Questionnaire for School Board Candidates, General Election, November 3, 2026

(Voters may vote for 3)

Questions	Stephanie Long Enoch	Katharine Frazier	Eric Hall	Samira Khan	Charles Parker	Kyle Ward	Brandy Whittaker
Curriculum/Academics/ Student & School Performance							
1. Rank in order of relative importance the following goals for the school system. a. increasing student test scores on ACT exams and other standardized tests b. acquiring computers and other technology for use in student instruction c. bolstering student skills in traditional areas such as reading and writing ability d. expanding curriculum to include more offerings along the lines of music, dance, and foreign language e. providing special instruction for gifted students and for students with learning disabilities.	1. 1. c. 2. d. 3. a. 4. e. 5. b. This ranking prioritizes foundational academic skills and meeting the diverse learning needs of students.	1. 1. d. 2. e. 3. a. 4. c. 5. b.	1. 1. c. 2. e. 3. d. 4. a. 5. b.	1. 1. c. 2. e. 3. a. 4. d. 5 b.	1. 1. c. 2. e. 3. d. 4. a. 5. b.	1. 1. c. 2. e. 3. a. 4. d. 5. b.	1. 1. e. 2. c. 3. a. 4. d. 5. b.
2. Is the ABSS academic curriculum generally adequate?	2. Yes.	2. No.	2. Yes.	2. Yes.	2. Yes	2. Yes.	2. No response.
2a. What academic area(s), if any, do you think needs the most improvement within the Alamance-Burlington schools? [25 word limit]	2a. Math and reading comprehension need the most improvement, with a focus on closing achievement gaps, strengthening foundational skills, and providing individualized support for underperforming students.	2a. But getting better! Want more focus on knowledge-building in elementary: history, civics, geography, science, and the arts. Also, structured writing curriculum.	2a. I would prioritize early literacy and mathematics, especially ensuring students build strong foundational skills and receive timely, individualized support when they struggle.	2a. Reading and math, especially early intervention, foundational literacy, and support for students who are falling behind, need continued attention.	2a. Early literacy and middle-school math need the greatest improvement, alongside stronger supports for students who are behind grade level.	2a. We need to keep improving so our students are at or above grade level in reading and math. Critical reading skills unlock other subjects.	2a. I believe the General Assembly has set unrealistic expectations on public schools and systems like ABSS to the "teach to test" standards.
3. School performance throughout the school system, as measured by state standards, continues to trail the state and most other nearby school districts: half of ABSS schools received D or F performance grades from the state's Department of Public Instruction (DPI) and only one received an A during the 2024-25 school year, leading DPI to designate ABSS as a low-performing district. For the 2025-26 school year, some schools show improvement, but 3 schools still received an F with 11 others receiving a D. What, in your view, should be done to improve academic performance? [50 word limit]	3. ABSS should prioritize strong reading and math instruction, provide targeted tutoring and intervention for struggling students, and invest in teacher training and retention. School should use performance data to identify learning gaps, engage families, and hold leadership accountable for measurable progress while ensuring all students have access to quality resources and support.	3. 1) 1-3 District-wide SMART academic goals, resourced appropriately, 2) Targeted academic support team: i.e. curriculum coaches at each elementary school, 3) Effective behavior management and supporting teachers' needs to remove from class and remediate students who impede classroom instruction.4) Literacy screening and remediation programs in the upper grades.	3. ABSS should focus on evidence-based instruction, strong early literacy and mathematics, consistent curriculum, and timely interventions for struggling students. The district should support teachers with relevant professional development, improve family engagement, and use school-level data to identify effective practices and direct resources where they will have the greatest impact.	3. Improving academic performance starts with early intervention in reading and math, identifying learning gaps, and providing support before students fall behind. We must also invest in teacher retention, provide educators with the resources they need, and use student data to guide decisions. Working together with families, teachers, and communities can help every student succeed.	3. Strengthen core instruction through consistent, standards-aligned curricula; use timely student data to identify needs; restore instructional coaches and specialized staff; and replicate proven practices: teacher collaboration, targeted tutoring, and academic and behavioral supports. Hold central office accountable for measurable school-level growth.	3. We must identify schools achieving the greatest academic growth and learn what their instructional leaders are doing successfully. Use data-driven instruction and collaborative PLCs to share strategies and strengthen teaching. Replicate proven practices in similar ABSS schools and collaborate with neighboring districts to learn what works for students with similar needs.	3. Learning types vary drastically in student populations. For students, we should allow for less memorization and "teaching to test" techniques. Study breaks, body movement, and interactive learning are just a few proven examples of material retention techniques.
3a.What specific actions would you support to address its low-performing schools and continually low performing schools? [25 word limit]	3a. Provide targeted tutoring, strengthen teacher recruitment and retention, support school leaders, use data to track progress, engage families, and direct additional resources toward consistently low-performing schools.	3a. Track data and adapt fast to what works. Leverage public-private partnerships to meet needs of students and boost academic support, such as tutoring at the middle school level.	3a. I would use performance and growth data to guide targeted support, including EC services, teacher aides, and assistant principals, where evidence shows they are needed.	3a. I support targeted academic interventions, additional resources for struggling schools, teacher retention, regular progress monitoring, and stronger partnerships with families to improve student outcomes.	3a.Provide intensive, school-specific improvement plans: experienced leadership, coaching, tutoring, frequent progress monitoring, behavioral supports, and transparent reporting to families and the Board.	3a.As a board, provide funding necessary for targeted interventions, support effective school improvement plans, monitor academic progress, and hold district leadership accountable for measurable student growth.	3a. If our classrooms and students have long term substitutes, little to no interactive learning tools/supplies, or behavioral issues they are likely to be under performing.
