point of contact for the student's IEP implementation.
- Collaborate with general education staff to support and train on accommodations and modifications.
- Monitor student progress on IEP goals and complete progress reports as required.
- Coordinate with related service providers, the testing coordinator, and administrators.

3. 504 Coordinators

- Develop and manage Section 504 Plans in accordance with federal guidelines and school procedures.
- Ensure all staff working with the student receive and understand the 504 Plan.
- Monitor implementation and make plan revisions when necessary.

4. School Counselors and Support Staff

- Assist in supporting accommodations as appropriate (e.g., counseling services, behavior supports).
- Participate in meetings and serve as liaisons for family communication when appropriate.

5. Administrators

- Ensure school-wide compliance with IDEA and Section 504 regulations.
- Monitor implementation of IEP/504 plans across classrooms.
- Support training and resources for staff.
- Participate in eligibility and placement meetings when needed.

6. Testing Coordinators

- Ensure appropriate testing accommodations are implemented per IEP/504 guidelines.
- Coordinate with EC staff to ensure proper documentation is submitted and maintained.

III. Training and Compliance

- All staff must complete annual EC compliance training.
- IEPs and 504 Plans must be reviewed promptly after changes or new enrollments.
- Staff must reach out to the EC Director or 504 Coordinator with questions or implementation concerns.

IV. Documentation and Reporting

- Teachers must keep records of accommodations provided.
- Concerns about a student's response to the plan should be documented and communicated to the EC teacher or 504 Coordinator.
- Incident reports or behavior referrals involving students with IEPs/504s must include consideration of disability-related factors.

STAFF ROLE IN ELL SUPPORT IMPLEMENTATION

To ensure that all staff members understand their roles and responsibilities in supporting the academic, linguistic, and social-emotional success of English Learners (ELs), in accordance with federal laws (Title III of ESSA), civil rights requirements, and North Carolina Department of Public Instruction (NCDPI) guidance.

I. General Expectations for All Staff

- All staff must provide equitable access to academic instruction and school programs for English Learners.
- Staff must implement appropriate accommodations and scaffolding based on each student's English Language Proficiency (ELP) level.
- EL student progress should be monitored and communicated consistently.
- EL student information is confidential and should be treated professionally.

II. Responsibilities by Role

1. General Education Teachers

- Review English Language Development (ELD) plans and student ELP levels at the start of each semester or upon enrollment.
- Implement language accommodations and scaffolds (e.g., visual aids, sentence frames, tiered vocabulary, extended time).
- Provide differentiated instruction based on WIDA ELD standards.
- Collaborate with EL teachers to address language needs in content instruction.
- Participate in ongoing professional learning around culturally responsive teaching and language development.

2. EL Teachers / EL Coordinator

- Identify and assess potential EL students using the W-APT or WIDA Screener upon enrollment.
- Develop and maintain English Learner Plans and Language Instruction Educational Plans (LIEPs).
- Provide direct English Language Development instruction based on student proficiency levels.
- Monitor progress and update EL documentation in PowerSchool or ECATS.
- Coordinate annual ACCESS for ELLs testing and communicate results to families and staff.
- Provide professional development and instructional coaching to general education staff.
- Serve as a resource for curriculum alignment, instructional modifications, and cultural responsiveness.

3. EL Department as Support

- The EL Department serves as a support hub for teachers, students, and families, ensuring consistent implementation of EL accommodations and best practices.
- Provides guidance on modifying classroom materials and assessments to meet the language needs of EL students.
- Supports schoolwide communication strategies to ensure EL families receive timely and translated information.
- Coordinates with leadership and instructional teams to ensure ELs are included in

MTSS, EC referrals, and enrichment programs.

- Maintains compliance with Title III and monitors the school's language instruction program effectiveness.

4. Testing Coordinators

- Ensure EL students receive appropriate testing accommodations as documented in their LIEP.
- Coordinate with the EL Coordinator to implement ACCESS testing requirements.
- Maintain secure and accurate testing records.

5. School Counselors and Support Staff

- Support EL students in adjusting socially and emotionally to school settings.
- Collaborate with families and EL teachers to ensure services are accessible.
- Help address language or cultural barriers in counseling and academic advising.

