

Policy Committee Meeting

8/6/19

5:00 PM

1. Policy 7500: Workday Erika
2. Policy 1100: Governing Principals Misti & Lee
3. Policy 2120: Code of Ethics for School Board Members: &
Policy 2123: Board Members Opportunity for Development Amy



TO: CHCCS Policy Committee

FROM: Pamela Baldwin, Superintendent
Erika Newkirk, Senior Executive Director for Human Resources

RE: Revisions to Policy 7500

DATE: August 6, 2019

Chapel Hill-Carrboro City Schools (CHCCS) **Board Policy 7500** outlines the workday for employees.

The purpose of this presentation to the policy committee is to make applicable recommended changes while determining additional needs for clarification.

Policy 7500: The policy has been reformatted to provide the following:

- Revises Section C to more clearly explain the expectations regarding compensatory time. **(Recommended)**
- Adds language at the end of Section C to explain that it is the district's policy to provide compensatory time in lieu of overtime compensation. **(Recommended)**

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Policy Code: 7500 Workday

A. WORK SCHEDULES

Licensed and professional staff will begin the workday at least twenty minutes prior to the normal opening of school for students, will work a minimum of seven hours and thirty minutes, and will continue until professional responsibilities to students and school are completed. Administrative meetings, professional development, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extra-curricular activities may require hours beyond the stated minimum and may require teachers to work hours that are different from the regular school day. Teachers will be provided with reasonable notice, should this be necessary, and exceptions can be made for extenuating circumstances.

B. WORKWEEK DEFINED

Working hours for all employees not exempted under the Fair Labor Standards Act, including secretaries, teacher assistants, cafeteria, janitorial and maintenance personnel will conform to federal and state regulations. The superintendent shall ensure that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors shall make every effort to avoid circumstances which require non-exempt employees to work more than 40 hours each week. For purposes of FLSA Compliance, the workweek for school system employees will be 12:00 am Saturday until 11:59 p.m. Friday. A copy of the Fair Labor Standards Act and any administrative procedures established by the superintendent will be available to employees in the human resources office.

C. OVERTIME AND COMPENSATORY TIME

The board of education discourages overtime work by non-exempt employees. ~~The board will provide compensatory time rather than pay overtime.~~ A non-exempt employee may not work overtime without the express approval of his or her supervisor. The principal or other immediate supervisor must receive the express permission of the assistant superintendent for support services before an employee is permitted to work more than the scheduled hours. Principals and supervisors shall monitor employees' work, shall ensure that overtime provisions of this policy and the FLSA are followed, and shall ensure that all employees are compensated for any overtime worked. Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete ~~timesheets~~ of actual hours worked during the workweek must be signed reviewed by each employee and supervisor through timekeeper prior to approval by the supervisor. ~~and submitted to the finance officer.~~ Supervisors will follow the timeline set by finance for approval. The finance officer shall review work records of employees on a regular basis to make an assessment of overtime use.

~~In lieu of overtime compensation, non-exempt employees may receive Compensatory time off at a rate of not less than~~ will be provided at a rate of one and one-half hours for each one hour of overtime worked, if ~~such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is~~ the overtime was authorized or permitted by the immediate a supervisor. Employees must be allowed to use compensatory time within a reasonable period after requesting such use (see policy 7510, Leave). Employees may accrue a maximum of 240 compensatory time hours before they must be provided overtime pay at the appropriate rate. In addition, upon leaving the school system, an employee must be paid for any unused compensatory time at the rate of not less than the higher of (1) the average regular rate received by the employee during his or her last three years of employment or (2) the final regular rate received by the employee.

Non-exempt employees whose workweek is less than 40 hours will be paid at the regular rate of pay for time worked up to 40 hours. Such employees will be provided overtime pay or compensatory time as provided above for working more than 40 hours in a workweek.

Employees will be provided a copy of this policy informing them that it is the district's policy to provide compensatory time off in lieu of overtime compensation.