4. Among the county's seven high schools, Graham and Cummings have consistently lagged behind on academic performance. An earlier superintendent had recommended that these two schools be transformed into "specialty schools" – Graham as a skilled trades academy and Cummings as a school for the arts. What is your view on the appropriate future for these two schools. [50 word limit]	4. Graham and Cummings should remain accessible to neighborhood schools while expanding specialized programs in skilled trades, technology, and the arts. Students deserve diverse pathways to success, strong academic instruction, and equitable opportunities. Any transformation should involve families, educators, and the community, with clear goals for improving achievement and graduation rates.	4. I am interested in specialty schools and introducing more choices within the district, but we must focus first on supporting a culture of academic achievement for the present students. We must have strong principals here and leverage Advanced Teaching Roles to recruit experienced teachers and reduce turnover/mentor new teachers.	4. I would not support converting Graham or Cummings into specialty schools without extensive community input and clear evidence that doing so would improve student outcomes. Both schools deserve focused investment, strong leadership, excellent instruction, expanded student opportunities, and sustained support. Their future should reflect student and community needs.	4. I am open to exploring specialty programs in skilled trades and the arts. I believe we should listen to students, parents, and teachers before making decisions and make sure every student has the opportunity to succeed.	4. Graham and Cummings need stable leadership, rigorous academics, strong career pathways, and programming families choose. Specialty models may help, but only after community engagement, enrollment analysis, staffing plans, transportation implications, and a credible financial and academic plan. The goal is sustainable improvement, not simply rebranding.	4. Graham and Cummings deserve a focused commitment to improvement, not a one-size-fits-all solution. I would evaluate each school's strengths, student needs, community input, and potential opportunities. Any future plans, including specialty programs, should be data-driven, adequately funded, and designed to expand opportu-nities while ensuring every student can succeed.	4. Both of these schools as well as many others throughout the system need to have a root cause review. ABSS also needs to hold open and honest conversations with students and parents as to their thoughts. Without community input, any plan put into motion will likely be unsuccessful.
5. Do you believe that students of all races, ethnicities, and socioeconomic backgrounds can meet academic performance targets set by the state?	5. Yes.	5. Yes.	5. Yes.	5. Yes.	5. No.	5. Yes.	5. No.
5a. If no, please explain why not. [25 word limit]	5a. N.A.	5a. N.A.	5a. N.A.	5a. N.A.	5a. Students from very low socioeconomic circumstances face significant challenges to academic performance. Some of these challenges fall beyond the reach of the school system.	5a. N.A.	5a. One example of unrealistic expectation is the academic calendar. High school students do not receive enough instructional hours to take their mid-year exams before winter break.
6. Do you feel it is appropriate or inappropriate to provide sexually-explicit books in ABSS school libraries or to incorporate them into classroom instruction?	6. No response.	6. Inappropriate.	6. No response.	6. Inappropriate.	6. Inappropriate.	6. Inappropriate.	6. This question needs to define the term.
6a. Why or why not? [25 word limit]	6a. Appropriate if class is teaching sexual education and utilized as a learning tool. However, if there are books in library that do not correlate with curriculum, no.	6a. Public schools must serve families of differing traditions. Elementary: no sexually-explicit material. Middle/ high: books earn their place on literary merit and parents can opt-out.	6a. I support age-appropriate materials selected by educators, with clear standards and parent transparency. Sexually explicit materials should not be available without clear educational justification and safeguards.	6a. Materials should be age-appropriate and serve a clear educational purpose. Decisions should follow school policies and consider students' developmental needs and parents' concerns.	6a. School materials must be age-appropriate, educationally relevant, and selected through transparent policies that respect parents' rights and professional review.	6a. Schools should provide age-appropriate materials. Sexually explicit content has no place in classroom instruction, and library materials should be carefully reviewed for appropriateness and educational value.	6a. This issue needs a firm definition by the state of what is considered sexually explicit. Some parents may consider hand holding sexually explicit based on their values.
Funding/Facilities							
7. Do you feel that the annual level of funding that the county provides for ABSS is adequate?	7. No.	7. No.	7. No.	7. No.	7. No.	7. No.	7. No.
7a. Why or why not? [25 word limit]	7a. Because ABSS needs sufficient funding to recruit and retain qualified teachers, improve classroom resources, provide tutoring and student support, and address underperforming schools.	7a. We need positions that directly support academic goals: reading interventionists, curriculum coaches, and behavior specialists, for example. Determine needs, establish 5-year plan to fund them.	7a. ABSS needs reliable funding for competitive compensation, teacher supplements, adequate staffing, instructional resources, student services, safe facilities, and targeted investments in highest-need schools.	7a. I would need to review the budget and the needs of our schools before deciding. I believe we should make sure funding supports our students, teachers, school safety, and growing schools.	7a. Funding is insufficient for documented student, staffing, maintenance, and growth needs. Adequacy requires transparent budgeting, efficiency, and measurable results, not a predetermined dollar figure.	7a. Current funding is insufficient to fully address student needs, recruit and retain quality educators, maintain facilities, and provide the resources necessary for academic success across ABSS.	7a. Funding should be able to cover teacher supplements that do not require teachers to work 1-2 additional jobs to pay their cost of living expenses.
7b. If not adequate, are you willing to advocate that the property tax rate be raised in order to provide additional funding?	7b. Yes.	7b. No.	7b. Yes.	7b. No.	7b. No.	7b. Yes.	7b. No.

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8. In your view, what are the greatest funding needs that you believe ABSS has? [25 word limit]	8. Teacher recruitment and retention, competitive salaries, classroom resources, tutoring, school building improvements, and targeted support for struggling students and consistently low-performing schools.	8. The aforementioned positions which directly impact classroom culture and academic progress. Would advocate to fund with 0.25 sales tax increase, not property tax rate.	8. ABSS's greatest needs are competitive teacher compensation and supplements, sufficient staffing, special education services, instructional materials, safe facilities, technology, and targeted support for struggling schools.	8. Our greatest needs are retaining good teachers, providing resources for student success, improving school safety, and making sure our school buildings meet the needs of our growing community.	8. Alamance revaluation should be done before changing the tax rate. Needs are competitive employee supplements, preventive maintenance, safety, and targeted academic and behavioral support positions.	8. Teacher recruitment and retention, competitive supplements, classroom resources, school safety, facility improvements, student support services, and targeted interventions for struggling students are ABSS's greatest funding priorities.	8. The issue of a quarter-cent sales tax needs to be addressed with clear community education before being placed on the ballot for voting.