6. Administrators

- Ensure school-wide compliance with Title III and EL-related policies.
- Promote inclusion of ELs in all academic programs and services.
- Monitor staff implementation of EL accommodations and equitable access.
- Allocate resources for EL professional development and materials.

III. Training and Compliance

- All staff will complete annual EL training, including WIDA standards, language acquisition, and instructional scaffolds.
- EL teachers and coordinators will attend required DPI and Title III sessions.
- Staff must remain informed about EL policies, updates, and federal/state guidance.

IV. Documentation and Reporting

- EL Plans must be reviewed annually and updated with progress data.
- Any changes in EL services must be documented and approved by the EL Coordinator.
- Teachers must maintain records of accommodations and supports provided to ELs.
- Referrals for interventions or special education must consider English language development needs.

V. Family and Community Engagement

- Families must receive communication in their home language where feasible.
- Interpreter and translation services should be coordinated through the EL department.
- Schools must promote culturally responsive engagement and ensure EL families feel welcome and informed.

CLASSROOM MANAGEMENT EXPECTATIONS

How to Help Students Embrace the School's Values and Expectations:

Purpose: Our approach is grounded in empathy, respect, and the ability to discern and make wise decisions. It also calls for psychological insight—understanding what motivates behavior and how to support change. When these principles are modeled and reinforced consistently, they lead to meaningful results in student engagement, behavior, and academic success.

Teachers use this as a guiding framework for classroom management and how you approach student support. It is intended to help create a consistent, positive learning environment where all students feel seen, supported, and empowered to succeed.

1. If possible begin all corrective measures with honest appreciation by sincerely complimenting something the student has done well. Why: this lowers defenses and creates a cooperative atmosphere.
2. Call attention to mistakes in an indirect manner if at all possible in the classroom setting. Instead of bluntly pointing out faults, use encouraging language like: “I may be wrong, but let’s look at it from another perspective.” Why: this helps the other person save face, hopefully helps them remain open minded and more receptive.
3. Talk about your own mistakes first by admitting your own errors before criticizing someone else. Why: this shows (models) humility and sets a tone of fairness.
4. Instead of saying “You’re wrong,” ask “could we look at it from another angle?” “What do you think about this possibility?” Why: this promotes collaboration and sets the tone for respect not resistance
5. When a student is wrong, don’t humiliate them, remain firm on the violation but try to allow them to save face. Sometimes in extreme cases and with certain types of students this is not possible, if they are ashamed of their behavior it may turn the student away from the embarrassing behavior. Why: This protects their dignity, builds respect.
6. Try to honestly see things from their perspective even if it’s wrong (not that you agree). Ask: “I see why you would think that but let’s look at it from this perspective. Why: this kind of empathy defuses tension and leads to real understanding.

Teacher Role:

- Always show, exhibit and display good manners at all times.
- Lead by example consistently enforcing the policy/rule
- Have classroom rules posted and visible for all to see (please add “No Cell Phones” to the classroom rules.
- Teach the classroom rules, culture and citizenship for the first 10 days of school.)See the chart above for components of the CGW Culture and Citizenship.)
- Develop a healthy professional relationship with the student without crossing professional

boundaries.

- Respect students' life choices even if you don't agree with them. Here is an opportunity to use "situational leadership" principles to guide them towards a more mature view of themselves and the situation.
- BE SITUATIONAL AT EVERY OPPORTUNITY. This style of leadership is based upon the "Situational Leadership Principles", in which the teacher must be able to adapt "to the situation" and take every chance to teach and guide the student into a higher level of understanding based upon the "situation" at the moment of the infraction.
- Raising student expectations in areas of conduct as well as academic performance. This is crucial, there is overwhelming consensus that when teachers genuinely expect more from students, students tend to perform better. "This is often called the Pygmalion Effect or Rosenthal Effect."

Enforcement:

Teachers "administer" the policy/rule by informing, observing, guiding, explaining and checking for compliance. The teacher also "enforces" by giving warnings, verbal or written. (*written warnings are encouraged, even a verbal warning should be documented*) and ensure compliance with consistent follow through. Some teachers may have different expectations inside their classrooms, for example: one teacher may allow students to use their cell phones, or sleep during classroom time, while another may require the student to follow the policy/rule. This inconsistency erodes respect for the policy, then it's a gradual loss of respect for authority and school rules. Teachers must enforce school rules and abide by school policy. This leaves no room for personal interpretations of the rule.