D. ATTENDANCE EXPECTATIONS

All employees are expected to be present during all working hours. An employee must notify and receive prior approval from his/her immediate supervisor if the employee will be absent except for illness. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

Legal References: The Fair Labor Standards Act of 1938, as amended, [29 U.S.C. 201](#), *et seq.*; [G.S. 115C-47](#)(18), [-288](#), [-307](#); NC Public School Personnel Employee Salary and Benefits Manual (most current version), NCDPI, Division of School Business, available at <http://www.ncpublicschools.org/fbs/finance/salary>

Cross References: Leave (policy 7510)

Adopted: 8/10/06, 1/27/12

Revised: 2/6/14, 10/1/15, 4/21/16, [8/15/19](#)

Chapel Hill-Carrboro Schools



TO: Board of Education Policy Committee

FROM: Mr. Lee A. Williams, Executive Director of Equity and Inclusion
Dr. Misti Williams, Senior Executive Director of Leadership and Strategy

RE: Policy 1100

DATE: July 29, 2019

Attached are revisions from the Office of Equity and Inclusion for Policy 1100, which provides a governing policy that outlines the board principles and vision.

Chapel Hill-Carrboro City Schools is committed to the success of all students and to removing systemic barriers that will limit access to our historically marginalized students and families. The policy changes provide a more detailed wording that emphasizes the intentionality around equitable processes and access that will lead towards a decreased achievement gap. Attached are the highlighted sections that show the recommended updated language.

Governing principle number 4 in policy 1100 was updated to match current language in the NCSBA. This section of the policy was changed so that site-based decisions will not only be initiated by the schools but will involve student voice in the decisions that are made on the school level.

Policy Code: 1100 Governing Principles

Chapel Hill-Carrboro City Schools believes that excellence requires a commitment to equity. That means identifying and addressing practices, policies and institutional barriers, including institutional racism and privilege, which perpetuate opportunity and achievement gaps. There are historic and persistent unacceptable obstacles rooted in opportunity and achievement gaps for students of color in CHCCS. The district recognizes that in order to provide educational opportunities that result in equitable outcomes, (CHCCS not we) we will proactively acknowledge and intentionally address racial, cultural, religious, ability (which do you prefer), and gender biases in an effort to eliminate institutional structures and practices that affect student learning and achievement. With this policy, we commit to establishing a framework to eliminate all factors affecting student achievement and learning experiences, and endorse learning and working environments that embrace and encourage diversity and inclusiveness.

(CHCCS instead of we) We commits to:

1. **Preparing** all students to succeed in a multi-cultural, global society by providing equitable opportunities and multiple pathways that will enhance student achievement and eliminate any and all disparities.
2. **Fostering family and community engagement** by intentionally creating structures and processes that welcome and engage families and community as essential and active partners in the decision and education success of all students. (major decisions and reference Policy 2020) in the educational
3. **Improving school climate** by leveraging diversity in its myriad forms to create schools where students, families, community members and employees feel welcomed, valued, safe, supported, and where students and staff can perform to their personal bests without personal compromise. Recruit and retain teachers, staff and administration who are representative of the student population.
4. **Providing all students with personalized strategies**, resources and opportunities that capitalize on each student's current strengths and enhances their academic, social and emotional growth.
5. **Enhancing all employees' and board members'** awareness and capacity around identifying and eradicating all gaps that exist and impede student success with a focus on culturally responsive teaching practices and cultural competencies towards social justice.
6. **Removing all barriers** that exist within systems, outdated practices and policies that continue to hinder success for all students by utilizing the Racial Equity Impact Assessment.

7. **Ensuring every student has equitable access** to rigorous and culturally relevant curriculum, diverse and culturally competent teachers and staff, personalized learning supports and facilities that are cutting edge and purposefully crafted for student engagement and success.



TO: Policy Committee

FROM: Amy Fowler

RE: Revisions to Policies 2120 and 2123

DATE: August 6, 2019

At the June meeting, the policy committee asked for minor changes in policies 2120 and 2123. The policies are attached.

Dr. Baldwin asked that the committee consider removing the date of September 30 (from Policy 2123) and not have a date by which the board must approve PD. The NCSBA policy is also attached for your reference.

The board recognizes that, collectively and individually, all members of the board must adhere to a code of ethics as required by G.S. 160A -86 and G.S. 115C -47(57).

A. Board Member Ethical Requirements

The following standards will guide each Board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a Board member;
2. the need to uphold the integrity and independence of the Board member's office;
3. the need to avoid impropriety in the exercise of the Board's and Board member's official duties;
4. the need to perform faithfully the duties of the office;
5. the need to conduct the affairs of the Board in an open and public manner, complying with all applicable laws governing open meetings and public records; and
6. if the Board should fall short of meeting any of the ethical requirements, it will follow the development plan in Policy 2123.