9. Funding for ABSS accounts for nearly 30 percent of Alamance County's total annual budget; and county funding is the only area of funding for ABSS over which the school board has any direct say. What percentage of the total annual county budget should be allocated to ABSS, in your view?	9. 30 - 35%.	9. TBD.	9. No response.	9. Based on documented needs and measurable results.	9. See 9a.	9.33 - 35%.	9. No response.
9a. Why? [25 word limit]	9a. I would support allocating 30–35% of the county's annual budget to ABSS, depending on demonstrated needs, with transparent spending and measurable improvements in student achievement.	9a. We should base it on actual needs, not a predetermined percentage allocation goal, which could result in wasteful spending.	9a. I am less concerned with a specific percentage than ensuring ABSS receives the funding necessary to meet students' needs, support educators, and maintain safe, effective schools.	9a. Our schools need adequate funding to support students, teachers, and safe learning environments. Funding decisions should reflect actual needs and responsible use of taxpayer money.	9a. There is no fixed percentage. ABSS funding should justified by enrollment, statutory obligations, facilities, staffing competitiveness, and documented student needs.	9a.Increasing funding to 33–35% would better support class-room needs, compe-titive teacher supplements, student services, safe facilities, and academic improvement while maintaining responsible budgeting and accountability.	9a. The board of commissioners and board of education should be able to have a civil conversation about priority, funding %, and longer term needs for success.
10. While spending for ABSS has increased over the past decade, enrollment in ABSS schools has remained static, compared to pre-pandemic levels, even though the county's overall population has increased. Why should county spending for ABSS continue to increase when the number of students served is declining or flat? [25 word limit]	10. Funding should reflect rising costs, teacher salaries, facility maintenance, and student needs, not enrollment alone. Investments must improve academic outcomes, accountability, and student success.	10. The county should responsibly address costs of aging infrastructure and instructional gaps. The fastest-growing budget segment is charter schools, which aligns with stated enrollment trends.	10. Funding should reflect more than enrollment; rising costs, competitive compensation, special education, transportation, facilities, technology, and student needs require continued investment to maintain quality.	10. As an educator and parent, I know every child deserves the support they need to succeed. Funding should reflect students' needs, teacher support, school safety, and the quality of education we provide.	10. Costs rise through inflation, specifically employee compensation, health benefits, utilities, safety, EC services, and maintenance. Enrollment alone does not measure ABSS needs.	10. Funding should reflect more than enrollment. Rising operating costs, competitive teacher pay, facility needs, student support services, and equitable resources require continued investment, guided by measurable outcomes.	10. Our system has to account for rising costs of things like power. The rate charged by Duke Energy is no where near the same as pre-pandemic levels.
11. Many residents question the growing expenditures for ABSS when there appears to be little correlation between more spending with improved academic performance [i.e., DPI's evaluation of ABSS schools (see questions 3 and 3a.)]. What kind, if any, correlation should there be between local funding and performance, and what kinds of incentives can or should be built in to tie county funding with improvements in academic achievement? [50 word limit]	11. Local funding should parallel measurable academic improvement. ABSS should set clear performance goals, regularly report progress, and tie future funding increases to evidence-based plans, responsible spending, improved proficiency, higher graduation rates, and reduced achievement gaps, while protecting essential resources for underperforming students.	11. Inflation-adjusted, direct instructional spend per-capita is flat from 2016-22, dips in 2023-25, and returns to average in 2026. 2026 also yielded significant academic improvement, with instructional coaches contributing directly to the results. We must justify non-instructional spend and investments should have predetermined evaluation criteria with close monitoring. Fund what works.	11. Local funding should support conditions that produce achievement, including effective teaching, strong leadership, tutoring, student services, and family engagement. Improvement takes time and may not be immediate. I support transparent goals, public reporting, evidence-based plans, and directing resources toward strategies demonstrating progress rather than reducing funding when schools struggle.	11. No response.	11. Local funding should support clear, measurable outcomes, but schools should not be punished for serving higher-need students. Tie discretionary investments to defined goals, public dashboards, independent evaluation, and periodic renewal or redesign when results do not materialize. Fund proven strategies, not bureaucracy or past practice.	11. Local funding should support measurable academic growth, but improvement takes time. I support tying funding decisions to clear improvement plans, data-driven instruction, and regular progress reviews. Incentives should reward schools demonstrating growth, effective use of resources, and successful strategies while ensuring struggling schools receive the support necessary to improve.	11. Residents may not be fully educated on where expenditures lie. As mentioned above, rising energy costs account for a higher budget. You cannot equate a higher energy bill to better test scores.
12. Alamance County voters approved a $150 million bond package for ABSS in November 2018; half of the eight projects it financed will fund are for renovations and construction to increase capacity at the high school level. Do you anticipate the need for another bond referendum for repairs and expansions at other grade levels during your term?	12. No.	12. Yes.	12. Yes.	12. No response.	12. Yes.	12. No.	12. Yes.