The role of administration involves both administering and enforcing school rules and policies. While these two areas may overlap, they each have a distinct focus:

- Administering means leading the process — guiding, supporting, and making sure that everyone understands and follows the rules. It's about oversight and helping staff and students stay in compliance.
- Enforcement is about making sure rules are actually followed. This includes taking action when rules are broken and holding individuals accountable.

In short:

- Administering = guidance + oversight
- Enforcement = accountability + action

Policy: Referral of Students to the Discipline Department

Purpose: To outline the process by which Carter G. Woodson School staff refer students to the Dean of Students/Discipline Department, ensuring consistent, fair, and timely management of behavioral concerns.

Scope: This policy applies to all staff members, including teachers, teacher assistants, and support personnel, at Carter G. Woodson School.

Policy Statement: The Carter G. Woodson School is committed to maintaining a safe, respectful, and culturally responsive learning environment. When behavioral incidents occur that disrupt instruction or violate school rules, a structured referral process must be followed. Staff are expected to address minor behaviors in the classroom using culturally responsive classroom management techniques. Serious or repeated infractions must be referred to the Discipline Department.

Referral Guidelines:

1. Classroom Intervention First:
 - Teachers must document and attempt at least two interventions prior to a formal referral (e.g., redirection, student-teacher conference, phone call to guardian).
 - Documentation should include date, time, student behavior, and steps taken.
2. Referral Criteria:
 - Behaviors that threaten the safety of students or staff
 - Physical altercations or threats
 - Repeated classroom disruptions after interventions
 - Harassment, bullying, or discriminatory language
 - Possession of prohibited items (e.g., drugs, weapons, contraband)
 - Any conduct that violates the school's Code of Conduct requiring administrative response
3. Referral Submission Process:
 - Complete the Student Discipline Referral Form (electronic or paper)
 - Include detailed description of incident and prior interventions
 - Submit the form to the Dean of Students or designated administrator within 24 hours of the incident.
4. Follow-Up:
 - The Discipline Department will review the referral, investigate as needed, and determine appropriate action
 - Staff who submitted the referral will receive a written update within 48 hours
 - All disciplinary decisions will be consistent with CGW's restorative practices framework and applicable NC and federal laws.

Emergency Situations:

- For immediate threats to safety or serious emergencies, staff must contact school administration or security immediately before completing the referral process.

Confidentiality: All referrals and related disciplinary actions will be handled with confidentiality

and in accordance with FERPA and other applicable student privacy laws.

MISCELLANEOUS

STUDENT MEDICATION

PRESCRIPTION MEDICATION

- Only medications prescribed by a licensed physician will be administered to students. The medication must be provided in its original container with a clear prescription label detailing the student's name, dosage, administration instructions, and the prescribing physician's name.
- Parents or guardians must complete a Medication Authorization Form, which includes consent for school personnel to administer the medication according to the physician's directions.

OVER-THE-COUNTER

- For over-the-counter medications, parents or guardians must submit a written request along with the Medication Authorization Form. The medication must be provided in its original, unopened container with the student's name clearly labeled.
- Over-the-counter medications will only be administered as per the manufacturer's dosage instructions unless otherwise specified by a physician.

MEDICATION ADMINISTRATION

- All medications must be administered by designated school personnel trained in proper medication administration.
- Medications must be stored in a secure location within the school, such as a locked cabinet or drawer.

SELF-ADMINISTRATION

- In some cases, students may be permitted to self-administer medication if authorized by their physician and with written parental consent. This policy must be reviewed and approved by school administration.

EMERGENCY MEDICATION

- Emergency medications, such as epinephrine auto-injectors, must be readily accessible and stored according to the manufacturer's instructions. A Medication Authorization Form and an Emergency Action Plan must be completed and provided by the parent or guardian.

MEDICATION EXPIRATION

- Parents or guardians are responsible for ensuring that medications are not expired. Expired medications will not be administered and should be replaced promptly.

DISCONTINUATION OF MEDICATION

- If a student no longer requires medication, parents or guardians must notify the school in writing and return any unused medication to the parent or guardian.

RECORD KEEPING

- The school will maintain accurate records of all medications administered, including the date, time, and dosage.