B. Additional Board Member Commitments

Each member of the Board commits to the following:

1. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.
2. attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
3. endeavor to make policy decisions while always keeping in mind the objective of providing students the opportunity to receive a sound basic education and only after full discussion at publicly held board meetings;
4. render all decisions based on the available facts and the board member's independent judgment and refuse to surrender that judgment to individuals or special interest groups;
5. model civility to students, employees, and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board, and seek systematic communications between the board and students, staff and all elements of the community;
6. respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in closed sessions;
7. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;

8. communicate to other board members and the superintendent expressions of public reaction to board policies and school program;
9. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
10. support the employment of those persons best qualified to serve as school staff and avoid allowing personal relationships and biases to influence decision making, and insist on a regular and impartial evaluation of all staff;
11. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint (policy 1742/5060) or grievance (policy 1740) process to resolve concerns;
12. avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or partisan gain;
13. take no private action that will compromise the board or administration.
14. comply with North Carolina General Statute 115C -50 by earning the required 12 hours of training every two years;
15. comply with G.S 160A -87 by earning two hours of ethics education within 12 months of election or appointment to the Board;

Legal References: G.S. 115C-36, -47 (1), -47 (57), -50 (a); 160A -86, -87; S.L. 2015-241 Sec 8.44 and Sec 8A.2; *Leandro v State* 346 NC 336 (1997)

Cross References: Board Member Opportunities for Development (Policy 2123)

Adopted: 4/23/98

Revised: 2/4/10, 3/3/16

Board Member Opportunities for Development Policy 2123

The quality of the Chapel Hill-Carrboro City Schools is improved through an informed and educated elected board of education. The expense of board development, including the associated travel, is an appropriate expense for the school system to incur.

It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties. Each board member will fulfill the legal requirement to receive a minimum of 12 hours of training every two years.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the 12-hour training requirement.

The Board commits to being an effective body and as such commits to practices such as:

- Periodic board evaluation to assess need for training or further board development (Minimum annually)
- Restorative Practices and use of external facilitator to address concerns

Unless otherwise approved by the Board, such training must be provided by the following entities: the school system, the NCSBA, the NSBA, the School of Government or the Department of Public Instruction. If a board member wishes to receive training credit or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board or board chair.

It is expected that an individual traveling on official business will exercise the same care in incurring expenses that a prudent person would exercise if traveling on personal business and expending personal funds.

Board members shall be reimbursed for actual, documented expenses incurred while participating in board development activities. Reimbursement for alcoholic beverages or personal entertainment is strictly prohibited. Requests for reimbursement, including required receipts, will be submitted within thirty (30) days of incurring the expenses.

All new board members will be provided funds to attend new member orientation provided by NCSBA. In addition, a board member may be requested to attend a meeting to represent the Board or a meeting to which board members are invited. The board can decide that this cost is not charged against the board member's development allocation.

The remaining funds available for board development will be divided equally among the board members. ~~By September 30th of~~ Each year, the Board will approve a development plan for board members. Funds may be used for national or state conferences, NCSBA

or other workshops, or for other Board approved meetings. Board members, whose terms expire in November of the current fiscal year, will not commit more than 50% of their allocation prior to December 1.

A member may authorize the assignment of an unexpended portion of that member's travel expense allotment to a pool that other members can draw from upon approval of the board chair, who will notify board members of the additional funds.

Board members who attend a major conference are expected to provide a report of the conference to fellow board members.

Legal References: G.S. 115C-50 ~~(a)~~; 160A-86, 874; ~~S.L. 2015-241, Sec.8.44~~

Cross References: Code of Ethics for School Board Members (policy 2120)

Adopted 4/23/08,

Revised: 10/2/08, 4/15/10, 1/27/12, 4/21/16

Policy Code: 2123 Board Member Opportunities for Development

Board members are encouraged to participate in school board development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school boards associations. It is the responsibility of the board to provide new board members with a thorough orientation to board policies, practices, and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training every two years.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office.¹This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities:²the school system, the North Carolina School Boards Association, the National School Boards Association, the School of Government, or the Department of Public Instruction. If a board member wishes to receive training credit or be reimbursed for attending training offered by another entity, he or she must obtain approval from the board.³

Funds for participation will be budgeted annually, and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: [G.S. 115C-50](#); [160A-86](#), [-87](#)

Cross References: Code of Ethics for School Board Members (policy 2120)

Issued: June 1997

Revised: June 26, 2002; December 1, 2009; January 27, 2012; November 13, 2015