12a. If you answered yes, please identify where you see the greatest needs and why. [50 word limit.]	12a. N.A.	12a. We are one of the fastest growing counties in the state, and with that comes the reality of school capacity. Elementary schools are likely to exceed capacity in 5 years. We need smart, balanced growth, but realistically, that will require at least one new elementary school very soon.	12a. Yes, another bond referendum may be necessary. ABSS recently completed a comprehensive facilities assessment that documents significant needs, including the potential construction of three new schools in the future. Any referendum should be guided by those findings, enrollment projections, clearly prioritized projects, transparent costs, and meaningful public input.	12a. No response.	12a. Possibly, but only after completing a facilities assessment, prioritizing preventive maintenance, and presenting a transparent long-range capital plan. Greatest needs are likely aging elementary and middle-school facilities, major building systems, safety upgrades, and classroom capacity where growth data demonstrate sustained demand.	12a. N.A.	12a. The fix has been multiple years of redistricting with building 1 new high school. Eventually, we will need additional elementary and middle schools to also accommodate. Many of our schools are also facing 25+ year HVAC and roof installation. As those schools age, repairs and replacements will also be needed.
12b. Could redistricting be used to equalize, or level out, some enrollment discrepancies among various school districts?	12b. Yes.	12b. Yes.	12b. Yes.	12b. No response.	12b. No. ABSS recently redistricted and equalized to the extent possible.	12b. Yes.	12b. Yes.
12c. If yes, should this be done before deciding whether additional school facilities should be built?	12c. Yes.	12c. No. Redistricting/new school planning needs to happen simultaneously with staging, else inefficient. Consider open enrollment.	12c. Yes.	12c. No response.	12c. [Answered both yes and no.]	12c. Yes.	12c. Yes.
Teacher & staff pay/working conditions 13. The most recent state budget adopted by the General Assembly and signed by Governor Josh Stein provides an average 8 percent pay raise for public school teachers, featuring the largest starting pay increase in nearly 50 years. What is your view on the adequacy/inadequacy of current teacher pay, as established in the most recent state budget? [50 word limit]	13. The 8% raise is a positive step, but teacher pay remains inadequate to keep up with the cost of living and compete with neighboring districts. Continued increases, competitive benefits, and incentives for experienced teachers are important to attract and retain qualified educators and improve student performance.	13. An effective teacher should receive comfortable compensation (based on local cost of living) that rewards his or her performance. We should encourage performance and retention to maintain a strong base of effective, veteran teachers, such as providing more promotion opportunities that reward performance while keeping talented teachers in the classroom.	13. The raises are a meaningful step, particularly for beginning teachers, but compensation remains insufficient to recruit and retain educators in a competitive labor market. Teacher pay should keep pace with living costs, experience, responsibilities, and professional demands. North Carolina and ABSS should continue strengthening salaries, benefits, and local supplements.	13. No response.	13. The raise is meaningful for beginning teachers, but it is not adequate for retaining experienced educators. Raises are uneven, with much smaller increases for veteran teachers. For some teachers the higher health-plan premiums exceed the raise, reducing take-home pay. North Carolina needs sustained, inflation-aware salary growth at every experience level.	13. While the overall 8% increase is encouraging, the raises are heavily weighted toward starting salaries, leaving many veteran teachers with limited increases. North Carolina must better reward experience and longevity to retain effective educators, recognize years of service, and build a stronger, more stable teaching workforce.	13. The only teachers to benefit from it were brand new teachers and many of them are still working multiple jobs to cover basic cost of living expenses. Our state is 50th in educational funding for a reason: the NCGA and its continued devaluation of public education.

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14. Prior to these latest state-funded salary increases, the locally-funded ABSS teacher supplements had typically ranged from 11.5 percent to 13.5 percent of the state pay rate, depending on years of experience. Assistant principals receive a local supplement equal to 12 to 14.5 percent of their state salaries; principals 16 to 19 percent; and central office staff 7 to 16 percent. What is your view on the overall adequacy of these locally-funded supplement rates, whether to increase them (and, if so, by how much), and how to finance any such potential increases? [50 word limit]	14. ABSS should gradually increase supplements to remain competitive with neighboring districts, prioritizing teachers and hard-to-staff positions. Consider raising teacher supplements by 2-3 percentage points, subject to budget analysis. Fund increases through county revenue, responsible spending reviews, and phased implementation tied to recruitment, retention, and student achievement goals.	14. The state should provide sufficient pay based on NC cost of living and minimize need for competition amongst the counties. Locally, I'd prefer to hold the supplement and add opportunities for performance-based or role-based increases. I advocate to fund new instructional support initiatives with 0.25 sales tax increase.	14. ABSS supplements are essential to recruiting and retaining educators, yet our rates remain low compared with other North Carolina districts. I support phased increases, prioritizing teachers and hard-to-fill positions, with leadership supplements reviewed as well. Increases should use sustainable recurring county revenue and transparent budgeting.	14. No response.	14. Current supplements are not competitive with nearby districts. I support phased, recurring increases, beginning with high-need positions, informed by regional market data. Finance them through disciplined budgeting, reduced duplication, careful prioritization, and a sustained County Commissioner partnership, not one-time funds or commitments ABSS cannot maintain.	14.ABSS supplements should increase, prioritizing classroom teachers and veteran educators. I support working toward an additional $3500 in annual teacher supplement funding per teacher over three years, contingent on budget capacity. Funding should come from reprioritizing expenditures, identifying efficiencies, and collaborating with county commissioners on sustainable revenue options.	14. They should be paid enough to cover cost of living expenses without having to work 2 or more jobs. Financing that additional supplement could come from a sales tax increase that citizens already pay when rounding up to $.07 on the dollar that businesses keep.
15. According to the most recent survey on teacher working conditions, released over the summer, results suggest that student misconduct is less of a problem in ABSS schools than it was two years ago, when the last survey was conducted, but the percentage of ABSS teachers who agreed that misconduct is an issue at their schools (over two-thirds of those responding to the survey said student disrespect of teachers was a problem) outpaced the statewide average responses for more than a dozen areas of concerns about student conduct. What can be done to address these concerns? [50 word limit]	15. ABSS should establish consistent, schoolwide behavior expectations; enforce fair, predictable consequences; and provide teachers with classroom management training. Expand counseling, mental health support, and restorative practices, and engage parents early. Adequate staffing, administrative support, and clear policies addressing disrespect will help create safer, more respectful learning environments.	15. Preventative initiatives are showing results. Tier 2 support for classroom teachers. Elementary schools should have a separate setting for trauma-informed behavior remediation for children who need it. Middle and high school should leverage ISS programs that serve as both consequence and behavior/academic remediation. Address academic gaps that drive misbehavior.	15. ABSS should establish consistent behavior expectations and consequences across schools, provide teachers timely administrative support, expand counseling and behavioral services, and use restorative practices when appropriate. Strong family partnerships, student mentoring, and professional development can address root causes while ensuring classrooms remain safe, respectful, and conducive to learning.	15. No response.	15. Set clear, consistently enforced expectations; support teachers with training, administrative follow-through, and support staff; provide behavioral and mental-health supports; engage families early; and monitor discipline data by school. Students deserve orderly classrooms, and teachers deserve prompt, visible backing when serious misconduct occurs.	15. The board must support teachers and administrators by ensuring consistent discipline policies are enforced and staff are empowered to do their jobs. Accountability must apply to students, parents, and staff, with consequences upheld fairly and consistently. Central Office should support school-level decisions rather than routinely overturning disciplinary action.	15. Full accountability by both students and parents needs to be addressed. Bullying continues to be an issue in schools and while many teachers and administrators address it, parents derail the process by not holding their children accountable. Teachers often report that parents respond "not my child" when reporting issues.
16. ABSS has proposed providing a new county-funded $1,500 supplement for speech language pathologists, teachers, and other Exceptional Children's staff to the county-funded portion of the school system's budget. Do you support or oppose such a supplement?	16. Support.	16. Support.	16. Support.	16. No response.	16. Support.	16. Support.	16. Support.
16a. Why or why not? [25 word limit]	16a. Additional compensation can improve recruitment and retention, recognize their demanding responsibilities, and help ensure students receive consistent, high-quality support.	16a. Filling and retaining these positions is critical for the students receiving services and general classroom well-being. Full inclusion is only successful with proper support.	16a. I support the supplement because EC professionals, including speech-language pathologists, face specialized demands and shortages; targeted compensation will improve recruitment, retention, and student services.	16a . No response.	16a. EC positions are difficult-to-staff, essential roles that provide legally required services. Targeted supplements improve recruitment and retention of staff, and continuity for students with disabilities.	16a. If referring to SLPs and EC teachers, yes, provided the supplement addresses documented needs, added to local supplements, and paid over a period of time.	16a. To meet IDEA requirements, our students should be provided all of the necessary services they require for academic success.
17. ABSS administration is considering whether to outsource classified employees – i.e., converting those positions (such as cafeteria workers, bus drivers, and other positions that don't require a state educator's license) –from being hired, funded, managed, and paid by ABSS to being employees of a private company? Would you support or oppose this concept?	17. Oppose.	17. Oppose.	17. Oppose.	17. No response.	17. Oppose.	17. Support.	17. Oppose.
17a. Why or why not? [25 word limit]	17a. Keeping classified employees directly employed by ABSS supports accountability, fair wages, consistent service, and employee stability while preserving institutional knowledge and stronger connections with students and schools.	17a. This risks creating a "second class" of employees. The rate was cheap – there would be hidden costs, both to people and dollars.	17a. I would oppose broad outsourcing. Keeping employees within ABSS supports accountability, continuity, fair compensation, and stronger relationships with students, families, and schools.	17a. No response.	17a. Classified employees are vital members of ABSS. Also, issues with privatization of housekeeping are well documented and classified employees are even less suitable to outsourcing.	17a. I support evaluating privatization of select classified positions, excluding instructional assistants, to address staffing shortages and save money while protecting employee fairness, benefits, and student needs.	17a. At this time, I would want to see the full budget and round table the possible outcomes of outsourcing.
School Safety							
18. The issue of school safety has many dimensions. What, if any, ideas do you have to improve school safety for ABSS? [25 word limit]	18. Improve building security, strengthen emergency preparedness, increase counselors and mental health support, address bullying promptly, maintain safe reporting systems, and build positive relationships among students, staff, and families.	18. Prioritize capital investment that enhances physical school security. Understand needs from law enforcement's perspective and prioritize accordingly. De-escalation training for staff for more ordinary incidents.	18. School safety requires secure facilities and psychological support. I would expand counseling, social-emotional services, trusted adults, threat assessment, and strong family partnerships to help students feel safe and supported.	18. No response.	18. Maintain trained SROs, strengthen threat assessment and reporting, improve secure entry and communication systems, expand mental-health supports, and regularly audit safety procedures.	18. Prioritize secure facilities, consistent safety protocols, regular emergency drills, adequate school resource officers, and stronger partner-ships among schools, families, law enforcement, and mental health professionals.	18. School safety encompasses more than just physical health. We need to full staff counselors and mental health educated staff to better address issues before they turn physical.
18a. ABSS has been offered a $3.2 million state grant to cover the initial costs to connect existing surveillance systems and cameras to AI-enabled software to monitor potential safety threats. Would you support or oppose that concept?	18a. Support.	18a. Oppose.	18a. Oppose. IF you force me at this time, I will say oppose, but we need more information to make the decision.	18a. No response.	18a. Support.	18a. Oppose.	18a. Oppose.
18b. Some areas have discussed the idea of allowing armed volunteers (with proper gun-safety training) to patrol on local school campuses. Would you support or oppose that concept?	18b. Oppose.	18b. Oppose.	18b. Oppose.	18b. No response.	18b. Oppose.	18b. Oppose.	18b. Oppose.
19. In the past, some public speakers at school board meetings and others have called on school board members to defund the School Resource Officers (SROs) who work in ABSS schools – similar to calls to defund the police – and to redirect funding for SROs to other priorities. Should ABSS reduce, eliminate, maintain, or increase the number of schools with SROs?	19. Maintain.	19. Maintain.	19. Maintain.	19. No response.	19.Maintain.	19. Maintain.	19. Maintain.
19a. Why? [25 word limit]	19a. SROs provide a trained law enforcement presence, support emergency response, and help address serious safety concerns. They can promote safety without unnecessarily criminalizing student behavior.	19a. SROs enhance safety and build positive relationships between students and law enforcement. Open to increase if need is demonstrated.	19a. I would maintain SROs while expanding counselors and mental-health supports. SROs provide safety and relationships, but should receive clear training, defined roles, and accountability.	19a. No response.	19a. Maintain SRO coverage and evaluate needs by school. SROs support safety, relationship-building, prevention, and coordinated response; funding should complement, not replace, mental-health and behavioral supports.	19a. Maintain current SRO coverage to support school safety, strengthen emergency response, build relationships with students, and preserve resources for prevention and student support services.	19a. I would like to see the costs and long term data for success before making a decision to change the program currently in place.
19b. If you support a reduction in the number of SROs, or their elimination altogether, how would you suggest the school system ensure a safe climate on school campuses? [50 word limit]	19b. Support maintaining SROs, supplemented by additional school counselors, mental health professionals, anti-bullying programs, secure entrances, emergency preparedness training, and strong partnerships among schools, families, and local law enforcement.	19b. I do not support a reduction – all schools should have at least one SRO.	19b. N.A.	19b. No response.	19b. N.A.	19b. N.A.	19b. N.A.

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Questions	Stephanie Long Enoch	Katharine Frazier	Eric Hall	Samira Khan	Charles Parker	Kyle Ward	Brandy Whittaker
19c. Others have said that more than one SRO is needed at certain schools. Would you support or oppose adding additional SROs?	19c. Support.	19c. Support.	19c. No response.	19c. No response.	19c. Oppose.	19c. Support.	19c. I would like to see the costs and long term data for success before making a decision to change the program currently in place.
19d. Where would you say is the greatest need for a second SRO?	19d. The largest high schools with the highest student enrollment and greatest campus safety demands, particularly Graham and Cummings High Schools.	19d. Data needed to say.	19d. No response.	19d. No response.	19d. N.A.	19d. Higher populated high schools.	19d. No response.
20. Several N.C. school districts have outfitted their school buses with exterior cameras in order to monitor, and possibly reduce, stop-arm violations. Would you support or oppose that concept for ABSS school buses?	20. Support.	20. Support.	20. Support.	20. No response.	20. Support.	20. Support.	20. Support.
Policy 21. In general do you support or oppose the concept of allowing additional public charter schools to be developed and started in Alamance County?	21. Oppose.	21. Support.	21. Support.	21. No response.	21. Support.	21. Oppose.	21. Support.
21a. Why or why not? [25 word limit]	21a. Additional charter schools may divert funding and students from ABSS. I would prioritize strengthening existing public schools, improving academic outcomes, and ensuring equitable resources for all students.	21a. A healthy educational ecosystem includes both choice AND traditional public schools that parents are excited to choose. Charter/ traditional schools should learn from each other.	21a. I support additional charter schools because families have that legal option, provided they meet rigorous standards, demonstrate need, protect student rights, and do not weaken ABSS.	21a. No response.	21a. I support educational options for families, but new charters should meet demonstrated need, operate transparently, and serve all students equitably.	21a. Alamance County already has charter and private school options. Expanding charters further diverts funding from public schools that serve all students and communities.	21a. I support the option of public charter schools as long as they follow all of the state guidelines.
22. Do you support or oppose the concept of "opportunity scholarships," a form of "vouchers," that have been funded by the General Assembly in order to provide school choice for North Carolina families.	22. Oppose.	22. Support.	22. Support.	22. No response.	22. Support.	22. Oppose.	22. Oppose.
22a. Why or why not? [25 word limit]	22a. State funds for private-school tuition may create budget pressures for public schools; families may face tuition gaps, transportation barriers, or limited access to participating schools.	22a. Wealthy parents always have choice. This gives economically disadvantaged families options when "one size does not fit all." Funding should go only to disadvantaged families.	22a. I support the concept of opportunity scholarships when families demonstrate need and evidence shows funds are used effectively, transparently, and accountably without undermining public schools.	22a. No response.	22a. I support educational options for families, but Opportunity Scholarships should not reduce the resources needed for strong, well-funded public schools serving every child.	22a. I oppose vouchers because they can divert public funds from public schools without ensuring disadvantaged students have equal access or benefit from these scholar-ships.	22a. The current voucher system does not hold private schools to the same standards of review.
23. North Carolina's Parents' Bill of Rights prohibits any classroom instruction on gender identity, sexual activity, or sexuality in public schools from kindergarten through the fourth grade. Do you support or oppose this limitation?	23. I don't take a personal position on this policy.	23. Support.	23. No response.	23. No response.	23. Support.	23. Support.	23. No response.
23a. State Law (The Fairness in Women's Sports Act) prohibits transgender girls from competing in sports in K-12 schools and colleges or universities. Do you support or oppose this limitation restricting participation in girls sports to biological girls?	23a. I don't take a personal position on the policy.	23a. Support.	23a. There is more nuance to this and the questions are not worded in a way to be able to give discussion.	23a. No response.	23a. Support.	23a. Support.	23a. No response.
23b. In general, would you support or oppose the hiring of openly-transgender teachers and other staff, particularly at the elementary school level?	23b. No response.	23b. No response.	23b. Support.	23b. No response.	23b. Support.	23b. No response.	23b. No response.
23c. Why or why not? [25 word limit]	23c. I do not take a personal positon on tis issue at this time.	23c. Federal law (Title VII) prohibits discrimination in hiring. We must follow the law, including Parents' Bill of Rights. Public schools serve all.	23c. I support hiring qualified teachers and staff. Employment should be based on qualifications, professionalism, and ability to support students, not gender identity.	23c. No response.	23c. The Supreme Court and EEOC interpret Title VII's prohibition on sex discrimination to cover transgender status. All employees deserve fair treatment and equal professional standards.	23c. No response.	23c. No response.
24. Do you support the current prohibition on student cell phones (and similar wireless devices) during instructional time? Why or why not? [25 word limit]	24. Support. Restricting cell phones during instructional time reduces distractions, improves student focus, and encourages face-to-face interaction while allowing exceptions for emergencies and medical needs.	24. Support. This supports both the mental health of our students and academic development. Evidence supports it, and also that bell-to-bell bans encourage healthy in-person relationship development.	24. Support.	24. No response.	24. Support.	24. Support. It is a state law.	24. Support.
24a. If you answered yes, do you think that ABSS should devote funding to purchase magnetic locking pouches, such as the Yondr pouches that the board discussed last year, to prevent students from accessing their phones during class time? [25 word limit]	24a. Yes. ABSS should fund magnetic locking pouches if they effectively reduce classroom distractions, improve student focus, and prove cost-effective compared with less expensive alternatives.	24a. Potentially, but want to review other options. Cell phone bans are most effective when strictly and consistently enforced.	24a. No. Based on feedback, I do not believe ABSS needs magnetic phone pouches. Schools can address phone use through consistent expectations, classroom routines, and enforcement.	24a. No response.	24a. ABSS's current policy to put phones away and out of sight during instructional time is sufficient for now, making locking pouches an unnecessary expense.	24a. Require phones to remain off and stored in backpacks through-out the school day, except for medical needs, with consistent consequences for violations before purchasing locking pouches.	24a. I believe students should have access to their phones but be required to have them put away during instructional time.
25. There have been some concerns expressed about the issue, and possible proliferation, of "shared home" arrangements in which students – allegedly an increasing issue especially among various ABSS athletes – are claiming an address with another student's family, rather than their own, in order to be assigned to a particular school zone, rather than the actual home of their parents. What, if anything, should the school board do to address this issue? [50 word limit]	25. ABSS should establish clear residency guidelines, require reasonable documentation, and investigate credible reports fairly and consistently. Families must have an opportunity to explain legitimate shared living arrangements. Confirmed misrepresentation should result in consistent consequences, regardless of athletic status, while protecting student privacy and avoiding assumptions based on unverified allegations.	25. Investigate, and enforce the policy. If policy is deemed insufficient, we should address accordingly.	25. The board should ensure consistent, fair residency verification for all students, regardless of athletic status. ABSS should clearly communicate enrollment requirements, investigate credible concerns while protecting family privacy, and provide an accessible appeals process. Confirmed violations should receive appropriate consequences, while students should not be presumed responsible based on allegations alone.	25. No response.	25. ABSS has consistently enforced residency verification and follows North Carolina high-school athletic eligibility rules. ABSS should continue to Investigate credible concerns confidentially, protect legitimate hardship cases, and apply enrollment and athletic rules fairly so no student gains an improper advantage through a claimed address.	25. The board should establish clear eligibility rules, require legitimate documentation for shared housing affidavits, and investigate suspected violations consistently. Legitimate circumstances should be considered, but intentional residency fraud, including by student-athletes, must carry meaningful consequences to ensure fairness, accountability, and equal enforcement for all students.	25. If a family meets all of the legal required proof for shared home status, the Board is tied by rule to the approved location. This is a much deeper issue of accountability and responsibility of the community and families to be honest.
26. At various times, the school board has discussed the possibility of selling undeveloped land next to Ray Street Academy in Graham and next to Hillcrest Elementary School. Most recently, the board discussed selling or donating the former alternative school, Sellars-Gunn Education Center in Burlington. Would you support or oppose each such sale?	26. A reasonable approach is to evaluate each property individually, considering future enrollment needs, potential school use, maintenance costs, and community benefit.	26.	26. I would support selling undeveloped property or surplus facilities only after a careful review confirms they are not needed for future enrollment, school expansion, transportation, or community use.	26.	26.	26.	26. I would like to see the full proposals, funding, and possible outcomes before giving my opinion on each of these locations.

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Questions	Stephanie Long Enoch	Katharine Frazier	Eric Hall	Samira Khan	Charles Parker	Kyle Ward	Brandy Whittaker
26a. Undeveloped land next to Ray Street Academy	26a. Consider Support if the land is unlikely to be needed for future school use and the proceeds would benefit students; consider Oppose if it could serve future enrollment or community needs.	26a. Support.	26a. No response.	26a. No response.	26a. Support.	26a. Support.	26a. No response.
26b. Undeveloped land next to Hillcrest Elementary School	26 b. Support, if the land is unlikely to be needed for future school use and the proceeds would benefit students.	26b. Support.	26b. No response.	26b. No response.	26b. Support.	26b. Support.	26b. No response.
26c. Sellars-Gunn Education Center	26c. Support, if the facility is no longer needed by ABSS and selling would generate funds for student programs or school facility improvements.	26c. Support.	26c. No response.	26c. No response.	26c. Support.	26c. Support.	26c. No response.
27. Should the school system encourage, discourage, or remain neutral in terms of residential growth in various jurisdictions where students would feed into ABSS attendance zones?	27. Remain Neutral. A practical consideration: while coordinating with local governments on residential growth, school capacity, and infrastructure so enrollment changes can be planned responsibly.	27. Remain neutral.	27. Remain Neutral.	27. No response.	27. Remain Neutral.	27. Remain Neutral.	27. The School Board should work with the county and/or municipals to troubleshoot possible growth infrastructure issues. This question doesn't address the variances.
School Board							
29. Would you support or oppose state legislation to grant local school boards the authority to levy property taxes, independent from the board of commissioners?	29. Oppose.	29. Oppose.	29. Support.	29. No response.	29. Oppose.	29. Oppose.	29. Oppose.
30. The current salary, or stipend, for school board members is $300 per month. Is this adequate for school board service?	30. No. The role requires substantial time for meetings, preparation, community engagement, and policy oversight.	30. Yes.	30. No.	30. No response.	30. Yes.	30. Yes.	30. Yes.
30a. Would you vote to raise school board pay during your term on the school board?	30a. Yes. I would support a reasonable increase in school board compensation.	30a. No.	30a. No.	30a. No response.	30a.No.	30a.No.	30a. This depends on a number of factors.
30b. If yes, to what level?	30b. $600 per month, with periodic reviews to ensure compensation remains reasonable and fiscally responsible.	30b. N.A.	30b. N.A.	30b. No response.	30b. N.A.	30b. N.A.	30b. No response.
31. Have you been endorsed by the Democratic or Republican Party in this election?	31. Yes.	31. Yes.	31. No.	31. No response.	31. Yes.	31. No.	31. Yes.
31a. If so, which party?	31a. Democratic Party.	31a. Republican.	31a. N.A.	31a. [The Democratic Party lists her as an endorsed candidate.]	31a. Republican	31a. N.A.	31a. [The Democratic Party lists her as an endorsed candidate.]
32. About one-third of school boards in North Carolina are elected on a partisan basis. Alamance-Burlington school board seats are still on at least an ostensibly nonpartisan basis. Would you support or oppose legislation to convert the ABSS board to a partisan board?	32. Oppose.	32. Oppose.	32. Oppose.	32. No response.	32. Oppose.	32. Oppose.	32. Oppose.
32a. Why or why not? [25 word limit]	32a. I oppose partisan elections because school board decisions should prioritize student achievement, fiscal responsibility, and community needs rather than political party affiliation.	32a. I have friends on both sides. We disagree on the ideal role of government, but we agree on the need for high-quality, responsibly-funded schools.	32a. I would oppose partisan school board elections. Education decisions should focus on students and schools, not party labels, while nonpartisan elections encourage collaboration and accountability.	32a. No response.	32a. School Boards should focus on academic results, not party labels. Nonpartisan elections encourage voters to assess candidates' qualifications, judgment, record, and local priorities directly.	32a. I oppose making ABSS school board elections partisan. Education should bring communities together, not divide them along party lines. Students, families, and classrooms must come first.	32a.School Board members should be voted in based on their dedication to community support. This support includes all communities in Alamance.
General							
33. What can be done to improve the rapport between the school board and the county's commissioners? [25 word limit]	33. Establish regular joint meetings, maintain open communication, collaborate on budget priorities, share accurate information, and focus on student outcomes and community needs over disagreements.	33. Build bridges with data and facts. Develop a five-year funding plan and collaborate with commissioners to achieve it. Hear concerns and respond critically.	33. Regular communication, joint planning, shared data, and respectful conversations can strengthen trust. Both bodies should focus on students, taxpayers, and long-term needs.	33. No response.	33. Complete transparency, including using shared data, early budget collaboration, transparent reporting, agreed definitions, joint planning, and regular meetings focused on documented student and taxpayer needs.	33. We must put the past behind us and move forward together. School board members and commissioners must communicate respectfully, build trust, and work as one team for Alamance County students.	33. Board members on both boards who are less about party loyalty and more about supporting all citizens in Alamance.
34. Name one top priority policy change you want to see and how you will work to achieve it. [25 word limit]	34. Improve academic achievement by strengthening early literacy and math instruction, monitoring measurable outcomes, supporting teachers, and directing resources toward evidence-based programs.	34. AI Policy is critical for both student-facing and supporting AI usage. Set vision, then leverage state resources and examples from other districts to develop policy.	34. My top priority is targeted support for struggling schools. I will use data, listen to educators and families, and build board-community partnerships to implement it.	34. No response.	34. Restore direct instructional supports; especially support positions, instructional coaching, and targeted interventions; achieved through data-driven budgeting, clear outcome measures, and county partnership.	34.My top priority is improving teacher recruitment and retention through competitive supplements. I will work with fellow board members and county commissioners to identify funding and implement increases responsibly.	34. I would like to see a certification program for our high school students specifically addressing ABSS classified school positions in the fields of transportation, EVS, and nutrition.
37. Do you have a child/children enrolled in ABSS?	37. Yes, a grandson.	37. No.	37. Yes.	37. No response.	37. Yes.	37. Yes.	37. Yes.
37a. If yes, in which grade level(s) and at which schools?	37a. He's in 10th grade at Cummings High School	37a. N.A.	37a. 6th grade at Western Alamance Middle School and 4th grade at Elon Elementary.	37a. No response.	37a. 10th grade at Southeast Alamance High School.	37a. 8th Grade at Hawfields and 9th Grade at Southern Alamance.	37a. 2nd and 4th - I will not disclose the school.
38. Are any of your immediate or extended family members employed with ABSS?	38. No.	38. Yes.	38. No.	38. No response.	38. No.	38. Yes.	38. No.
38a. If yes, please explain what position, where, and for how long. [25 word limit]	38a. N.A.	38a. Cousin – teacher at Turrentine.	38a. N.A.	38a. No response.	38a. N.A.	38a. EC Teacher at Alexander Wilson Elementary and 2 years.	38a. N.A.
38b. How can voters be assured that, if elected, you would remain impartial in your decision-making process?[25 word limit]	38b. I will base decisions on facts, student needs, transparent policies, and community input, disclose potential conflicts of interest, and apply rules consistently and fairly.	38b. Using evaluation frameworks in decision-making guards against emotional decisions. No child in the district provides assurance, though it wouldn't be an issue if I did.	38b. I will evaluate evidence, listen to diverse perspectives, follow policy and law, and place student needs above partisan or personal interests.	38b. No response.	38b. I will follow the evidence, listen respectfully to all stakeholders, disclose conflicts, apply policies consistently, and explain decisions publicly based on student needs.	38b. I will make decisions based on facts, student needs, community input, and what benefits ABSS as a whole, not personal relationships or political pressure.	38b. Voters who know me personally know that I make decisions with a community mindset. I analyze outcomes that make greatest benefit for all community members.